

ASSESSMENT POLICY FOR J.I. CASE HIGH SCHOOL

Philosophy of Assessment

Assessment is the gathering and analysis of information about student performance. This is an ongoing reflective process that identifies where students are in the learning process and guides goal setting for both the students and the teachers. The J.I. Case High School goals are twofold: Racine Unified School District's mission to "support students, teachers, principals, and central office administrators in the use of data for instructional improvement...in the area of student achievement" (Department of Standards, Assessment and Accountability) and to support the achievement of the International Baccalaureate's established criterion-based standards for effective instruction and learning and certification achievement in the Diploma Programme.

IB Student Grades

The quarterly and semester final grades earned by J.I. Case High School students are determined by each individual classroom teacher's policy, which must be on file in the Main Office, and based on the Racine Unified School District's grading policy scale of: A+ = 97-100%; A = 93-96%; A- = 90-92%; B+ = 87-89%; B = 83-86%; B- = 82-80%; C+ = 77-79%; C = 73-76%; C- = 70-72%; D+ = 67-69%; D = 63-66%; D- = 60-62%. The percentages for grade distribution to determine the grade are solely the responsibility of the individual classroom teacher, and despite individual differences, the scores are a culmination of a variety of assessment practices (combining formative and summative assessments): papers, portfolios, projects, labs, presentations, discussions, quizzes, tests, examinations, etc. These assessment practices are consistently based upon the criterion-based IB standards throughout the course (SL or HL). These standards are shared with students as the school year begins and are referred back to for each assessment so that students are well aware of the concept goals for achievement on the individual assessment as well as the May examination.

All IB course grades (including Sophomore Intro to IB History, Chemistry, Physics, and English A1) are weighted as they contribute to the student's 4.0 GPA/5.0 GPA at J.I. Case High School. The weighting; however, will end with the class of 2020, beginning in 2016-2017 school year.

Parent Communication

Parents are informed of the grading policy of each teacher through written communication and parent acknowledgment at the beginning of the course, at Parent-Teacher Conferences in November and March, and throughout the school year via the Racine Unified School District website: www.racine.k12.wi.us, or more specifically at sites.rusd.org/case/. There is also a Coordinator's fall meeting with students and parents to explain the IB criterion-based assessments, along with the Registration procedure, for the courses open to examinations for the May exams.

Parents also receive mid-quarter reports indicating the level of achievement of their student leading up to the quarter/semester final grade. Individual Progress Reports, based upon the parent time-frame request, are available from each teacher. Quarter and semester grades are mailed home within two weeks of the end of the ten week grading period with the possibility of two comments regarding the student's performance.

An imminent "semester failure" report card is given to the school counselor one week prior to the final exam so that home contact can be made and possible schedule changes or summer school for credit recovery can be initiated.

Teacher Responsibility

Teachers are sent to IBA/Association-sponsored (FLIBS, CASIE, etc.) trainings to better understand how the criterion-based assessment for their subject and level functions and affects the learning process of their IB students the year they take on the course. This is generally done prior to or in the fall semester so that they have a clearer understanding of the overall IB philosophy and mission statement, the Learner Profile, the required criterion for external exam assessment by IB examiners, the Internal Assessment responsibilities and criterion-based assessment, as well as the structure of their course syllabus. In addition to the two and a half day workshops, all subject area/subject specific, including TOK, counselors, extended essay supervisors, and CAS Coordinator, attend one day Roundtables sponsored each year by a different Wisconsin Association of IB World Schools school. These are not mandatory but strongly recommended and highly attended and frequently address assessment issues, particularly when there are curriculum changes.

Through formative and summative assessment, teachers are expected to modify their curriculum to meet the needs of the students as displayed in the assessment results throughout the school year. Teachers are also given feedback in the fall in their Internal Assessment examiner comments from IBIS as well as the Subject Reports from IBIS following the May exams. Taking partial ownership for their students' exam achievements with the intention of improving curriculum and assessments is an expected part of their job description. Using the OCC is strongly encouraged as well as making internet connections with fellow subject area teachers around the world and WAIBWS support. This information and these practices lead to a better teaching and learning as well as a common understanding of the criterion-based assessment used by IB.

All IB teachers submit Predicted Grades by April 1. These grades are arrived at through close scrutiny of the variety of assessment tools using the IB criterion-based assessment throughout the school year, by factoring in the Internal Assessment criterion-based score, and through mock exams in the classroom.

