

Assessment Policy

OMAHA CENTRAL HIGH SCHOOL
An International Baccalaureate World School



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Updated October 2022

Philosophy of Assessment

We believe assessment:

- Is an essential part of the teaching and learning process.
- Is a measure of what students know and can do.
- Places students at the center of their learning process.
- Allows teachers to adjust instruction based on meaningful feedback.
- Should be as authentic as possible.
- Must include variety to allow for differing learning styles.
- Is designed to develop critical thinking skills.
- Includes reflection where students seek to understand and monitor their own learning.

Assessment Definitions

Formative Assessment

Formative assessment allows teachers to monitor student progress toward meeting Omaha Public Schools (OPS) and International Baccalaureate (IB) standards. Students receive meaningful, detailed, and timely feedback that supports improvement. Teachers use data from formative assessments to modify instruction to promote learning. Formative assessment serves as the foundation for learning and prepares students for summative assessments.

Summative Assessment

Summative assessment measures achievement at the end of a course or unit. It measures a student's mastery of a topic after instruction.

Formative assessments are **for** learning and summative assessments are **of** learning.

Criterion-Related Assessment

IB Assessment is criterion-related rather than norm-referenced. This means that a rubric is used to evaluate student work compared to identified levels of achievement. For some components, assessment is measured through "mark schemes" aligned to the relevant IB subject's formal Aims and Objectives.

Rubrics

The most powerful single influence on student achievement is descriptive teacher feedback, such as that provided by rubrics. Rubrics, which are foundational for standards-based grading, describe what performance should look like at various levels. Rubrics help students understand their current level of work and how it can be improved. As can be seen from the sample rubric (see page 3), levels 3.5 and 4 encourage academic rigor by requiring students to develop and demonstrate the higher-level thinking skills required for success in college and beyond. A zero (0) is earned if either the student does not turn in the assignment or if the student turns in the assignment and there is insufficient evidence of student learning.

Sample Rubric – Proficiency Scale

Level 4 Advanced IB 7	<p>The student consistently demonstrates a thorough understanding of course content/grade level standard by making in-depth inferences and showing extended applications of the course content/grade level standard(s).</p> <p>The student performs consistently at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard(s).</p> <ul style="list-style-type: none"> • Exceeds expected course content/grade level standard • Applies skills and strategies in new and unfamiliar situations
Level 3.5 Approaching Advanced IB 6	<p>The student demonstrates partial success at showing a thorough understanding of course content/grade level standard by making in-depth inferences and applications of the course content/grade level standard(s).</p> <p>The student performs with partial success at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard(s).</p> <ul style="list-style-type: none"> • Demonstrates success toward exceeding course content/grade level standard • Applies skills and strategies consistently in familiar situations, and at times, in unfamiliar situations
Level 3 Proficient IB 5	<p>The student demonstrates a proficient understanding of the expected course content/grade level standard(s).</p> <p>The student performs at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard(s).</p> <ul style="list-style-type: none"> • Meets expected course content/grade level standard • Retains information and applies skills and strategies in familiar situations
Level 2.5 Approaching Proficient IB 4	<p>The student demonstrates an adequate understanding of the information for the course content/grade level standard(s).</p> <p>The student performs with partial success at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard(s).</p> <ul style="list-style-type: none"> • Partially meets expected course content/grade level standard • Retains information and at times applies skills and strategies in familiar situations
Level 2 Basic IB 3	<p>The student demonstrates a basic understanding of the information expected for the course content/grade level standard(s).</p> <p>The student performs the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</p> <ul style="list-style-type: none"> • Partially meets expected course content/grade level standard • Retains information and simple processes in familiar situations
Level 1.5 Approaching Basic IB 2	<p>The student demonstrates some basic understanding of the information expected for the course content/grade level standard(s).</p> <p>The student struggles to perform the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</p> <ul style="list-style-type: none"> • Partially meets some of expected course content/grade level standard • Retains some information and simple processes in familiar situations
Level 1 Below Basic IB 1	<p>The student demonstrates difficulty in understanding the information and performing the skills expected for the course/grade level standard(s).</p> <ul style="list-style-type: none"> • Performs below expected course content/grade level on the standard(s). • Has difficulty retaining information and applying skills and strategies
Level 0 Failing IB 1	<p>The student demonstrates little or no evidence of understanding the information or skills required for the course content/grade level standard(s).</p>

Based on the work of Robert Marzano (2006).

