

## **QUARTZ HILL HIGH SCHOOL IB DIPLOMA PROGRAM ASSESSMENT POLICY—2014**

### **Statement of Philosophy and Principles Underpinning All Assessment Practices**

This policy statement was collaboratively developed and reviewed by the IB faculty in response to the direction of the International Baccalaureate Organization made as part of the Quartz Hill High School.

IB Documentary Sources:

- “The Diploma Program: from Principles to Practice”
- “Guidelines for Developing a School Assessment Policy in the Diploma Program”

### **Quartz Hill High School International Baccalaureate Diploma Program Assessment Policy**

#### **I. Statement of Philosophy and Principles Underpinning All Assessment Practice**

Quartz Hill High School endeavors to provide a relevant and rigorous curriculum for all students so as to prepare students to be responsible students, effective communicators, bold and innovative producers, and self-directed learners (QHHS Expected School-Wide Learning Results or ESLRs). Assessment policies to help students measure their progress to achieve these goals are embedded within the curricular goals of each academic subject. Through a variety of standardized and teacher-generated assessment tools, students measure their learning based upon criterion-referenced evaluations, which then provide reference points for the learning community—teachers, students, academic departments, and administrators, to plan lessons and make long-term curricular changes. Criterion-referenced assessments include formal tests, with student progress evaluated according to measurable rubrics, but also include many authentic real-world assessments where students complete project-based assignments which are evaluated in terms of the ESLRs. Increasingly, assignments and assessments will involve extensive student and teacher use of all available technology. It should also be noted that California is currently phasing in the federal college and career readiness initiative, known as “Common Core.”

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The International Baccalaureate program provides a formal program of formative and summative assessment strategies for the immediate IB students and staff within QHHS and additionally provides exemplars of effective assessment strategies for the broader QHHS community. The broader QHHS community and the public may access this policy statement and other policy statements on the school website at [www.qhhs.org](http://www.qhhs.org). Following the IB learning profile as well as the QHHS ESLRS, the following are the goals that the IB learning community has for its students:

- Inquirers—students nurture their own love of learning
- Knowledge-Seekers—students acquire knowledge and understanding of many academic areas extending from the local to the global
- Thinkers—students engage in critical reasoning to address complex challenges, in an ethically-mindful way
- Communicators—students work together expressing knowledge and points of view in a variety of ways
- Principled Citizens—students practice academic integrity and honesty, showing respect for each other and the broader learning community
- Open-minded Scholars—Appreciating the many cultures of our global community, students embrace the values of pluralism to gain knowledge and understanding of points of view that are new to them
- Caring People—Students shall serve others in the community to directly make a difference and develop empathy and respect

The International Baccalaureate staff seeks to provide educational experiences which will inspire, guide and direct students to achieve these goals. Our teachers endeavor to help students achieve the learning objectives of specific academic disciplines and at the same time help students understand the intellectual and ethical connections across the disciplines. We also emphasize the international and intercultural significance of our efforts which are especially relevant to the diverse student body that we have at QHHS. Moreover, we adapt assessment strategies to meet the individual needs of students with learning disabilities or whose language skills need to be strengthened. More specific information on assessment and language skills may be found in the formal Language Policy Statement for Quartz Hill High School IB Diploma Program.

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Naturally, we make sure that students strive to attain the learning objectives of both the International Baccalaureate program as well as that of California and the Antelope Valley Unified High School District.

The measurement of the extent to which our students have achieved the above goals are operationalized within the subject-specific curricula as set out by IB subject guides and implemented by the QHHS faculty. Three types of summative assessments are used by our classes: internal, external, and subject exams. Internal assessments are evaluated by faculty members, and also monitored by IB to ensure the reliability and validity of scoring. External assessments are administered by teachers but evaluated by external scorers. Subject exams are proctored by the IB coordinator and additional support staff and mailed to external scorers for evaluations. Faculty members collaborate regarding the evaluation of internal assessments when appropriate.

These summative assessments become goals for the students. Our candidates who excel receive a great deal of personal satisfaction as well as college credit. Much of the learning—or the development of the student as the internationally-minded inquirer lies in day-to-day studies which includes many formative assessments. Teachers generate assessments strategies—exams, papers, labs, activities, projects, etc., which often mimic the summative assessments. Like the summative assessments, they are criterion-referenced. Using rubrics, students evaluate their own and their classmates' work to develop and refine their academic abilities. The goal is to help students develop their finest work—ultimate triumphs should count more in semester grading calculations than false starts that received poor grades.

