

Luther Burbank High School International Baccalaureate Program Assessment Policy

Purposes of Assessment

Luther Burbank High School assesses students in order to achieve the following:

- enhance student learning
- monitor and evaluate student progress towards meeting course and IB Diploma Program standards
- provide feedback to students, parents and other stakeholders
- gather evidence to support teacher reflection on the effectiveness of their teaching
- inform curriculum review
- evaluate the suitability of courses
- develop short and long-term achievement goals for LBHS

Principles of Assessment

LBHS administration and staff recognize that assessment plays a vital role in the cycle of planning, teaching, assessing, reporting, and reflecting.

Effective assessment allows students to achieve the following:

- demonstrate a broad range of conceptual understanding and skills through formative and summative assessments
- demonstrate critical thinking abilities
- utilize a variety of learning styles and intelligences
- participate in self-assessment
- analyze their own learning and perform self-reflection on their strengths and areas for improvement
- set goals for their own learning
- Integrate international-mindedness and theory of knowledge into each content area

Effective assessments allow parents to:

- monitor evidence of student learning
- provide opportunities of support to students and teachers

Effective assessment requires teachers to:

- engage in self-reflection on their own practice
- use assessments to inform and improve instruction
- provide for a variety of assessments

- recognize students' different learning styles and develop assessments to utilize these styles
- recognize students' level of English language competency and consider this when developing assessments.
- make students aware in advance of the criteria required for producing a quality product
- assess in a context that is meaningful, relevant and motivating to students.
- analyze data to identify patterns in student performance and needs
- provide timely and clear feedback that is constructive towards future learning
- undertake assessments that align with district, state and IB principles
- maintain detailed assessment records
- Make assessments relevant to worldwide technology standards
- Make equitable assessments that are transparent and consistent with all students (developing assessments and grading assessments)

Effective assessment requires administration to:

- support teachers in maintaining assessment skills and in developing new assessment strategies
- provide time for teachers to plan and reflect
- provide training on data analysis and use
- use student achievement data to set school-wide, departmental, and individual goals
- maintain detailed assessment records and use these to provide achievement information to students and parents in a timely and ongoing manner as well as at formal reporting times.
- Provide appropriate technology and equipment to carry out assessments.

IB Assessments

IB assessments are criterion-referenced, not norm-referenced. This means that the method of assessment judges each student in relation to identified standards and criterion rather than against the work of other students.

Students and parents are made aware of the IB assessment criterion by:

- Teachers' published course curricula, scope and sequence, and syllabi
- Teachers' direct instruction
- Informational meetings with the IB Diploma Program Coordinator, offered two times per year in grades 8, 9, and 10
- IB Diploma candidates' Grade 10 meeting
- LBHS Back to School Night
- LBHS Open House
- LBHS Counselor's Newsletters
- LBHS website

Internal Assessment

Internal Assessment allows some of the student assessment to be carried out by teachers over the duration of the course. Teachers mark individual pieces of work and this grade counts as a percentage of the student's overall IB score. A sample of the teacher-marked work is sent to a moderator who then evaluates the teacher's application of the grading rubrics.

The calendar dates for the completion of internal assessments is governed by the LBHS IB Internal Calendar. This document is agreed to by all teachers and published to students, parents, and the LBHS website. It is designed to spread out the workload of the IB Diploma program. Appendix A contains the current LBHS Internal Assessment Calendar.

Teachers are required to submit Internal Assessment scores to the IB Diploma Program Coordinator in a timely manner. The dates for submitting these records are reviewed with faculty at the start of the academic year and published to teachers and administration. Please see Appendix A for a list of the current IA due dates.

External Assessment

External Assessment refers to work that is conducted and overseen by teachers or proctors, and then graded externally by examiners. End-of-course exams are the primary means of external assessment, but it also includes work such as the Extended Essay, English A1 World Literature essays, and the TOK essay.

External Assessment dates are fixed by the IBO and adhered to by LBHS. The IB Exam Calendar is published to students, parents, and the LBHS website. See Appendix B for the Current LBHS Examination Schedule.

Predicted Grades

The Predicted Grade (PG) is the teacher's prediction of the grade the candidate is expected to achieve in the subject, based on all of the evidence of the candidate's work and the teacher's knowledge of the IB standards. PG's may be used:

- by the IBO in grade award meetings when considering a subject's grade distributions and the performance of individual candidates
- by the IBO as a basis for review of student work if the awarded grade varies significantly from the predicted grade
- by LBHS as an evaluation tool of teacher comprehension of the requirements and standards of their course
- by universities as an evaluation tool in determining the suitability of an applicant and as a basis for making conditional offers

It is LBHS's policy that individual teachers are free to inform students of their PG's, but the IB Office will not directly release PG's to students or parents.

Teachers are required to submit Predicted Grades to the IB Diploma Program Coordinator in a timely manner. The dates for submitting these records are reviewed with faculty at the start of the academic year and published to teachers and administration. Please see Appendix A for a list of the current PG due dates.

