

## Assessment Policy

### IB Middle Years, Diploma, and Career-related Programmes

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. All staff at Case High School work together to discuss and align our practices and philosophies to that of the IB. We are committed to setting high expectations for students and to creating rigorous learning opportunities that will prepare students for future careers.

### Philosophy of Assessment

The purpose of assessment is to measure student progress and growth throughout their time at Case High School, measuring proficiency based on the IB criteria of MYP, DP, and CP. Students are given the criteria/ standards of the course, and are offered opportunities to provide evidence of mastery towards them. The MYP (Middle Years Programme) is offered to freshman and sophomores. The MYP IB program lays the foundation for the IB Diploma and career courses offered junior and senior year. By attempting and/or completing IB and career-related courses, Case students are well prepared for the rigor of college, career pathways, and life itself.

Assessments are designed to check students' understanding and to inform instruction. These are key principles we embrace here at Case High School:

- Assessments must provide meaningful feedback about learning and achievement to students, parents, teachers, administrators, the community, and the school system.
- Assessments are authentic, preparing students for real-world experiences and being linked to career-related pathways.
- Assessments focus on both the learning process, as well as the final product and/or outcome.
- Assessments are purposeful, providing students the opportunity to take ownership of their learning process.
- Assessments provide multiple opportunities for students to show proficiency.
- Assessments must align with state standards and IB criteria.

### Types of Assessments

**Formative assessments (Scrimmage)** are formal and informal assessments used to monitor students' learning. It allows students in all MYP, DP, and CP classes to learn concepts, contexts, and to explore inquiry questions. During the learning process, feedback from formative assessments allow teachers to modify instruction and learning activities, and to help improve students' learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses.
- help students target areas that need further development.
- help teachers recognize where students are struggling so they may provide additional or differentiated opportunities for mastery.

Examples of formative assessments include: reflections, exit slips, discussion, observations, mock exams, inquiry-based labs, and warm-up questions.

**Summative assessments (Game)** are assessments of learning that check students' understanding by measuring it against the IB criteria and the priority standards for the course, reporting the final score on our online grading system, Infinite Campus. The goal of this assessment is to measure the learning outcomes of students and to inform next steps in teaching and learning. Examples of summative assessments include: portfolios, projects, presentations, lab reports, recitals, MYP exhibition, and examinations.

#### **Internal Assessment (IA), in the Diploma Courses:**

Teachers receive formal IB training to better understand the criterion-based assessment for their subject area. Using formative and summative assessment throughout the course, teachers modify their curriculum based on student needs. Teachers are also adjusting and reflecting after having received their feedback and scores from the previous exam session. Formal practice for Internal Assessments occurs early on in the courses. Students are given the IB standards and rubrics for their coursework so they understand the aims. Additionally, they are expected to use their formative and summative assessments throughout the course to help them in the learning process. After students complete mock IAs, they receive feedback from their teachers in the form of an IB mark using the appropriate criterion-based IB rubric. This allows the students to get a true reflection of their progress and potential for marks received on the actual IA. Additionally, the students' performance on the mock IAs provide the teachers with valuable feedback on how their teaching is being received. This relationship of feedback between teacher and student is crucial for both optimal teaching and learning.

Internal Assessment scores are submitted in April prior to the IB deadline. Teachers within the same subject area reflect and collaborate to ensure the marked coursework is at the standard defined by the IB and is consistent. Teachers are provided with substitute coverage so they have adequate time to not only mark the IAs, but to standardize the marks with collaborating teachers. These scores are arrived at through the criterion-based assessment as required by IB for each subject. IA 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 workbook portfolio in Visual Arts and Music. Samples, following recording of IA scores on IBIS, are given to the Coordinator along with the necessary paperwork for submission to the international examiners by April 20.

#### **External Assessment Practice in the Diploma Courses:**

Practice for the May examinations are held by all teachers during the school day and often 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.

**The Personal Project**, the MYP capstone assessment for all sophomores, provides students an opportunity to demonstrate a consolidation of their learning through the completion of independent research. Each student works with a teacher advisor, to investigate, plan, take action, and reflect on a topic of their choice, rather than content which is tied to a specific curriculum or grade. This assessment reflects on a topic of personal interest or tied to their career academy.


## Grading and Reporting

We recognize that students must be provided with the opportunity to show their proficiency of course expectations, outlined in subject guides and district priority standards, and be provided appropriate feedback. Teachers provide students with opportunities to practice skills and concepts essential to the course. This practice is what guides instruction needed to be proficient in the course. This can include homework assigned to students. Additionally, students create Academic and Career Plans (ACPs) to equip students and their families with the tools necessary to make more informed choices about postsecondary education, training, and careers for life after high school.

Racine Unified School District utilizes an online gradebook, Infinite Campus, so that parents and students can access their grades daily. Students' progress in courses, along with attendance, can be monitored through the IC Parent Portal on the district website.

Case utilizes MYP criteria and Evidence-based grading. All assessments are scored first, based on IB objectives then converted to EBG grades. Advanced, proficient, developing, and beginning will be converted to traditional letter grades A, B, C, D, and F for report cards and transcripts. Our IB DP courses use a traditional grading system.

## Proficiency Scale

Reported Levels of Proficiency	0 No Evidence	1 Beginning	2 Developing	3 Proficient	4 Advanced
 <p><b>Rubric Correlation</b></p>	0	1-2	3-4	5-6	7-8
<b>General Description of Quality</b>	Student did not submit any evidence of learning.	Major errors or omissions on basic and more complex grade-level content/skills.	Independently uses basic grade-level content/skills with no major errors or omissions. However, major errors or omissions on more complex content/skills.	Independently uses complex grade-level content/skills with no major errors or omissions.	Independently makes accurate, in-depth inferences and applies content/skills to complex, open-ended problems and tasks.

## Semester Grade Calculation

Semester Grade	Grade Determination	GPA Value
A	An overall score of 3 or 4 for EACH skill	4
B	An overall score of 2 for any skill, a 3 or 4 in all remaining skills	3
C	An overall score of 2 for two or more skills (no score of a 1)	2
D	An overall score of a 1 in one skill	1
F	An overall core of a 1 in two or more skills	0

### **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 or 4 HL (Higher Level is two years of study) subjects and 2 or 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. Candidates have gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. Candidates have 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.

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 individual 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 a specific career-related study (3 pathway courses)
- 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**

Colleges and Universities receive IB 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.

### **Academic Honesty in Assessments**

It is the expectation that all students must maintain academic integrity. All IB students are required to sign and adhere to an Academic Integrity policy. Any student who violates the policy will be subject to consequences.

### **The Use of AI (ChatGPT) in Student Work**

Based on the recommendations from the IB, the use of ChatGPT or any other AI cannot be banned. Instead, it should be used as a learning tool within the classroom. Although this new source of information cannot be banned, the IB still expects students to be academically honest in their work. The IB has provided the following comment on how AI sources should be treated within any formal assessment:

“The IB does not regard any work produced- even only in part- by such tools, to be their own. Therefore, as with any quote or material from another source, it must be clear that AI-generated text, image or graph included in a piece of work, has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. As with current practice, an essay which is predominantly quotes will not get many, if any, marks with an IB mark scheme (Statement from the IB about ChatGPT and artificial intelligence in assessment and education, 2023).”



At Case High School, the expectations are that if students use any form of AI in their work, they must clearly cite their use of the tool.