With the guidance of the IB coordinator, teachers collaborate with one another regarding the due dates of major formative and summative assessments so as to help students engage in appropriate time management over the course of the year. A master calendar of these major assignments and assessments is available for staff and students to review.

Regardless of the kind of academic activity, students must identify and abide by high standards of integrity and honesty as set out by IB Academic Honesty regulations as well as by the Antelope Valley High School District. Teachers discuss ethical standards that must be practiced with each kind

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of assignment. For example, when is it appropriate to work with other students? When and how shall work be cited? The consequences for plagiarism, cheating, or any other transgression are clearly established by the program: the student receives a failing mark on the assignment (0), the teacher, IB coordinator, or a school administrator contacts the parents, and a note is placed in the student's permanent school record. A second offense results in expulsion from the IB program. These regulations are clearly communicated by each teacher to each class at the beginning of the term and all students and parents sign a contract describing these expectations.

**II. Details of Assessment Practices that Teachers are Expected to Follow, Covering Both Formative and Summative Assessments**

Through collaborative curriculum development and professional practice, the Quartz Hill High School faculty responsible for implementing the IB Diploma Program follows the regulations for assessment articulated by the International Baccalaureate Organization, by the State of California Department of Education, by the United States Department of Education, and by the Antelope Valley Union High School District Governing Board.

As an accredited part of the IB World School community, the IB Faculty at Quartz Hill High School is aware of and makes use of rubrics, mark-schemes and other forms of assessment methods and measurement criteria developed by the IB. The school also operates under the mandates of state and federal law and under the rules and regulations developed by the Governing Board of the Antelope Valley Union High School District

**IBO Sources Consulted:** *The Diploma Program: From Principles Into Practice*, 13; 35-39; *Guidelines For Developing a School Assessment Policy in the Diploma Programme*, 1-4; Antelope Valley Union High School District Assessment Policy.

**EXAMPLES OF ASSESSMENT BY CURRICULAR GROUP:**

Listed below are specific examples of formative and summative assessments by curricular group. This listing represents a collaborative effort by all Quartz Hill High School IB Faculty:

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**GROUP 1 English**

Formative: Quizzes, essays in class and take-home, free writing and journals, discussion.

Summative: Mock IB examination Papers 1 and 2, practice individual oral commentary and independent oral presentation; all graded using the IBO rubric.

**GROUP 2 Language B**

Formative: Unit tests, presentation on culture projects, essays based on the core and on the option, informal conversation on given topics, skit performance, viewing and discussion of foreign language video, reading and writing based on articles from the internet, oral and written question and answer activities.

Summative: Written and oral quizzes, oral presentations, short emails and essays, individual oral language activities based on IB assessment criteria and the options, interactive oral activities based on published IB Criteria, Paper 1 and 2 mock examinations.

**GROUP 3 INDIVIDUALS AND SOCIETIES**

Formative: Peer edit of short topical writing assignments, open discussion of course topics, use of Paper 1 format, model essays based on IB Papers 2 and 3, peer evaluations based on IB markschemes, analysis of primary sources, sharing of Internal Assessment paper samples as published by the IB, teacher feedback on drafts of Internal Assessment Simple Experimental Study.

Summative: Mock Papers 1, 2 and 3, unit essays evaluated under IB mark-schemes, objective examinations, primary source analysis.

**GROUP 4 EXPERIMENTAL SCIENCES**

Formative: Model-building, group oral examinations based on paper topics from the IB syllabus, guidance on lab work, cooperative learning.

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Summative: Multiple choice exams, lab finals, model building drawing exams, essay examinations, graphing assignments based on past graph questions from IB exams.

**GROUP 5 MATHEMATICS**

Formative: Daily homework assignments.

Summative: Cumulative exams using released IB questions.

**GROUP 6 THE ARTS**

Formative: Performance assessments, discussions, peer critique sessions, material re-works, portfolio checks, work samples, self-reflection pieces.

Summative: Chapter tests, quizzes observations, investigation workbook.

**THEORY OF KNOWLEDGE**

Formative: Short reflective writing shared among students who respond with feedback about argumentation on various ToK topics, formal philosophical debates, peer evaluation of oral and written argument, model essays that mirror ToK summative assessment and peer review using IB assessment details, grading of group presentations on epistemological viewpoints.

Summative: ToK essay and the ToK presentation.

**QUARTZ HILL HIGH SCHOOL GRADING POLICY, SCHEDULES AND SCALES:**

**Schedules and Access:** Students receive one progress report and one report card each nine-week quarter. The District uses Pearson PowerSchool, a system of recording and reporting student grades. Students, parents, teachers, counselors and administrators have access to student grades through this system.