Grading Scales and Descriptors

LBHS Internal Grading Scale

SCUSD Grading Policy During Distance Learning (effective March 13, 2020 until further notice)

The lowest a student can receive on any assignment is 50%, so for an assignment worth 60 points say, the lowest a student could receive is 30 points. This is true for any type of assignment, anything that goes in the grade book, from homework to quizzes, tests, group projects, essays, etc. No student should receive less than a 50% in the class since every assignment, quiz or task is given at least a 50% total in the gradebook.

The percentages for each grade are now as follows:

- An "A" is from 90% – 100%
- A "B" is from 80% - 89%
- A "C" is from 70% - 79%
- A "D" is from 60% - 69%
- An "F" is from 50% - 59%

Luther Burbank Science Department
Grading Policy/Framework

Academic Grade Descriptors

The student consistently and independently meets the standard. In a variety of assessments and assignments, the student consistently and independently demonstrates proficiency in subject/grade level concepts and skills and demonstrates advanced application/analysis when the opportunity exists.	A
The student meets the standard independently. In a variety of assessments and assignments, the student usually demonstrates proficiency in subject/grade level concepts and skills.	B
The student meets the standard with teacher support. The student is able to demonstrate understanding and application of the most critical subject/grade level skills and concepts.	C
The student demonstrates limited understanding and application of subject/grade level skills and content; the student needs more instruction and/or practice to demonstrate proficiency.	D
The student demonstrates a lack of understanding of subject/grade level skills and content; or the student has shown insufficient evidence to determine understanding of skills and content due, in part, to missing work.	F

Grading Rubric for Assignments

Each assignment, quiz or activity is scored on a five point scale (5-0). Instead of a classic point system (100-0) the rubric offers an academic descriptor of a student's proficiency through assignments, quizzes and homework etc. Rubric grading can offer student feedback in terms of their current progress as well as what they can do to improve. Rubric grading encourages critical thinking from the student as well as communication between the instructor & the student. Finally,

rubric grading eliminates the issue of [zero point policies](#) that often makes it difficult for students to catch up in classes.

5-Point Scale (partial points can be awarded)

- A 4.0 – 5.0
- B 3.0 – 3.9
- C 2.0 – 2.9
- D 1.0 – 1.9
- F 0.0 – 0.9

Grade Category Weights

- 40% Labs/Classwork/Activities
- 40% Assessments (Tests, Quizzes, Projects, etc...)
- 10% Science Organization (Binder, Notebook, Lab Journal, etc...)
- 10% Homework

Traditional Grading Scale

- A 90-100 %
- B 80-89 %
- C 70-79 %
- D 60-69%
- F 59% and below

LBHS IB Internal Grading Descriptors

(Adapted from the International School of Beaverton, Oregon)

A	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis, and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
B	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis, and evaluation where appropriate and occasionally demonstrates originality and insight.

C	An adequate understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis, and evaluation.
D	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .
F	Minimal or very limited achievement against all of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support .

IB Grading Scale

- 7 Excellent Performance
- 6 Very Good Performance
- 5 Good Performance
- 4 Satisfactory Performance
- 3 Mediocre Performance
- 2 Poor Performance
- 1 Elementary Performance

IB Diploma Passing Regulations

Performance in each subject is graded on a scale of 7 points (maximum) down to 1 point (minimum). Performance in theory of knowledge and the extended essay are each graded on a scale of A (maximum) to E (minimum). The CAS requirement is not assessed. For the IB Diploma, a maximum of 3 points is awarded for combined performance in theory of knowledge and the extended essay. The maximum total DP points score is 45.

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,

except under the conditions stipulated in articles 18 (**Candidates affected by adverse circumstances**) and 19 (**Candidates with incomplete assessment**) of IB regulations.

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 gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

A maximum of three examination sessions is allowed in which to satisfy the requirements

Exams

IB exams at LBHS are conducted in strict accordance with IB regulations. A copy of the "Conduct of the Examinations" document is given to each student approximately one month prior to the start of the examination session. It is also posted on the school website, in all classrooms in which there is an IB class, outside the Examination rooms.

Exams are written in the Room H11, H9, and H10. Exam invigilation is performed by counselors, teachers and administrators. All invigilators must undergo a training exercise to review exam procedures and policies. Teachers whose exam is being conducted and parents whose children are examining are not allowed to invigilate. Teachers whose exams are being conducted are required to remain a minimum of 50 meters away from the exam room when their exam is in session. Security for exams is the responsibility of the IB Diploma Program Coordinator and LBHS administration.

Academic Integrity

The LBHS IB Academic Integrity Agreement is posted on the School Website and shared with all students in IB classes. All candidates, whether diploma, course, or anticipated, as well as their parents, must read, understand, and sign the agreement.

Assessment Policy Review

This IB Diploma Assessment Policy is reviewed by the IB coordinator, IB teachers, LBHS administration, and the relevant department chairs at the start of each academic year. It is the responsibility of the principal and IB coordinator to ensure the success of the Assessment Policy review. This policy was last reviewed and revised in October 2020.