

Holmes High School
SBDM Council Policy
ASSESSMENT POLICY

Philosophy:

By gathering and analyzing data from formative and summative assessments in various forms, the students, teachers, administrators, and parents can evaluate the students' progress toward reaching their learning goals. All of our administrators and teachers are committed to the use of standards based assessments that are supported by the following principles.

Principles:

- All students can learn
- Assessments of various types determine the effectiveness of teaching
- Assessments can and should take various forms and methods
- Assessments monitor the progress of student learning
- Both students and teachers should be involved in assessment
- Student learning is evaluated using predetermined criterion rather than comparisons to published averages or norms
- Assessments by IB, AP, ACT, etc. allow administrators, teachers, students, and parents to evaluate their students' progress relative to state, national, and worldwide performance
- Effective assessments provide feedback to teachers, students, and parents in order to improve/revise instruction in the classroom and student study habits
- Assessments should reveal what the student knows and understands
- Assessments should be used to help parents understand and support what is going on in the classroom
- Assessments should allow all stakeholders to see evidence of learning
- Parents and students have access to students' grades using Parent and Student Portals

Purposes of Assessment

Assessments of any form are designed to be indicators of learning. They should support and encourage student learning by providing feedback, and they should measure achievement through the objectives for each subject. Assessments can promote positive student attitudes regarding learning while supporting intercultural awareness. Assessments are critical tools used to develop effective teaching and should provide

parents, teachers, and administrators with information to support student learning.

We expect our students to be life-long learners. This passion starts in the classroom daily with each teacher. In order for the students to be knowledgeable inquirers, we want them to be thinkers, and this is monitored through various types of assessments. From formative to summative, students are evaluated based on benchmarks, rubrics, and criteria from state, national, AP, and IB expectations.

Types of Assessments

Admission Assessment: There is no admission assessment to enroll at Holmes High School. Holmes High School encourages all students to challenge themselves, and all students are encouraged to pursue AP classes, IB classes and/or diploma program as appropriate, and a CTE pathway.

Formative Assessment: Formative assessments are used on a daily basis within our school to measure what the students' knowledge and experience may be in order to know how to proceed with the lesson and learning goal. Teachers use a variety of assessment forms from verbal assessments to pre- tests in order to monitor student learning. Based on the results of the formative assessments, students, parents, and teachers can evaluate the student's learning and make the necessary adjustments.

Summative Assessment: Summative assessments are given at the end of a teaching unit or concept for the purpose of evaluating mastery. Teachers use a variety of assessment methods such as presentations, projects, portfolios, and paper tests in order to assess the level of mastery demonstrated by the student. The level of mastery is determined using a rubric for the assessment and the grade is recorded in Infinite Campus, which is the electronic grade reporting system used by Covington Independent Public Schools.

Internal Assessment: Internal assessments are mandatory assessments within IB courses completed during the 11th and 12th grade that focus on skills as well as the subject content. These assessments are graded by the classroom teacher using the rubric published by IB. The internal assessment scores are submitted to IB for moderation to ensure all internal assessment scores worldwide are consistent. Examples of this type of assessment include, but are not limited to, oral presentations, science lab reports, math portfolios, and other major projects. Internal assessments can serve as both classroom assignments which contribute to the students' school grades as well as assignments that contribute to the students' IB score for that subject.

External Assessment: Students will take End of Course assessments in Biology, Algebra II, English II, and US History. They will also complete an On Demand writing assessment in 10th and 11th grade. These assessments are used to evaluate student proficiency in the subject areas.

External IB assessments are mandatory assessments that are completed during the 11th and 12th grade that are not scored by the classroom teacher. These assessments are IB exams that are administered during the May testing session and essays that are sent directly to IB examiners for evaluation. It is very important to note that students must take the external assessment (IB exams) on the assigned test date. Unlike AP exams, there are no alternative test dates given for IB exams.

Grade Reporting and Scale:

The grading scale for Holmes High School is as follows:

90% - 100% = A 80% - 89% = B 70% - 79% = C 60% - 69% = D Below 60% = F

Communicating student achievement is very important at Holmes High School. In order to keep parents and students up to date on grades and progress monitoring, we utilize an electronic grade book, Infinite Campus, which all students and parents have access to. Students and parents can check grades at their convenience any time, day or night, during the school year. Parents are encouraged to check their students' progress on a weekly basis and they are given notices throughout the grading period via phone calls, newsletters, and emails reminding them to monitor their students' progress. All parents are notified when progress reports should be checked as well as the when formal report cards are being sent home.