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**Scales:** Most teachers at Quartz Hill High School issue course grades on a standard scale:

- A = 90—100%
- B = 80—89.9%
- C = 70—79.9%
- D = 60—69.9%
- F = Below 60%

IB students are awarded these standard-scale grades, but are also given Predicted Grades 1 through 7 for entry onto IBIS, the International Baccalaureate Information System, for each of the courses taken in the curricular groups:

- 7—Excellent
- 6—Very Good
- 5—Good
- 4—Satisfactory
- 3—Mediocre
- 2—Poor
- 1—Very poor

To determine student grades on the 1 through 7 scale, IB teachers use criterion-referenced measurements/rubrics consistent with the IB standards and practices within each curricular group and subject.

**Homework:** Both IB faculty and students realize the necessity of homework for skill acquisition and reinforcement of student learning, as well as a means to valuable formative assessment. Here are general examples of homework issued by IB Faculty at Quartz Hill High School:

**In Group 1,** English teachers assign novels to be read and analyzed, give assignments in preparation for the oral commentaries.

**In Group 2,** Language B instructors in French and Spanish give homework daily or at least three times per week to practice for oral presentations, grammar review and written assignments.

**In Group 3,** students are given bulk reading assignments, short analytical

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assignments, short analytical assignments for primary documents, preparatory assignments for debates and discussions, drafting of the historical essay, drafting of practice essays to prepare students for the May Session examination papers, researching classic studies in psychology and drafting portions of the Internal Assessment Simple Experimental Study.

**In Group 4,** Chemistry and Biology instructors give almost daily homework, with one instructor counting homework as 10-25% of the student's overall grade, depending on whether the class is IB Chemistry or IB Biology—this teacher is assigned to both classes. The homework in IB Biology HL 2 is intended to help the student prepare for the oral examinations and for the Internal Assessment.

**In Group 5,** students are assigned daily homework in IB Mathematics SL and IB Mathematical Studies SL.

**In Group 6,** the IB Theatre instructor assigns and assesses scene memorization homework, outside research in support of the Directing Project and Research Investigation, and research on the construction of masks in preparation for the actual mask construction project.

**In Theory of Knowledge,** the instructor provides homework opportunities as meaningful extensions of classroom activities, including preparation for discussions, analysis of epistemological issues in preparation for speeches and debates.

**The Antelope Valley Union High School District Assessment Policy,**  
Revised: May 16, 2011

The assessment policy of the Governing Board is presented below and includes references to the Education Code for the State of California:

**Instruction**

**BP 6162.5 (a)**

**STUDENT ASSESSMENT**

The Governing Board recognizes that student assessments are an important instructional and accountability tool. Assessment data shall be used to help determine individual students' progress, mastery of academic

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standards, appropriate placement in district programs, and/or eligibility for graduation. In addition, program effectiveness and staff evaluations shall, as appropriate, be based in part on indicators of student achievement.

*(cf. 0500 - Accountability)*

*(cf. 4115 - Evaluation/Supervision)*

*(cf. 5123 - Promotion/Acceleration/Retention)*

*(cf. 6011 - Academic Standards)*

*(cf. 6190 - Evaluation of the Instructional Program)*

To obtain the most accurate evaluation of student performance, the district shall use a variety of measures, including district, state, and/or national assessments. As appropriate, assessment results shall be disaggregated by student subgroup, classroom, grade level, or school site to allow for critical analysis of student needs.

*(cf. 5121 - Grades/Evaluation of Student Achievement)*

*(cf. 6142.7 - Physical Education and Activity)*

*(cf. 6162.51 - Standardized Testing and Reporting Program)*

*(cf. 6162.52 - High School Exit Examination)*

In selecting or developing a district assessment, the Superintendent or designee shall examine evidence of its reliability, its validity for the intended purpose and for various student populations, and the extent to which it corresponds to the material that is being taught.

The Superintendent or designee shall ensure that assessments are administered in accordance with law and the test publisher's directions and that test administration procedures are fair and equitable for all students.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 6162.54 - Test Integrity/Test Preparation)*

The Superintendent or designee shall provide professional development to assist teachers and paraprofessionals in interpreting and using assessment data to improve student performance and the instructional program.

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*(cf. 4131 - Staff Development)*  
*(cf. 4222 - Teacher Aides/Paraprofessionals)*

When districtwide and school-level results of student assessments are published by the state, the Superintendent or designee may provide supplementary information to assist parents/guardians and the local community in interpreting test results and evaluating school performance.

