

*CHANDLER HIGH SCHOOL*

ASSESSMENT POLICY



## **Chandler High School Assessment Policy**

*Diploma Program, Career Program, and Middle Years Program*



### Purpose

Created by IB teachers and leadership, the assessment policy is fundamental to the inner workings of the Chandler High School IB programme. Following the programme standards and practices, the assessment policy provides an overview of Chandler High School's philosophy and practice for the assessment policy. Teachers, families, students, staff, and administration will use the policy to deliver distinct fair, valid, and reliable expectations regarding the assessment policy and practices.

### Assessment Philosophy

Assessments are used to connect teachers, administration, students, and families with clear information so that educating students is a common goal. Continuous feedback allows for better understanding of what is expected and needed for students to be lifelong, successful learners. Through this process, we will be able to adjust and modify teaching to better meet student's needs.

The Chandler High School mission statement, in partnership with parents and the community, is to provide students with rigorous educational experiences to develop the knowledge, skills, and attitudes needed to succeed in an ever changing world. Our mission statement enhances the IB goals of developing inquiring, knowledgeable, and caring young people by involving all stakeholders in the learning process. Chandler High School prides itself on providing high-quality instruction that challenges students' thinking and involves problem solving, critical thinking, and various modes of expression.

The Chandler Unified School district's mission statement closely resembles our school mission statement and aligns with the IB mission and philosophy. The Chandler Unified School District is a safe and productive environment where students and adults are engaged in meaningful learning. Our diverse population is a strength, and a spirit of equity, collaboration and respect permeates our community.

- Our graduates are prepared for success in the global community and thrive as responsible and ethical citizens.

- Our families are confident in the district's commitment to their children's achievement and well-being.
- Our employees are respected and valued for their compassion, expertise, and professionalism.
- Our community takes pride in the Chandler Unified School District as a premier District of choice.

The Chandler Unified School district uses a “backwards 9” approach to using data to inform instruction. The district initiative is called Journey 2025 (J2025). A team of teachers and administration work together to dig deep into data, explore student work, and look at trends to determine areas of concern. The team works to narrow down the areas into one area that becomes a school wide initiative and focus. For example, working with students and teachers on interpreting and evaluating informational text. The entire school staff works on this area throughout the year looking at interim data and then ultimately long-term data with the hopes of seeing improvement in concern. Journey 2025 has been a driving force in helping students to succeed and teachers to adjust their teaching. Journey 2025 works well in the IB classroom because it requires teachers to reflect on their teaching and students to reflect on their learning. It also uses data to drive instruction which can be quantitatively measured.

Along with Journey 2025, the IB data is analyzed yearly and is shared out with teachers. Teachers and the IB staff work together to determine areas of concern and adjust teaching accordingly. The past 3-year trend data is also analyzed to see if there are any patterns that need to be addressed. This allows for collaboration within subject areas, vertical articulation, and in depth analysis.

## Chandler High School Artificial Intelligence (AI) Policy

In response to the growing advances in technology, Chandler High School will support the IB’s guidance in the use of Artificial Intelligence (AI). Clear expectations will be given to all students in regard to the need of individual thinking and production of work – any and all work acquired through AI must be cited and documented both in the body of the text as well as in the bibliography. The use of AI can/will be used as a teaching tool to review weak vs. strong writing as well as other content assessments. In addition, Chandler High School is using AI as a means to teach ethical and effective use of technological tools.

Following the IB’s expectations, teachers are expected to evaluate the following criteria in assessing the validity of a student’s work in these four areas:

- They have seen the students develop the work over a period of time. IB coursework is not designed to be completed in a single evening. This is probably the best approach to ensure that the work belongs to the student, and it will also encourage best practice in writing the coursework.
- The student can explain their work sufficiently, providing confidence that it has been created

by them.