Omaha Central High School Grading Expectations

Assessment Practices

- 1) **All students will have an opportunity to earn a grade of A-F in all classes not specifically designated as pass/fail.**
Grading is about providing specific information regarding student performance.
- 2) **All assignments and assessments will be directly related to one or more course content standards.**
Standards are statements that express what students are expected to know and be able to do after completing a particular course. They also clarify the content of each course and help ensure consistency between and among teachers teaching and assessing the same course. The broad concept of “standards” is not new. Over the years, a variety of terms such as “learning outcomes,” “benchmarks,” “performance goals,” and “proficiencies” have been used to describe what students will learn in a course. The term “standards” has been used consistently in recent years, specifically because it encourages students to be measured against a designated standard instead of against other students. Every OPS and IB course has standards. These standards are robust enough to also meet state and national content standards. All assignments given in classes will be directed towards one or more content standard. All IB courses have been reviewed and approved by district curriculum supervisors as meeting district and state requirements. Students successfully completing the IB DP meet district and state requirements for graduation.
- 3) **All assignments and assessments given to students will include a rubric that clearly articulates the requirements for each performance level.**
In many cases, general rubrics written for specific units or content standards can apply to multiple assignments and assessments. Students must be made aware of the expectations for all levels of learning possible on that assignment or assessment. IB assessment criteria is used to grade work in *VnD courses.
- 4) **All units of study will include multiple opportunities for students to demonstrate learning at Level 4.** Graded assessments and projects will include Level 4 questions. Students must demonstrate the consistent ability to master content at Level 4 in order to score at that level.
- 5) **Students must answer questions at all performance levels.** Teachers must be able to assess each student’s performance accurately, which means they need sufficient supporting evidence at each performance level. Unless specifically directed by the teacher, students must complete Level 2 and Level 3 questions before moving on to Level 4.
- 6) **Teachers will use their discretion in allowing students to turn in late work and redo unacceptable work.** Work not turned in (at all) will receive a mark of “M.” This will reflect as Missing on the Portal and calculate as a 0. Teachers will provide students with the appropriate due dates for student work. Teacher discretion will be used in determining whether or not late work will be accepted. Teachers will also utilize their discretion in allowing students to redo unacceptable work. Work that is allowed to be turned in late or redone will be scored and the grade will replace the score that was initially given. EXCEPTION: Students who copy work, either from other students or from the teacher during instruction, may receive reduced credit, no credit, or an alternate assignment at the discretion of the teacher. The student must personally demonstrate mastery of the course content in order to receive a grade.

- 7) **Teachers will update their grade books every other week.** Parents may view the updated grades on the Portal. Teachers may update gradebooks more often, but the grades displayed on the Portal on designated days should reflect the student's current progress in that class. Teachers are expected to use Infinite Campus (the OPS student information system) as their official grade book. Keeping a separate gradebook and only entering updated grades on designated Thursdays is not acceptable. Parents must be able to track student progress on individual assignments and assessments via the Portal. Parents of IB DP students may view students' assignments and grades on ManageBac (the IB DP student information system) at omahacentral.managebac.com. Eight times per year (4 progress reports, 2 quarter reports and 2 semester reports) teachers enter grades into Infinite Campus. This allows students to receive report cards and have semester grades calculated into GPAs.
- 8) **There will be no extra credit or bonus points given.** Students must be accountable for the course content standards. We do expect and encourage students to go above and beyond the minimum requirements on all assignments.
- 9) **Group grades will not be utilized outside of the Performing Arts Department.** We encourage cooperative learning and consider it to be an outstanding teaching technique. However, group grades do not reflect any individual student's achievement or growth and should not be used to document progress, provide feedback, or guide instructional decisions. Ensemble music and drama classes are exceptions because group performance is specifically identified in course content standards. There are several IB DP exceptions to this as required by International Baccalaureate Organization (IBO). Examples include but are not limited to the Group 4 Project and the Theory of Knowledge (TOK) Oral Exhibition.
- 10) **Common language will be used to identify all coursework.** All assignments/assessments will be identified by the teacher and indicated in their grade book as either practice, formative, or summative. For families, the definitions are as follows:
- **Practice** is work assigned purely for the purpose of helping students grasp new course content without fear of making mistakes. Practice assignments prepare the students to demonstrate their knowledge on formative and summative assessments. Practice work may be scored based on completion rather than accuracy or not scored at all.
 - **Formative** assessments are given during the course of a unit of study. They provide feedback about student progress on course content which helps teachers adjust content delivery and helps students identify areas that need improvement. Formative assessments are graded for completion and accuracy.
 - **Summative** assessments are given at the end of a unit of study. They allow students to demonstrate their final level of proficiency for the content of a unit or course. Summative assessments are graded for completion and accuracy.
- 11) **The district has determined how coursework will be organized within teachers' gradebooks.** All gradebooks will be organized in the following fashion using the specified weights:
- a. Formative Assessments – 35% of the course grade
 - b. Summative Assessments– 65% of the course grade
 - c. Practice (optional) – Not calculated in the course grade
- 12) **The frequency of formative and summative assessments depends on the course and is up to teacher discretion.** Diploma Programme teachers assess students formatively and summatively using rubrics, standards or mark schemes throughout the year.