**Instruction**

**BP 6162.5 (b)**

**STUDENT ASSESSMENT**

*(cf. 0510 - School Accountability Report Card)*

**Individual Record of Accomplishment**

The Superintendent or designee shall ensure that each student, by the end of grade 12, has an individual record of accomplishment that includes the following (Education Code 60607):

1. The results of the achievement test administered under the Standardized Testing and Reporting Program pursuant to Education Code 60640-60649.
2. The results of any end-of-course examinations taken.
3. The results of any vocational education certification examinations taken.

*(cf. 6178 - Career Technical Education)*

No individual record of accomplishment shall be released to any person, other than the student's parent/guardian or a teacher, counselor, or administrator directly involved with the student, without the written consent of the student's parent/guardian, or the student if he/she is an adult or emancipated minor. The student or his/her parent/guardian may authorize the release of the record of accomplishment to a postsecondary educational institution for the purposes of credit, placement, or admission (Education Code 60607).

*(cf. 5125 - Student Records)*

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***Legal Reference:***

- *EDUCATION CODE*
- *313 Assessment of English language development*
- *10600-10610 California Education Information System*
- *44660-44665 Evaluation and assessment of performance of certificated employees (Stull Act)*
- *51041 Evaluation of educational program*
- *51450-51455 Golden State Seal Merit Diploma*
- *60600-60649 Assessment of academic achievement, especially:*
- *60640-60649 Standardized Testing and Reporting Program*
- *60800 Physical fitness testing*
- *60810-60812 Assessment of English language development*
- *60850-60859 High school exit examination*
- *60900 California Longitudinal Pupil Achievement Data System*
- *CODE OF REGULATIONS, TITLE 5*
- *850-870 Standardized Testing and Reporting program*
- *1200-1225 High School Exit Examination*
- *UNITED STATES CODE, TITLE 20*
- *9622 National Assessment of Educational Progress*

**Instruction**

**BP 6162.5 ©**

***Management Resources:***

- *CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*
- *Key Elements of Testing, 2004*
- *U.S. DEPARTMENT OF EDUCATION PUBLICATIONS*
- *Teachers' Use of Student Data Systems to Improve Instruction, 2007*
- *WEB SITES*
- *CSBA: <http://www.csba.org>*
- *California Department of Education, Testing and Accountability:*
- *<http://www.cde.ca.gov/ta>*
- *Educational Testing Service: <http://www.ets.org>*
- *U.S. Department of Education: <http://www.ed.gov>*

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**ANTELOPE VALLEY UNION HIGH SCHOOL DISTRICT**

Policy adopted: February 22, 1999  
Lancaster, California  
Policy re01; February 2, 2011

**III. Roles and Responsibilities for Implementing and Reviewing the  
Assessment Policy and For Training New Teachers**

**Roles and Responsibilities:** This formal Assessment Policy Statement is a site-based, collaboratively-developed instrument that will govern all assessments created and administered by the IB Faculty at Quartz Hill High School. IB faculty, the IB Coordinator, the Site Principal and Assistant Principal, and the Site Head Counselor were directly involved with the development of this policy document.

**Review:** This formal Assessment Policy Statement will be reviewed at least annually and revised as needed and will be submitted as part of the IB Diploma Program Self-Study, conducted every five years. The school is aware that periodic changes occur in the IB curriculum and that regular review by teachers and administrators is essential. Each IB teacher, the Head Counselor and the Site Principal have access to the IB Online Curriculum Center and can review the IB curriculum at any time.

**Training New Teachers:** Quartz Hill High School recognizes the fact that teachers retire and move on, and some move to other placements. It is therefore imperative to replace them in order to sustain the IB Diploma Program. When such turnover occurs, incoming IB faculty will be trained on this assessment policy and will be trained in the IB subject they will teach at an accredited, IB sanctioned teacher training workshop. Adequate funding will be authorized and provided by the Site Administration, by District Office Administration, and by the Antelope Valley Union High School Board of Trustees.

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**IV. Conclusions**

As noted previously, this official policy statement was developed and approved collaboratively by the Quartz Hill High School IB Diploma Program faculty in response to the feedback for our program self-evaluation of 2012-2013. The Report on the Program Evaluation was digitally delivered by the IBO to Quartz Hill High School on 2 December 2013. The final draft of this policy statement was submitted to the IB Faculty and Site Administration in June 2014, prior to the official submission upload in June of 2014.

The faculty and administration will continue to meet once per month in the coming years to reflect on and make necessary adjustments to this policy statement, and to the other policy statements covering language and academic honesty. The IB Diploma Program Coordinator will monitor any information emanating from the IBO that will require modification to our documented policies.