

Cedar Ridge High School
International Baccalaureate Diploma Program (CRIB)
Assessment Policy
(Most recent revisions 2016-17)

**The following outline describes the components we aim to address
as we continue the work on our Assessment Policy**

- I. **Assessment as a Focus**
 - a. **Why assessment is important (Principles of Assessment)**
 - b. **How we assess (Principles into Practice)**
 - c. **Assessment Mapping & Communication**
 - i. **Categories**
 - ii. **Methods**
 - iii. **Forms**
 - d. **Administration of Assessment**
 - i. **Frequency**
 - ii. **Submission Deadlines**
 - iii. **Feedback**
 - e. **Recording of Assessment**
 - f. **Reporting of Assessment**
 - g. **Assessment Standards**
 - h. **How are we discussing assessment in CRIB?**
- II. **CRIB Grading Practices**
- III. **Working Action Plan**
 - a. **Leadership Team / PLC Focus Area**
 - i. **Assessment Steering Committee**
 - ii. **Electronic Survey**
 - iii. **Professional Development**

The CRIB Assessment Policy is written with the input of district and building level stakeholders. Primarily, the work is completed within our PLC with most input coming from our teachers, administrators, leadership team members, and the IB Program Coordinator.

As a school, we have had many meaningful discussions regarding grading practices and our school assessment policy. We have developed what we feel is an equitable and fair policy regarding student assessment and grading practices. However, this work is always evolving and we continue to have important conversations within our PLC regarding grading practices.

Focusing on Assessment in the CRIB

Why is assessment important?

As a school, the IBDP at Cedar Ridge High School believes that with the development and use of quality assessments, the progress of each of our students can be evaluated fairly and in regard to specific educational goals and objectives. Using these assessments (both formative and summative) helps to ensure that educational goals and objectives are achieved for every student. Additionally, the process of developing such assessments is necessary as we reflect and refine our instructional strategies as teachers.

How do we assess learning at CRHS?

While the purpose of evaluating student achievement is to provide clear feedback to students, parents, teachers, and administrators, we believe that there are a variety of ways to assess student learning. The most valuable use of testing data and feedback comes when students use it to improve performance and teachers use it to improve instructions. Administrations also uses testing date to help develop and refine the instructional programs implemented in our school.

Assessment within the CRIB program can take on a variety of methods. Generally, student's knowledge is evaluated in either formative or summative types.

“Formative assessment is utilized to immediately determine whether students have learned what the instructor intended. This type of assessment is intended to help instructors identify material which needs to be clarified or re-taught and should not be used to evaluate or grade students. Results of formative assessment can assist instructors to ascertain whether curriculum or learning activities need to be modified during a class session or before the next class meets.”

“Summative assessment is cumulative in nature and is utilized to determine whether students have met the course goals or student learning outcomes at the end of a course or program.”

Central Michigan University Provost's Office. (n.d.) Formative and summative assessment. Central Michigan University. Retrieved September 25, 2006, from <http://www.provost.cmich.edu/assessment/toolkit/formativesummative.htm>

Formative assessments include (but are not limited to):

Short quizzes	Graphic organizers	Group activities
Games	Question/Cueing	Summarizing Main Ideas
Note-taking	Practice/Homework	Nonlinguistic Representations
Concept Maps	Online simulations	Identifying Similarities & Differences
Outlines	Lab activities	Vocabulary Reinforcement
Testing Hypotheses	Advance Organizers	

Summative assessments include (but are not limited to):

Exams	Free-Response Questions	Teacher-made Tests
Midterms	Writing Samples	Quizzes
Multiple Choice Questions	DBQ's (Data Based Questions)	Presentations
Projects/Cooperative Learning	Portfolios	Labs
Online Activities	Standardized Tests	

Assessment within the CRIB includes evaluation of a student's learning according to the specific learning goals and objectives found in the subject specific guides published by the IBO.

Assessment involves the continued examination of a student's performance on specifically defined objectives and standards (criterion-referenced), as well as the performance of the student as compared to similar students within his/her developmental range (norm-reference).

