



Renaissance High School Assessment Policy

Tell me and I forget. Teach me and I remember. Involve me and I learn. – Benjamin Franklin

Philosophy

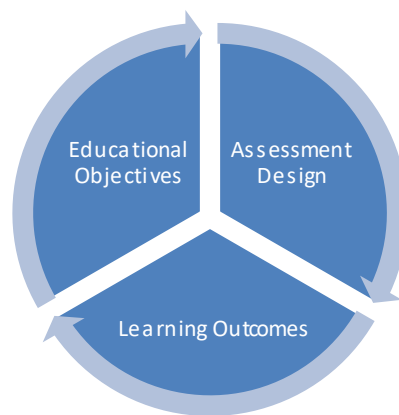
Renaissance High School was created with the intention of serving as the West Ada School District's flagship school for academic rigor and the IB teaching and learning philosophy. As such, rigorous assessments have been a central component of Renaissance's mission and vision since it opened in 2009.

Renaissance High School is an academically advanced school in the West Ada School District of Meridian, Idaho. We believe in preparing our students to be productive, life-long learners and active, thoughtful citizens. Renaissance offers three opportunities for advanced academic achievement: the International Baccalaureate Diploma (IBDP), the International Baccalaureate Career Program (IBCP), and a full associate's degree (AA) from Idaho State University.

The following document defines, outlines, and provides examples of assessment at Renaissance High School. This is not a definitive guide to assessment, but rather an attempt to communicate Renaissance assessment philosophy and best practice.

Purpose of Assessment

Assessment is critical to education and the evaluation of knowledge and skills. Assessment, formative and summative, is the continuous process of gathering, analyzing, and reflecting upon measurable evidence certify mastery and to guide future learning. Administration, teachers, and students are all continuously involved in the assessment cycle.



Definitions

Formative Assessment: used daily to determine knowledge, skill level, prior knowledge and may also be used to determine gaps or misconceptions. Formative assessments may be verbal or written and enable parents, students and teachers to make adjustments to learning.

Summative Assessment: used at the end of a unit or task certify/evaluate proficiency level. Summative assessments can include, but are not limited to portfolios, essays, exams and oral presentations.

Homework: is assigned to introduce, reinforce, or review newly acquired skills and content. Homework may be either a summative or a formative assessment.

Grade Descriptors: consist of general characteristics of performance at each grade and/or subject.

Markbands: represent holistic criterion, with multiple levels, applied to a piece of work, which is evaluated as a whole. Because of the requirement for a reasonable mark range along which to differentiate candidate performance, each markband level descriptor will correspond to a number of marks.

Bias: a difference in outcome of an assessment process that is not related to a genuine difference in the aptitude or achievement being measured. Bias can arise from the test items/assessment tasks themselves or from the marking of a performance assessment. In the latter case bias becomes an issue of marking reliability.

Validity and reliability: the validity of an assessment is the extent to which it actually measures what it is stated to measure. The term reliability is used to define the accuracy of measurement resulting from an assessment, and how likely it is that the same result would be replicated in slightly different circumstances. An assessment is reliable if a student would gain the same result were he/she to repeat the assessment on different occasions, and also gain or achieve the same result if the assessment were marked by different markers.

District, State, National, and International Assessments: these assessments are designed by outside entities (national, state, or district) and can serve as a graduation requirement.

IB Assessments:

- Internal Assessments (IA): Internal assessment focuses on skills, within each content. The internal assessment activities are chosen by the classroom teacher or the student and can be used as vehicles for teaching course content. Internal assessment activities can be used formatively to develop skills and summatively to contribute to the final assessment outcome.
- External Assessments: student work that is not marked by the classroom teacher as part of a final IB score. All External Assessments go directly to IB examiners. The May examinations are External Assessments, as are Extended Essays, the Theory of Knowledge Essay, and Written Assignments from several courses.

Homework Philosophy

Homework is an integral component of education that deepens student learning and understanding. Renaissance students participate in homework that is meaningful, purposeful, and appropriate. Renaissance staff believe that the purpose of homework is to reinforce or review newly acquired skills and content. Additionally, as research supports, student learning is positively affected when homework assignments are purposeful and engaging and are appropriate in quality and quantity. As such, completing homework is an important part of being a Renaissance student and is the responsibility of the student.