- The student is clear when they are quoting other people’s ideas and when they are claiming an idea or conclusion as their own work—this is the expected way of referencing.
- When comparing the quality of the final piece of work, it is in line with what they would expect the student to be able to produce. ([www.ibo.org](http://www.ibo.org))

IB assignments will continue to be reviewed through online sources such as “Turnitin.com” and cite-based generators. If/when new software becomes available to monitor Artificial Intelligence, Chandler High School will use it to monitor and enhance learning.

## Environment

### **ENVIRONMENT: RESPONSIBILITIES OF STAKEHOLDERS**

All students learn at different levels/pace, and each student has differing amounts of prior knowledge and understanding. As part of our J2025 plan, we incorporate teaching strategies to help students assess their prior knowledge and understanding. This allows teachers to work with students in determining their level of understanding and help them to navigate to new learning and experiences. Using this process will allow for differentiated instruction for those students who have already mastered a concept to those students who will still need support.

All stakeholders have responsibility for student achievement. This means the following:

#### **TEACHERS WILL:**

- Use a variety of assessment methods (formative, summative, technology) to create an authentic learning experience
- Provide accommodation and modifications on assessments so all students have equal opportunity to demonstrate learning
- Plan suitable and rigorous assignments and assessments in alignment with IB guidelines for each programme
- Provide assessments aligned with Arizona state standards, district standards, and IB curriculum
- Provide students with defined rubrics and task specific clarifications for each assignment, project, and assessment
- Allow time for students to self-reflect
- Provide quality and timely feedback to students and parents/legal guardians showing growth and areas of concern
- Collaboratively work together to maintain consistent assessment
- When determining levels of achievement, use best judgment, expertise, and quantitative data
- Work with administration if needed to incorporate this assessment policy

#### STUDENTS WILL:

- Strive to represent the learner profile in learning and assessments
- Strive to meet deadlines as given by teachers, coordinators, and IB
- Work on understanding the criteria rubrics and learning objectives for each subject group
- Use reflection to understand content knowledge and skills that they are developing
- Interact with teachers and peers to grow content knowledge and skills
- Ask for help when needed
- Participate in class discussions, lesson inquiry, group collaborations, and explorations in their classroom
- Regularly check IB grades in Infinite Campus as well as their overall grade
- Use teacher feedback to reflect on their progress and set goals that will allow for continuous improvement

#### ADMINISTRATORS AND LEADERSHIP STAFF WILL ENSURE:

- All IB assessment materials (MYP, DP, CP) are kept in a locked small office located in the 400's. Only IB administration will be allowed access or keys to the room.
- Training of teachers, administration, and invigilators on the IB regulations and procedures for MYP, DP and CP assessments/projects
- All MYP year 5 students will be registered for moderation of the personal project
- Time, resources, and focus will be provided to teachers for upholding and maintaining the assessment policy
- IB MYP, DP, and CP meetings and subject group meetings are conducted to review the assessment policy and make recommendations where and when necessary
- CHS has worked closely with teachers to make available opportunities for IB professional development. Administration will make sure that a rotation of training occurs so that every core area is up to date on the current IB curriculum changes
- Observations adhere to the Marzano teacher evaluation model. Specific observations will be given to IB focused standards
- Parent and student conferences are held with all MYP, DP, and CP teachers as needed
- Confidence is given in the teacher's determination of levels of achievement for students. Chandler High School models service learning regularly by incorporating IB Days of Service. For example, we have achieved a State of Arizona proclamation for a statewide IB Day of Service that occurs annually in November and April. We encourage all students (DP, CP, and MYP) to get involved and help organize the day's events.
- The school collects and uses data that informs the operation and sustainability of the IB programs, in conjunction with our J2025 goal
- Continued support for technology as a key component of the classroom through our recent adoption of one-to-one technology use school-wide. This allows students to use online resources to enhance their work. Some examples are Pamoja Lesson Suites,

- Managebac, Inthinking, Google Classroom, etc.
- Proper facilitation of IB parent meetings and campus tours