In addition to electronically monitoring student progress, parents are notified of student achievement and progress during conferences between the student, parent, teacher, and guidance counselor. They can also request copies of their students' official transcript which records all semester grades for all subjects taken at the high school level.

Homework

Homework is assigned to students throughout the entire school for the purpose of reinforcing or reviewing the lesson taught that day. Homework is sometimes used for grade generation and it is used for class discussion purposes. Either way, the teachers use the homework as a way to monitor student progress.

IB Diploma

Diploma Requirements at Holmes High School Criteria:

3 SL & 3 HL subjects, with a Minimum score of 24 points overall

Minimum of 12 points earned on HL exams. Minimum of 9 points earned on SL exams.

Theory of Knowledge Prescribed Title Essay & Oral Presentation, Grades earned: A (highest) to E (lowest)

Extended Essay: 2,000-4,000 word essay, Grades earned: A (highest) to E (lowest)

Creative, Action, & Service documented activity

Students must receive a grade of at least D in both Theory of Knowledge and Extended Essay, or 28 overall points to receive the IB Diploma. If a student earns less than 24 points, receives a score of 1 on any HL subject, or receives two or more scores of 2 in any subject or level, they cannot earn the IB Diploma.

Students can earn a maximum of 45 points if they earn a score of 7 on each of the 6 subject areas and A's on both their TOK and Extended Essay.

IB scores are separate from class grades. Students receive their class grades at the end of each semester of study. IB scores are available online on or around July 7th each year. The IB Diplomas are sent directly to the schools and can be picked up in August of each year. Students and parents are notified when the diplomas arrive so arrangements can be made to pick them up.

The Extended Essay is a core requirement of the IB Diploma program. It is a two year process culminating in a research essay that consolidates the student's learning. The essay topic is selected by the student and represents a concept, event, or idea that interests the student.

Responsibilities

Student Responsibilities

- Successfully complete all diagnostic, formative, summative, standardized, and end of course assessments
- Strive to achieve characteristics indicated on the IB Learner Profile
- Meet deadlines for classroom assignments, initial and final drafts for assessments, without excuse
- Follow deadlines as outlined in the school calendar
- IB students will maintain relationships with Extended Essay and CAS supervisors
- Develop study skills and time management skills to maximize potential for student success
- Assume responsibility for learning by being proactive in seeking help, monitoring their progress in Infinite Campus, and reflecting on the strengths and weaknesses revealed through class assignments and assessments
- Understand and adhere to all requirements for academic honesty as outlined by the Academic Honesty Policy of Holmes High School

Parent Responsibilities

- Monitor student progress weekly using Infinite Campus
- Discuss assignments and assessments with student frequently to show support and encourage student achievement

- Contact the teacher if questions or conflicts arise so teacher will have the opportunity to address the issue in a timely manner
- Attend parent meetings

Teacher Responsibilities

- Follow deadlines outlined by the school calendar
- Submit appropriate documentation, i.e. IB teachers submit verification reports, data collection forms, IA samples, predicted grades, etc. to IB Coordinator
- Maintain appropriate communication regarding student progress with counselors and/or IB Coordinator to adequately monitor student progress
- Communicate with students and parents frequently regarding student progress
- Focus on the assessment of student learning outcomes more so than covering subject content
- Analyze assessment data to identify patterns of student performance and need
- Work collaboratively with other teachers to assess instructional strategies leading to student achievement
- Refer to the school calendar before scheduling major assessments and projects
- Use a variety of instructional and assessment strategies to differentiate instruction
- Provide timely written and verbal feedback on student assignments and assessments
- Assign meaningful assessments
- IB teachers will refer to the IB Online Curriculum Centre often in order to stay current on curriculum and assessment changes

IB Coordinator Responsibilities

- Distribute IB assessment materials to teachers
- Offer training in interpreting IB summary data to teachers
- Train EE and CAS supervisors
- Schedule IB training for all new IB teachers
- Schedule IB training and Professional Development for IB Diploma teachers when the subject curriculum is revised or changed
- Arrange IB teacher collaboration meetings to plan and reflect on teaching and assessment strategies
- Register juniors and seniors for IB exams
- Supervise IB testing and monitor testing conditions

- Monitor the extended essay process
- Monitor CAS progress
- Cultivate a culture that prioritizes assessment for learning and assessment of learning
- Set deadlines to ensure all I/A Assessments, extended essay, and sample sets arrive at the appropriate destinations on time

Date of First Reading: 10-10-16

Date of Second Reading: 11-14-16