Homework Guidelines

- IB, Concurrent Credit, and Honors, courses are higher level classes and will require more extensive homework.
- Homework is defined as any work assigned to be completed outside of class.
- Reading is an integral part of learning and is a consistent part of homework.
- Homework should be purposeful and meaningful to students. Legitimate purposes for homework include practicing a skill or process that students can do independently but not fluently,

elaborating on information that has been addressed in class to deepen students' knowledge, and providing opportunities for students to explore topics of their own interest.

- As a guideline, the average total homework load should not exceed 3.5 hours a night. Reading and long term projects should be included in this time frame.
- Staff should make efforts whenever possible to be aware of homework, projects, and testing schedules across the curriculum and make use of shared calendar for tracking purposes.
- If weekend homework is deemed necessary, the amount should not exceed a regular day's assignment. Students may choose to use weekends for review, voluntary work, projects, or completion of make-up assignments.
- Long-term assignments must have clear check points.
- Assigning homework over holidays is to be kept to a minimum. Holiday homework if deemed necessary, should not exceed a regular day's assignment. Students may choose to use the holiday for review, optional enrichment, projects, or completion of make-up assignments. Staff will notify parents through email of the assignment and time expectations for its completion.
- Homework should be the result of collaborative efforts, thoughtfully considered, and coordinated to improve student learning.
- Homework will reflect the accommodations and modifications of curriculum that is stated in a student's IEP or 504 plan.

IB Diploma Recipient Requirements

All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma.

The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- CAS requirements have been met.
- The candidate's total points are 24 or more.
- There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- There is no grade E awarded for Theory of Knowledge and/or the Extended Essay.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has earned 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- The candidate has earned 9 points or more on SL subjects (candidates who register for two SL subjects must earn at least 5 points at SL).
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

Renaissance Grades and Grading Scale

The purpose of grading is to communicate the level of achievement in the educational program to students, parents, institutions of higher learning, prospective employers, counselors, and other schools the student might attend. The symbols used and the meaning of each symbol is as follows:

90%-100%	A	Excellent Achievement
80%-89%	B	Above Average
70%-79%	C	Satisfactory Achievement
60%-69%	D	Below Average, But Passing
Below 59%	F	Failure to Meet Minimum Standards

Please note that if a student has an overall course grade of D or F, the parents will be notified in a timely manner. Parents are also invited to come to parent-teacher conferences in order to meet with the teachers and learn about individual teachers and classes. Additionally, individual assignments are graded and recorded in PowerSchool, our district’s student information system, in a timely manner. If students or parents have questions about an assignment or the grade earned, they are encouraged to contact the teacher to establish communication.

IB Grade Translation/Conversion

Unlike the traditional grade scale used at Renaissance, the International Baccalaureate Diploma Program uses a 7-1 numerical scale. Below, approximate standard percentage points have been listed next to the IB grade scale and description.

97%-100%	7	Above expectations
92% - 96%	6	Excellent
85%-91%	5	Good
75%-84%	4	Satisfactory
68%-74%	3	Mediocre
60-67%	2	Poor
Below 60%	1	Does not meet standards

The external IB assessments for Theory of Knowledge and the Extended Essay follow a letter grade system as seen below.

A	Excellent
B	Good
C	Satisfactory
D	Mediocre
E	Elementary
N	No Grade

IB grades are determined through criterion-referenced rubrics established by IB’s standards and practices in each content area. Components are assessed to specific criterion. Each subject area has its own defined internal and external assessments.

Variables including use of formative assessments as learning and instructional tools, and the role of attendance may result in a variance between the school-based grades and those earned by the student through the IB assessments. Individual course syllabuses outline classroom and school expectations that may influence school-based grades.

Higher Level (HL) IB school-based grades are weighted on a 5 point Grade Point Average (GPA) scale for passing class grades (A, B, and C). Standard Level (SL) courses are on the standard 4 point GPA scale.