#### PARENTS AND GUARDIANS WILL:

- Encourage their children to pursue academic integrity and good character throughout their IB programme
- Monitor their child's grades in Infinite Campus and work with teachers to help support their child's academic growth
- Attend IB parent nights and be involved in the IB Booster Club where possible
- Be proactive in communicating with teachers, students, and administrators/leadership/IB Coordinator/staff about their child's academic progress in the DP, CP, and MYP
- Familiarize themselves with the IB program their child is enrolled in. Specific focus should be on details regarding what is needed to achieve the end goal for the program. For example, assessment expectations to receive the IB diploma.
- Contact teachers at any time with questions they might have regarding assessment

#### **ENVIRONMENT: PHYSICAL ASSESSMENT**

To measure student mastery, students take both an internal and external IB assessment at the end of either their junior year or senior year for both DP and CP. Some of the skills assessed in fulfilling these goals are analyzing and presenting information, evaluating and constructing arguments, solving problems creatively, retaining knowledge, understanding key concepts, and applying standard methods.

Students are assessed on an unbiased rubric that allows for students to show work and receive credit for appropriate work. IB exams require detailed written work to support a student's answer.

### Using external and internal assessment

The IB uses both external and internal assessment in the DP and CP programmes. The following are details for each assessment:

#### **EXTERNAL ASSESSMENT:**

External assessments also enable students to show their work over time and outside of the restrictions of the examination environment. External assessments are evaluated according to the established subject area criteria. They are not evaluated by the subject teacher but are marked externally by IB examiners. External assessments are heavily focused on the quality of a finished written product in the IB subject area. CHS IB teachers work with the IB coordinator to mail the assessments by the given deadline.

External assessments are given in May of each year. Each examination forms the basis of the

assessment for most courses. This is because of their high levels of objectivity and reliability. They include essay, structured problems, short-response questions, data-response questions, text-response questions, case-study questions, and multiple-choice questions.

### **INTERNAL ASSESSMENT:**

Internal assessments are pieces of student work that are evaluated by their content teacher who gives the assessment a score, which may then be moderated by external evaluators to ensure international equality aligned to the IB assessment criteria in that subject area. Internal assessments allow for greater student flexibility in exhibiting their acquired knowledge and skills according to IB criterion-referenced rubrics as well as the opportunity for students to show their work over time and outside of the restrictions of the examination environment. CHS IB teachers work with the IB Coordinator to submit the internal assessment grades to IBO over the computer by the given deadlines.

Teacher assessment is also used for most courses. These are usually in the form of a written document, portfolio, or oral taped media. This includes oral work in languages, laboratory work in the sciences, investigations in mathematics, and artistic performances.

### **RECORDING AND REPORTING:**

Over the course of the academic school year, IB teachers will collect evidence of student achievement by grading summative and formative assessments as well as projects and/or performances using the IB programme guidelines. Final IB grades are determined by the teachers based on the entire body of evidence.

Assessment is to be:

- Designed by teachers to incorporate a variety of methods
- Geared towards addressing a variety of concepts, attitudes, knowledge, and skills
- Criterion-referenced using guidelines, rubrics, and grading scales established by the IBO and communicated clearly to students by teachers before the coursework begins
- Reflective of the attributes and desired outcomes of the IB Learner Profile
- A valuable aspect of lifelong learning

## General CHS grading policies and procedures

Report cards are issued at the end of each nine-week grading period. The semester report cards are mailed home one week after the end of each semester. These are designed on a 4.0 scale.

<b>Grade</b>	<b>Performance</b>	<b>Grade Points</b>	<b>Honor Courses (IB)</b>
A (90-100)	Superior	4	5
B (80-89)	Above Average	3	4
C (70-79)	Average	2	3
D (60-69)	Below Average	1	1
F (59 or below)	Failure	0	0

Teachers are required to enter at least two formative assessment grades each week. For each semester grade, 40% is given for the grade for each quarter and 20% for the cumulative final exam.