CRHS Grading Policy

(from http://www.orange.k12.nc.us/policy/policies/3000/3415_Assessing_Grading_and_Reporting_Progress.htm)

Grading is directly linked to the *North Carolina Standard Course of Study*. Grades are symbols that represent student performance, growth and progress. The main purpose of grading is to communicate the results of the assessment process to students and parents/guardians. This is accomplished through report cards, interim reports, and conferences.

GUIDELINES IN GRADING PRACTICES

Grades are a means of reporting student progress relative to the established curriculum goals and objectives. Teachers use their professional judgment to determine the weight of tests, assignments and daily performance in arriving at the grade a student earns. Grades earned on homework will not solely determine whether a student passes or fails a course/subject. The relative value attached to any activity should be determined by the importance of the activity toward achieving the course objectives. This value should be communicated to the students and parents/guardians before the activity occurs.

- 1.) Grades should be based on multiple assessments and performance samples over time. Failure or success on one test or one assigned task (e.g. a book report or notebook) will not be sufficient basis for failing or passing the course/subject or grading period.
- 2.) Grades may be obtained using a combination of sources.
 - Tests
 - Portfolios
 - Drawings (maps, charts etc.)
 - Oral Reports
 - Demonstrations, projects, presentations
 - Other classroom performance/activities
 - Self-evaluation
 - Homework
 - Research or library work
 - Written Reports
 - Class discussions, participation
 - Group/Individual Reports
- 3.) Grades should reflect a student's progress toward a determined level of proficiency that is related to the standards set by the *North Carolina Standard Course of Study*.
- 4.) Grades should reflect the teacher's professional judgment of student achievement in meeting proficiency standards. Daily grades are a function of teacher evaluation and take into account that numerical grades cannot be assigned to every piece of work.
- 5.) Some assignments may not be graded because they are a part of student work in progress. For example, daily homework may be designed to allow practice for students to reinforce a specific skill and to identify areas for additional assistance from the teacher.
- 6.) Grades should indicate actual academic performance; they do not include attendance or behavior. –
- 7.) Teachers should be very clear about their grading expectations before assignments are given, especially at the start of each grading period. Middle and high school teachers will provide students and parents with course descriptions and grading practices/standards.
- 8.) Quizzes, tests, examinations, essays, homework, projects, or papers are evaluated and/or graded. They are returned promptly and reviewed with the student before the next related test is administered.
- 9.) Any system or curve which predetermines the distribution of grades should not be used.
- 10.) Performance levels (as indicated on the elementary report card) are related to the proficiency standards set by the *North Carolina Standard Course of Study*.

ASSESSING AND GRADING EXCEPTIONAL CHILDREN

The grades of students receiving exceptional education services should reflect the progress of students based on the level of their ability and achievement.

- 1.) Students receiving services through the Exceptional Services Program will be assessed in terms of progress toward meeting objectives stated in the Individual Education Plan (IEP).
- 2.) Whenever appropriate, exceptional education students in regular classes, full-time or part-time, will receive the same report cards as other students. A report of progress based on standards outlined in the IEP will accompany the regular report card each marking period.

Classroom teachers are responsible for issuing grades to students in their classes. It is recommended that the resource teacher collaborate on the grades given and attend the parent/guardian conference.

Taken from Orange County Schools Board Policies, Policy #3415

http://www.orange.k12.nc.us/policy/policies/3000/3415_Assessing_Grading_and_Reporting_Progress.htm

Leadership Team / PLC Focus Area

As we continue to develop our core ideals about how to assess and grade students effectively and fairly at Cedar Ridge, we plan to revisit the writing of our assessment policy regularly.

We are currently in the process of developing our “Assessment Policy Steering Committee”, likely stemming from our current School Leadership Team members, and other relevant Professional Learning Communities on campus. The teachers at Cedar Ridge recognize the importance of assessment as a whole school, not just as an IB program.

Another part of our action plan, is to include information collected during faculty meetings and professional discussions, producing an electronic survey which would allow us to ask the staff as a whole about how assessment and grading is viewed, and many of our staff have already attended various workshops/PD specifically aimed at effective assessment/grading procedures.