Internal IB Assessment Dates (see appendix for full IB assessment calendar)

- IB student registration and payment: October Senior Year
- EEs Due: November of Senior Year

- TOK essays: November of Senior Year
- IAs completed: February of Senior Year
- CAS: April of Senior Year
- IB exams: May of Senior Year

Responsibilities/Expectations

Administrator Responsibilities

- Monitor teacher assessment goals, outcomes, and timelines.
- Evaluate data from teacher assessments

IB Coordinator Responsibilities

- Monitor and approve IB expenses, including teacher trainings;
- Secure and distribute outside funding for IB exams as available (via state grants, etc);
- Purchase and distribute IB resources;
- Pay for and monitor communication costs (postage, photocopies, etc);
- Issue all pertinent information to staff, including copies of the appropriate sections of the IB Handbook;
- Facilitate the recording of IB scores (Internal assessments and predicted grades);
- Set a yearly calendar for internal IB deadlines;
- Inform teachers of professional development opportunities;
- Communicate curriculum developments and changes;
- Orient, coach, and mentor IB teachers, including EE and CAS supervisors;
- Organize and lead regular IB teacher meetings;
- Advise and inform students and parents regarding the program and its desired outcomes;
- Mentor and counsel IB students and their families;
- Inform parents of the IB Program and its requirements (Parent Info Night, Spring of Grade 10, Parent Meetings, Spring/Summer of Grade 10, and Central Elements Night, Fall of Grade 11 & 12);
- Ensure that all IB deadlines and requirements are met (submit required materials and forms in a timely manner);
- Obtain information about students with special needs and assist with accommodations;
- Communicate with colleges and universities regarding student results;
- Supervise the implementation of CAS, EE, LD, RP, CS in conjunction with the coordinators;
- Coordinate the annual IB Art Show and assist with the submission of IB art work;
- Receive and secure exam papers and other exam materials;
- Inform students and proctors of exam regulations;
- Publish the school exam and proctor schedule in accordance with IB exam dates;
- Provide students, parents, and staff with exam schedules;
- Act as the primary exam proctor;
- Establish and maintain a suitable location for exams;

- Check and enforce requirements for calculators, data booklets, and other authorized materials;
- Ensure that students and parents receive exam results;
- Inform students of their options re: retakes and enquiries upon results;
- Register re-take candidates (Summer);
- Receive and distribute IB diplomas and certificates;
- Maintain contact with graduates;
- Maintain success records for use in recruitment and parent meetings.

Teacher Responsibilities

- Access and use **Microsoft teams and OneNote** for the items that are applicable to your subject area along with CAS & EE
 - Know and save **IBIS** login information
 - Access and use the **PRC** regularly throughout the year
 - Submit Internal Assessment dates for approval to DP Coordinator/Administration then follow the approved Internal Assessment calendar
 - Create, maintain, and use assessment **Scaffolding** once IA dates are approved. This includes communication with parents and the IB Coordinator/AAP lead when student progress is a concern.
 - Teach with the **ATL** and **Learner Profiles** in mind and incorporated into the lessons
 - Fulfill **IB Core** requirements, IBDP and IBCP. This includes meeting with students, monitoring progress and communicating with parents and the IB Coordinator/AAP lead.
 - Develop syllabuses that clearly explain the IB content, concepts, and skills along with the IB assessment policies with review from the DP Coordinator and/or administration – found in the **IB Subject Guide**
 - Be knowledgeable and able to communicate content, concepts, assessment, and skills required in the subject refer to IB Subject Guides
 - Have an awareness of the **IB Grade Descriptors** for your subject
 - Understanding the **IB Grade Descriptors** and how it will be reflected through student learning/performance
 - Create, maintain, and use **Grade Translations** for IB marks to percentages/points for the PowerSchool gradebook reviewed by DP Coordinator and approved by administration
 - Know and identify the **IB Assessment Components** which are found in the **IB Subject Guide** per subject area in the PRC
 - Example: IB History HL Assessment Components
 - External Assessments – 80%
 - Paper 1 – 20% (24 marks)
 - Paper 2 – 25% (30 marks)
 - Paper 3 – 35% (45 marks)
 - Internal Assessments – 20% (25 marks)
 - Implement it
 - Know and explicitly reference the IB external assessments related to your subject found in the IB Subject Guide
 - Make students aware of the requirements (skills and content) of the external assessments throughout the duration of the two-year IB course
 - Ensure concurrency of learning throughout the course
 - Have regular formative and summative assessments through each semester to support the external assessment.
 - Assessments should be clearly linked (for student and parents) to IB concepts, skills and external assessments - this could be shown in daily objectives but also reflected in PowerSchool