Teachers report grades on Infinite Campus (our online grade reporting system). Grades are immediately updated, so parents and students can see grades in real time.

### **INTERNATIONAL BACCALAUREATE DIPLOMA AND CAREER PROGRAMS GRADE SCALE**

Unlike the standard grade scale used at Chandler High School, the IB Diploma and Career Programs use the following numerical scale in each individual subject:

- 7- excellent
- 6- very good
- 5- good
- 4- satisfactory
- 3- mediocre
- 2- poor
- 1- very poor

Additionally, the assessments for the Theory of Knowledge course as well as the Extended Essay follow a letter grade system:



- A – Excellent
- B – Good
- C – Satisfactory
- D – Mediocre
- E – Elementary

## **INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAM GRADE SCALE**

Unlike the standard grade scale used at Chandler High School, the IB Middle Years Program grades based on criterion categories and a maximum numerical score of 8:

Criterion Categories:

Criterion A = Thinking and Knowledge Skills

Criterion B = Organizing skills

Criterion C = Application and Communication skills

Criterion D = Evaluating skills

Numerical Scale:

1-2 Beginning

3-4 Developing

5-6 Accomplished

7-8 Exemplary

Each Criterion is assessed based on the IB MYP subject guides.

## International Baccalaureate Middle Years Program, Diploma Program, and Career Program

IB grades are determined through the criterion-referenced rubrics established by IB's standards and practices in each content area. Multiple components are assessed to specific criterion and are then combined to determine the final grade. Each subject area has its own defined internal and external assessments in addition to the subject area examinations, administered in May of each year.

School-based grades are separate from IB subject area grades. Students may find that they earn higher grades in school than in the IB Program Assessment grade. The reverse may also be true. Classroom policies, use of formative assessments as learning and instructional tools, class attendance all play a role in the school-based grades. Individual course syllabi outline any classroom and school expectations that may influence school-based grades. Our district has incorporated a 9<sup>th</sup> and 10<sup>th</sup> grade standard syllabus for all teachers to use in order to reflect Arizona State statutes throughout.

All CHS IB Program teachers receive training in the IB standards and practices within their content area. Through this training teachers learn about their subject area criteria, how to use the criteria for instruction and assessment and strategies for making the assessment criteria accessible and understood by students in the program. CHS IB teachers are encouraged and expected to use the IB Online Curriculum Centre as a means to keep up to date on curriculum guides, to collaborate with other subject area teachers, to review examiner feedback and to access resources for the IB subject. In subjects where multiple teachers teach the same subject area, they regularly collaborate to ensure that use of assessment criteria is consistent.

## Process of Standardization of Assessment (Diploma Programme (DP), Career Programme (CP), and Middle Years Programme (MYP))

Teachers will work collaboratively to create assessments that meet the IB course requirements. We use Professional Learning Communities (PLC) to collaborate within departments. We focus on vertical articulation using a whole school approach when available. Different departments will discuss various course requirements and determine assessments that reflect their goals.

Multiple and varied assessments will be employed to evaluate student achievement. These tasks will provide opportunities for students to apply learned knowledge and skills to real-world applications. Some examples are: student interviews, peer assessment, self-assessment, collaborative or individual projects, performances, demonstrations, written assignments, labs, open-ended tasks, and presentations using a variety of technological tools.

### **FORMATIVE ASSESSMENTS FOR MYP/CP/DP:**

The most important goal of formative assessments in CHS IB courses is to check student learning and progress towards the aims and objectives of the course. These assessments provide the teachers with detailed feedback about the students' strengths and limitations. Examples of assessments are: performance, observation, journals, self, peer, and group reflection, multiple choice tasks, portfolios, formal written tests, projects and presentations. Self-reflection by the student is a key component. The students need to be able to identify areas of improvement and to judge their progress.

Homework assignments are tasks to be completed outside of the classroom that enhance the learning that is going on during class time. Homework assignments are not to be tedious, repetitive tasks, but rather ones that allow the students to apply concepts being covered in class. All IB teachers (MYP, DP, and CP) are expected to offer a reasonable homework load of no more than two hours per course, per week.