13) DP grades are displayed for Students and Parents online. DP assessments are graded using the IB assessment criteria and grading scale, then entered into ManageBac. They are then converted into the OPS grading scale and entered into the student and parent portals online. (see chart below)

IB Score	OPS Grade	GPA Value	IB/AP/Honors Weighted GPA Value
6-7	A	4.0	5.0
4-5	B	3.0	4.0
3	C	2.0	3.0
2	D	1.0	2.0
1	F	0	0

Homework Philosophy

Homework is coursework that is assigned to be completed outside of school. Homework may be assessments that are practice, formative, or summative in nature.

- Both formative and summative assessments will affect the students' grades whether the work is completed in school or outside of school.
- Practice is coursework that is graded for completion rather than accuracy and will not directly impact the student grade.
- Lack of practice will likely lead to lower formative and summative assessment scores.
- It is the expectation of Central High School that all coursework be completed, regardless of whether it is practice, formative, or summative.

Additional Assessment Information Specific to the IB Programmes

In the Diploma Programme (IBDP) students demonstrate learning through formal, IB-required assessments that result in final IB marks ranging from 1 (low) to 7 (high). IB assessments are criterion-reference. Students are evaluated against identified standards and not each other.

IB DP uses both internal and external assessments in determining DP grades. Internal Assessments are carried out by the teacher over the duration of the course. The classroom teacher marks individual pieces of work and this grade counts as a percentage of the student's overall IB score. Teachers are then required to submit Internal Assessment scores to the IB DP Coordinator who submits the scores to the IBO. IBO requests samples of internal assessments to be mailed to moderation examiners and senior examiners in an effort to ensure consistency of grading between IB World Schools. Orals, science lab reports, projects and portfolios in math and investigations in history are examples of internal assessments.

External Assessment is conducted by trained educators and proctors and then submitted to IBO for grading. Final exams are the primary means of external assessment, but the Extended Essay, English A1 World Literature Essays and the TOK Prescribed title are all externally graded. These grades are released to students June 6th.

IB Grading Scale

7	Excellent performance
6	Very good performance
5	Good performance
4	Satisfactory performance
3	Mediocre performance
2	Poor performance
1	Very poor performance

The following is taken directly from the Diploma Programme Assessment Procedures 2022

A2.2 Award of the diploma

A2.2.1 Core requirements

- DP category candidates must study six subjects, plus the three core subjects—EE, TOK and CAS. They must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations.
- They must meet all of the additional requirements—see section “[A2.2.2](#)”.
- They must meet all of the requirements within a maximum of three examination sessions.
- Candidates who successfully meet these conditions will be awarded the diploma.
- Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma.

The IB diploma is awarded based on performance across all parts of the DP.

- Each subject is graded 1–7, with 7 being the highest grade.
- These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.
- TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.
- CAS is not assessed but must be completed in order to pass the diploma. See section “[A2.2.2](#)”.
- The overall maximum points from subject grades, TOK and the EE is therefore 45: $((6 \times 7) + 3)$.
- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

A2.2.2 Additional requirements

There are a number of additional requirements for the award of the diploma.

- CAS requirements have been met.
- There is no “N” awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).

- 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.

B1 General Regulations: Diploma Programme

Article 10: Candidate registration

10.1 Candidate registration is an application by a candidate to take DP assessments. The registration process is conducted using the IB information system (IBIS), a secure web-based service used by DP coordinators. Registration must be undertaken by the school's DP coordinator. No other method is available to register candidates. Candidates cannot register themselves for an examination session or make amendments to an existing registration. This cannot be done on their behalf by their legal guardian(s) either.

10.2 A candidate for the *IB Diploma* or *DP Course Results* must be registered by a school for each intended examination session, and must take the requisite courses and assessments at that school. The school must complete the registration requirements on behalf of the candidate and pay the related fees by the relevant deadlines. It is the sole responsibility of the school to ensure that candidates are registered correctly for an examination session.