- Provide students with timely feedback on assessments (within two weeks for larger summative assignments)
- Set clear internal (class) deadlines for Internal Assessments (IA). Collect and save IA drafts throughout the process electronically.
- If students are behind in the Internal Assessment (IA) process and drafts have not been submitted – notify the IB DP Coordinator, AAP Coordinator, and the student's parents as soon as possible.
- Administer, collect, save, and upload Internal Assessments (IA) and the correct IA forms
- When final Internal Assessments (IA) are not produced by the school/class deadline, the teacher will submit the unfinished Internal Assessment (IA) work that has been completed.
- Maintain and make available IB forms and coversheets to students
- Clearly communicate with students, DP Coordinator, parents and AAP Coordinator concerns about student work and ability in a timely and professional manner
- Differentiate instruction to meet the needs of all learners
- Collaborate horizontally and vertically
- Provide structured intervention time as needed during AAP
- Set up specific IB subject exam review for the senior year as a preparation for the May exam – this can be done during AAP.
 - Example: IB Biology HL II will meet Tuesday during AAP
 - Example: TOK II paper writing will meet Thursday during AAP
- Advise/supervise, contact and support assigned students(LD/CAS/EE/CS/RP)
- Contact parents at least once in the process
- Attend relevant meetings
- Monthly staff meeting
- Monthly IB Meeting
- Weekly collaborations
- Access and use the **PRC** in September to review the most current **IB Subject Report** which provides information provided about the May IB assessment.
- Review data from the IB assessment and use the IB Subject Report to reflect on where improvement needs to take place.
- Have a conversation/reflection with IB Coordinator about the data

Parent Responsibilities

- Monitor student progress on a weekly basis using PowerSchool
- Discuss assignments and assessments with student to encourage learning and academic achievement
- Contact the teacher with concerns or questions so teacher will be aware of these and be able to address them
- Understand that a class grade is determined by how many and what types of assignments and assessments have been collected and how a student performs against class criteria and not by character or behavior
- If new deadlines are set by the teacher to accommodate the student, parental support will be given for necessary arrangements to be made to meet the new deadline, which includes after school or before school deadlines

Student Responsibilities

- Successfully, and to the best of their ability, complete all assessments and assignments provided by the teacher
- Approach all assessments and assignments with integrity and academic honesty as outlined in the academic honesty policy.

- Monitor progress weekly using PowerSchool
- Follow timelines provided by teachers for each unit and plan accordingly so that deadlines set by the teacher, including in-class assessments, are met
- If an assessment is rescheduled, make adjustments to meet the new deadline
- Develop study skills and management skills that will maximize learning and proficiency
- Assume responsibility for learning and strive to become a lifelong learner

Links with School Policies

Academic Honesty & Integrity Policy: Students will adhere to all requirements of the Academic Honesty & Integrity Policy while completing assignments, homework, formative assessments, summative assessments, and all IB Diploma requirements including Extended Essay, Theory of Knowledge, and CAS. It is understood by staff that issues of academic honesty are behavior issues and will follow the West Ada Student Handbook.

Language Policy: Students' language needs are considered when creating and implementing assessments and when communicating

Special Educational Needs Policy: Assessments will follow all requirements outlined by the student's IEP, 504 plans, and RTI.

Policy Review and Distribution

Renaissance's Assessment Policy will be reviewed and edited as needed annually by the administration at the end of the academic year. The policy will be reviewed by the staff at the beginning of each academic year. The policy is available to the school and larger communities on the school website.

The policy will be audited by a committee of staff, students, and parents every three years in the fall of the school year. The most recent audit was in the spring of 2015 and the next will be the spring of 2018.

The students, staff, and parents involved in the audit will be volunteers and will represent a cross section of the school community. The audit committee will be comprised of a maximum of twelve individuals, ideally four teachers or district employees (including one administrator), four students, and four parents.

Resources

- IB Diploma Programme Handbook of procedures 2016
- Guidelines for developing a school assessment policy in the Diploma Programme (2010)
- Patrick Henry High School International Baccalaureate Diploma Programme Assessment Policy for Students, Families and Staff
- San Ramon Valley High School Student and Parent Handbook 2015- 2016
- West Ada School District Student Handbook 2015-2016

Assessment Policy Committee

- Christy Bertagnolli: Group 2 teacher / LD Advisor
- Karly Bryant: Group 1 teacher
- Tim Smith: Group 2 teacher / LD Advisor
- Heather Davis: Group 3 teacher
- Dave Carley: TOK/ Group 3 teacher
- Lila Lake: Group 1/ PPS Teacher
- Michelle Farrell: IBDP/IBCP Coordinator
- Shana Hawkins: RHS Principal