### **SUMMATIVE ASSESSMENTS FOR MYP/CP/DP:**

Teacher-created summative assessments are given at the end of each unit of study. These may include common assessments across the school or school district. Teachers use the data from these assessments to guide the preparation for the following units of study. CHS IB

teachers also use previous years' released IB examinations in their subject area as assessments in the course.

### **FREQUENCY OF ASSESSMENTS FOR MYP/CP/DP:**

Teachers in each content will administer summative assessments at the end of each unit of study and formative assessments more frequently throughout the unit. Formative assessment frequency will depend on the curriculum/unit and will vary by subject.

### **LOCAL AND STATE REQUIREMENTS:**

Teachers are required to incorporate local and state requirements as well as IB requirements. Teachers will create formative and summative assessments that will incorporate all requirements making sure that the assessments have coherence and flow. Students are required to take state and local standardized tests during the year as mandated by our school district.

## Recording and Reporting (MYP, Career Programme, and DP Programme)

Teachers record grades in an online program called Infinite Campus. Feedback, both written and oral verifies progress, determines needs, and evaluates achievement. Both parents and students have access to Infinite Campus and grades are updated daily. Teachers can communicate to both students and parents through the email system in Infinite Campus if a need arises. Parents/students can opt for the immediate notification when a grade is inputted into the system so that they get immediate feedback. As needed, teachers consult with parents on an individual basis.

Progress grades are reported every 9 weeks and report cards are issued every semester. At the end of each semester, the respective programme coordinator with the respective IB team will discuss whether a student is being successful in their respective IB class. If the student is having difficulty the team will discuss a plan for success and then implement the plan with the student. Through this collaboration, if a change is required, the family will be called, and discussions will follow. Students may appeal the final decision. If a student is granted approval to stay in their respective IB program, a contract will be created detailing a proposal for conditional admission into the level of IB study considered appropriate. At any given time, the student's status in the course will be reviewed in accordance with the contract. If the contract is not respected, the student may be removed from the course, with no further possibility of appeal.

IB students are required to use Managebac to record CAS and service hours. It is also used for learning portfolios, TOK, EE, PPS, reflective projects, and language portfolios.

## DIPLOMA PROGRAMME ASSESSMENT INFORMATION

**In order to earn the DP Diploma, all of the following must be met.**

- Complete assessments in each IB subgroup (6 areas)
- 2 or 3 Standard Level and 3 or 4 Higher Level
- Complete Theory of Knowledge (TOK) course (2 sem.) and paper
- Complete an Extended Essay with feedback from an advisor
- Fulfill requirements of Creativity, Action and Service (CAS)
- Score at least 24 points total.

## CAREER PROGRAMME ASSESSMENT INFORMATION

**In order to earn the CP Certificate, all of the following must be met.**

- The candidate must complete 50 Community/Service-Learning hours and thorough reflections (posted in Managebac)
- The candidate must complete their Language Portfolio (requiring a minimum of 50 hours of dedicated language work)
- The candidate must be awarded a grade of at least D for the Reflective Project—Internally and Externally moderated. Any student awarded a grade of E for the reflective project will not be awarded the IBCP diploma.
- The candidate must earn a passing grade in the Personal & Professional Skills classes with adequate participation in class activities.
- The candidate must be awarded a grade 3 or more in at least two of the DP courses registered for the IBCP. (Internal Assessment and External Assessment)
- The final award committee will review all of the requirements and ensure all components have been met prior to the awarding of the IBCP Diploma.
- Successful completion of 2 years in their specified career pathway.

## MIDDLE YEARS PROGRAMME ASSESSMENT INFORMATION

**In order to earn the MYP Certificate, all of the following must be met.**

- The candidate must complete 40 Community/Service-Learning hours and thorough reflections (posted in google classroom)
- The candidate must complete Personal Project (requiring a minimum of 25 hours of dedicated to work)
- The candidate must be awarded a grade of at least D in all coursework.
- Complete two years of world language
- Take an individual and society course sophomore year (not required by district).
- The candidate must take at least one honors course.