10.3 A school may accept an external candidate from another IB World School authorized to offer the DP if the school the candidate normally attends does not offer a particular IB subject. However, all academic and administrative responsibility for that candidate will remain with the school that has registered, or will register, that candidate for a DP examination session. The candidate must not be registered by both schools, unless advised to do so by the IB. Similarly, in the case of a retake candidate, the school at which he or she is registered must accept all academic and administrative responsibility for that candidate, and responsibility cannot be delegated elsewhere. Candidates taking online courses with an IB-approved online provider are subject to the conditions specified in the current version of the *Diploma Programme Assessment procedures*.

10.4 If a DP candidate retakes a subject to improve his or her results, the highest grade for the subject/core requirement will contribute to the award of the *IB Diploma*. Similarly, if an anticipated candidate retakes a subject in his or her IB diploma session, the highest grade will normally contribute to the award of the *IB Diploma*.

Article 11: Form of the results

Successful IB diploma candidates will receive an *IB Diploma* and a document titled *Diploma Programme Results* listing the total IB diploma points score, the subject grades, confirmation of the completion of all CAS requirements and any points awarded and individual grades for the combination of TOK and the EE. An IB Diploma candidate will receive a bilingual version of the *IB Diploma* if they meet the requirements as given in the *Diploma Programme Assessment procedures*.

An IB diploma candidate who fails to satisfy the requirements for the award of an *IB Diploma* will receive *DP Course Results* indicating the grades obtained in individual subjects, together with results in TOK and the EE, and confirmation of the completion of all CAS requirements, as appropriate.

DP course candidates receive *DP Course Results* indicating the results obtained in individual subjects and the core requirements, as appropriate.

Article 12: Enquiry upon results

12.1 A candidate's assessment material may be re-marked, returned to the school (in electronic format or as a photocopy) and/or subject to remoderation (for IA) as part of the enquiry upon results service, the details and fees for which are specified in the *Diploma Programme Assessment procedures*. The categories and conditions of this service are subject to change and, therefore, are in accordance with the details given in the *Diploma Programme Assessment procedures* for the examination session concerned. All enquiries upon results must be submitted by the school on behalf of the candidate.

12.2 Re-marking a candidate's assessment material may lead to a higher or a lower grade for the subject. Therefore, before submitting a request for an enquiry upon results service that may result in a change of grade, the school must obtain the written consent of the candidate or his or her legal guardian ensuring that the candidate and/or the legal guardian are aware that the grade may go up or down.

12.3 If the school's DP coordinator believes the process leading to the grade upon re-marking or remoderation did not respect the procedures defined in these general regulations and/or the *Diploma Programme Assessment procedures*, the DP coordinator may request, on behalf of the candidate, a report on the re-mark. Before requesting a report the school must obtain the consent of the candidate(s) or his or her legal guardian(s).

12.4 Beyond the enquiry upon results service, the DP coordinator may not request a subsequent re-marking of assessment material or a further moderation of marks for IA. However, the candidate is entitled to submit an appeal under the conditions defined in [article 17](#).

Article 13: IB DP/CP Final Award Committee

13.1 The IB DP/CP Final Award Committee is the body that formally awards the *IB Diploma*, *IB CP Certificate*, *DP Course Results* and *CP Course Results* on the basis of the grades determined by grade award procedures. The award is made by the committee on behalf of the IB Board of Governors.

13.2 The Final Award Committee consists of representatives of the IB Board of Governors, of the Examining Board and senior IB assessment staff, and is chaired by the chair of the Examining Board. The IB Board of Governors established the Examining Board, which comprises senior IB examiners, with the principal aim of safeguarding and enhancing the academic standards of the DP/CP.

13.3 The Final Award Committee may delegate decisions on cases of alleged academic misconduct to a sub-committee, but the Final Award Committee is the body that has authority to make the final decision in all special cases with respect to the award of the *IB Diploma*, *IB CP Certificate*, *DP Course Results* and *CP Course Results*.

Assessment Policy Communication

This assessment policy is viewable on the Omaha Central website, central.ops.org, for students, parents and community. Teachers new to IB are introduced to the Assessment Policy as well as ManageBac and Infinite Campus. Individual support is available from the IBDP Coordinator, Head of School, Data Administrator as well as experienced IB teachers. The assessment policy works in conjunction with and supports the Language Policy and Academic Integrity Policy.

Policy Revision

This policy will be reviewed on a biannual basis. Policy revision dates

2016-2017 by Paul Nielson, Kyle Parkhill, & DP Oversight Committee

2018-2019 by Cathy Andrus & Paul Nielson

2021-2022 by Cathy Andrus, Paul Nielson, Kristoff Berzins, John DeBoer, Ellisa Dionne Kirksey, Micah Klinge, Brianna Sommer, & Hannah Tyrey

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