



WICHITA HIGH SCHOOL EAST IB ASSESSMENT POLICY

ASSESSMENT PRINCIPLES AND PHILOSOPHY

We believe assessment practices, whether formative or summative, serve two primary purposes in our program and school. Assessment serves as a tool to inform students of their understanding as it relates to curriculum they study. In order for assessment to have value for students, it must occur with relative frequency, graded in a timely manner and used as a basis for reflection. Assessment also serves as a tool to inform teachers of the effectiveness of their instructional practices. In order for assessment to have value for teachers, it must address learning at multiple levels of comprehension.

GRADE REPORTING

Students are issued a progress report every three weeks, including a printed report card at the nine-week interval and at the end of each semester. Students and parents are invited to school wide parent-teacher conferences once each semester. Purposeful activities related to progress grades and academic achievement occurs with teacher facilitation, periodically throughout each semester during the once-a-week “Ace Time” when students are meeting with a faculty member in a small-group setting.

Parents and students may also check grades in any class at any time through an online system called “ParentVue” and “StudentVue” respectively. This interfaces directly with the student information system (Synergy) used by teachers. This online system is password protected.

GRADING SYSTEM

The high school uses a four point system of grading (A=4, B=3, C=2, 0=1, F=0) associated with a corresponding percentage scale.

- Grade A – 90% - 100%
- Grade B – 80% - 89%
- Grade C – 70% - 79%
- Grade D – 60% - 69%
- Grade F – 59% below - requirements not met - no credit will be issued.

Courses taken as Honors, Advanced Placement, and/or International Baccalaureate DO NOT receive extra weighting.

HOMEWORK

Individual teachers are given discretion to assign homework in a manner that supports their subject content and course objectives. Students generally experience more “traditional –

independent” type homework in language arts, math and social studies courses. Science courses have a high degree of structured, “in-class” labs and some expected independent or group study of content. Foreign language courses are structured most heavily on participation “in- class” with a variety of strategies to enrich and enhance language acquisition and development.

IB ASSESSMENT

Internal Assessments are generally brought to closure in February/March depending on the subject. IA/PG marks are verified and submitted online in a timely manner. Timelines for each subject are established and “de-conflicted” when practical to minimize unnecessary “rush” or “hurry”. Samples are mailed according to deadlines established by IBO.

Predicted grades are determined by the individual teachers based on the student’s work in the class, including the student’s performance on the Internal Assessment. Teachers incorporate the use of IB rubrics throughout the course of student to enhance the students’ familiarity of IB subject expectations. Students are provided the opportunity to complete “older versions” of IB subject components, prior to completing their “officially” submitted coursework.

Many IB teachers also use the IB Mark Bands for their courses when assessing some student work. This is then translated into a percentage grade based on the school grading scale identified previously. Students have access to the mark bands and any other assessment criteria.

Most IB teachers use previous IB Exam questions within their classes for assessment purposes (a unit test or quiz) and/or as a means of reviewing for upcoming IB Exams.

A week or two prior to IB exams in May, all anticipated and diploma candidates attend an “assessment orientation” session. During this session, the IB counselor reviews “Conduct of the Examinations- Notice to Candidates” and the “Academic Honesty Policy”. In addition, students are provided a copy of the exam schedule showing times and locations of all exams relevant to the IB subjects offered. Expectations and procedures, particular to our setting are explained in specific detail for all candidates.

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During the May Examination session students take their exams in a large classroom, located on the campus, but separate from the school building where all students attend classes. The exam venue provides security, relative seclusion, as well as adequate lighting and sound suppression. The space is large enough to accommodate our largest group of testing students, yet maintains adequate spacing between students in accordance with IB assessment requirements.

ASSESSMENT POLICY REFINEMENT

The ongoing refinement and review of the assessment policy is facilitated through the efforts of the following: various teachers in the IB program, parents from the IB Parents Association and the IB counselor. The policy is reviewed every other year by these individuals and the most current version is posted on the school’s web site.

BOARD POLICY

USD 259 School Board Policy provides overarching guidance to the assessment practices at the school level as shown below.

P1806 REPORT TO PARENTS ON PUPIL PROGRESS

Evaluation of pupil progress and achievement to pupils and parents is an important function of the school. A report card for each child will be used as one method of communication regarding pupil evaluation or progress and achievement. Administrative Implemental Procedures:

All Levels

1. Effective communication, regardless of the method used, between the school and home should be established and maintained.
2. Innovative plans and deviations from standard evaluation and reporting procedures shall be submitted in written form well in advance of desired implementation and shall be reviewed by the Superintendent or designee. This includes both regular and special education programs.

Items 3 – 22 from the BOE policy were excluded from this document; they pertain specifically to elementary and middle school level.

High School Level

23. The format of the report card for high school pupils is a computer printed report form. The pupils receive a separate report card each grading period. This report card is printed at the individual site after the proper information has been recorded on the computer.
24. High school teachers will computer enter all grades and submit them to the principal according to the time schedule on the board adopted school calendar.
25. Pupils at the high school level will take report cards home for the first three reporting periods of the school year on the dates indicated on the Board adopted school calendar. At the end of the school year, report cards will be sent by mail on or before Friday of the week following the close of the school year.
26. The letter marks A, B, C, D, F, and P (pass) are restricted to the measurement of academic achievement in relation to identified course objectives. "I" may be used for a temporary incomplete status. W will be used for courses from which the pupil has withdrawn prior to the semester deadline.
27. The grade marked at the end of each semester is the final grade for each course and becomes a part of the permanent record. The grades, which are marked at the end of the first and third marking periods of the school year, are progress reports.

28. Pupils will also be assessed in the area of effort expended. Each report card will contain information that reflects the results of such assessments made in each subject area by teachers.
29. A failure report will be prepared and sent to the parents of pupils who are failing a course at the end of the fifth week of each marking period. Teachers will provide information for these reports and the preparation and distribution of progress reports will be the responsibility of the school sites.
30. Teachers are required to contact parents if a student is in danger of failing.
31. Teachers are encouraged to report pupil progress to parents through the use of written communications, telephone conferences, and personal conferences. Such communication should be emphasized in the cases of unsatisfactory student progress and/or significant changes in pupil performance.
32. A "positive failure" list for seniors only, if desired by the principal, will be submitted to the office of the principal two weeks before the end of any reporting period.