Internal Assessment scores are submitted by April 1. These scores are arrived at through the criterion-based assessment as required by IB for each subject. These scores include an Oral Exam in A1 and Language 2, a paper for History, an experimental or non-experimental research project for Psychology, lab work and the Group 4 Project in the Experimental Sciences, a portfolio in Mathematics and a project in Math Studies, and a workbook portfolio in Visual Arts.

Samples, following recording on IBIS, are given to the Coordinator along with the necessary paperwork for submission to the international examiners by April 20.

Practice for the May examinations are held by all teachers during the school day and following it. This begins in February and lasts until the end of April. Each teacher determines the amount of time spent over these months; this is a requirement for all of the IB teachers.

Student Ownership of their Assessment

Each IB student is provided with the IB standards for each subject at the beginning of their coursework. They are made fully aware of the concepts on which they will be tested in May by the classroom teacher as well as the IB Coordinator at the fall Registration meeting. Students are expected to use their formative and summative assessments to help engage them in the learning process's constructivist approach. Student/teacher conferencing should be prompted by the student when learning and/or achievement goals are not met. Exam practices for students held after school are not compulsory but consistent attendance implies ownership and generally results in a higher score to be sent off to a future college/university.

Full Diploma students who must write the Extended Essay and an essay for Theory of Knowledge have the additional ownership implied with these assessments. They are provided with classroom and out-of-class guidance as they work on these two requirements (along with CAS) but in the end, the product submitted is truly their accomplishment. Each teacher establishes his own submission schedule from beginning to end, knowing the final deadline for submission to the Coordinator is February 1. It is up to the students meet the working submissions and final deadline determined by the teacher prior to reaching the Coordinator. Students are expected independently as much as possible, as the IB instructors feel that the experience and responsibilities of the IB challenges are what truly encourages them to become "inquiring, knowledgeable and caring young people" who are "active, compassionate and lifelong learners."

IB Full Diploma

To attain the Full Diploma, students are required to take six examined subjects graded on a scale of 1 to 7 using criterion-based assessments. A student who scores a minimum of 24 points on 3 HL (Higher Level is two years of study) subjects and 3 SL (Standard Level is a one year of study), completes the Theory of Knowledge class, writes a paper for it, and does a presentation, as well as writes an Extended Essay (a 4,000 word research paper) with at least a D grade, and accomplishes 150 hours of CAS (Creativity, Action, and Service) with evidence and written reflections can be awarded the IB Full Diploma provided none of the following failing conditions exist according to *General Regulations: Diploma Program (2017)*:

1. CAS requirements have not been met.

2. Candidate's total points are fewer than 24.
3. An "N" has been given for theory of knowledge, extended essay or for a contributing subject.
4. A grade E has been awarded for one or both of theory of knowledge and the extended essay.
5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (SL or HL).
7. Grade 3 or below has been awarded four or more times (SL or HL).
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
10. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

The maximum number of exam points is 42, but with a possible 3 bonus points based on the Extended Essay and the Theory of Knowledge, a student can earn as many as 45 points overall.

In addition, students who have completed these conditions through multiple languages may be eligible for a bilingual diploma (see Section A7.6.2).

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of IB diploma. The examination sessions need not be consecutive.

Students who do not meet the Full Diploma requirements as stated above, or those who take exams in six or fewer subjects but do not write an Extended Essay, submit a paper for Theory of Knowledge, or fulfill the CAS requirement are awarded a Certificate for the examinations they complete.

Award of the IBCP Certificate

The IBCP will be awarded subject to satisfactory completion of the following requirements by a candidate:

- The candidate has completed the specific career-related study.
- The candidate has been awarded a grade 3 or more in at least two of the DP subjects registered for the IBCP
- The candidate has been awarded a grade of at least D for the reflective project.
- All PPS, service learning, and language development (language portfolio) requirements have been met.
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

College/University Credit for IB Assessment Documentation

Colleges and Universities receive scores following the July 5th publication date on the IBO results website. It is the student's responsibility to inform the DP Coordinator as to their destination by no later than graduation day from J.I. Case High School. Each institution of higher learning has its own IB credit acceptance policy, and it is up to the individual student to be aware of the application of their score(s) at their future school. This information can readily be found on the website of each institution.

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