## Culture

### **CULTURE: POLICY IMPLEMENTATION**

- Chandler High School's assessment philosophy is strong and aligns with the IB assessment philosophy.
- The school aligns the assessment policy with IB requirements and local requirements. These include:
  - As mandated by the Chandler Unified School District, common assessments are administered in all core areas.
  - Assessment aligns with each subject group's MYP, DP and CP aim and objectives, as well as the Arizona State Standards.
  - IB learner profile attributes are included in assessments.
  - Based on previous use of differentiated instruction, assessments are varied to accommodate different learning styles.
  - Assessments cultivate exploration and written explanation.
  - Real-world applications are integral to all IB courses; therefore, assessments support authentic learning.
  - Assessments provide students multiple occasions to show what they identify, comprehend, or can execute.
  - To accommodate assessments being frequent and ongoing, Chandler Unified School District requires teachers to enter at least 2 grades (from various areas) into Infinite Campus per week. As IB teachers, we require teachers to enter various type and purpose assignments as well.
  - Students will see the relevancy and meaning of an assessment.
  - Assessment grading provides students with quick and appropriate feedback about their progress and area of growth.
  - Students and teachers will reflect after every assessment to determine their progress and help them see areas of concern.
  - Assessment practices follow special education needs of students and their 504 or IEP (Individual Education Plan).
  - MYP unit planners, assessments, grading practices and task-specific rubrics are designed by CHS teachers.

### **STRATEGIES USED TO ASSESS STUDENT COMPREHENSION AND ACHIEVEMENT LEVELS:**

- Observations – Good questioning techniques are used by teachers to help them

determine the level of understanding by students. This is also a good way for teachers to make sure that all students are engaged and are contributing to the learning environment.

- Reflections – Reflections are a key component of student learning and teacher adjustments to teaching. Students will adapt their learning to new concepts based on previous learning and teachers can modify their teaching as needed based on their reflections. Data should be used to analyze results and to make changes where necessary.
- Selected Responses – When using formative assessments to measure student achievement and comprehension, selected responses work well. It allows teachers to give immediate feedback and allows students to see their academic progress.
- Open-ended Tasks – IB uses open-ended questioning to allow students to use imagination, creativity, and ingenuity in their answers. These can include presentations, discussions, projects, or writing tasks.
- Performance Tasks – Oral presentations, debates, dances, etc. are all types of performance tasks. They are usually open ended and have multiple possible answers. This allows the students to again be creative and innovative.
- External Assessments – The ACT is used as a standards-based assessment by the state of Arizona. All juniors are required to take the ACT. Chandler High School uses the data from the ACT to improve teaching and instruction schoolwide.
- CUSD Benchmark Assessments – This assessment tool is used for interim benchmark assessments that are aligned to the Arizona State Standards for all core academic areas. The purpose is to identify the students' areas of deficiency, measure academic growth and monitor progress of the state standards.

## **LIFELONG LEARNERS:**

Students will:

- Use the IB learner profile as a guide and reflect on it often
- Understand the IB learner profile and how it relates to international mindedness
- Know the IB academic integrity guidelines and follow them
- Understand the importance of sharing their own thoughts and know that the intellectual property of others is not to be used in their own work
- Be taught how to properly acknowledge the work of others
- MYP students will complete service activities for each year of the programme. They will reflect on the MYP learning outcomes for each activity they complete. At CHS students complete a detailed reflection of their activity and submit it to the MYP coordinator for feedback.
- The personal project is required for all MYP students and is to be completed by their 5<sup>th</sup> year in the MYP program. They will be required to meet with their faculty advisor regularly to discuss their progress.
- CP and DP students will become responsible for their own learning within the CP and DP core.
- CP students will cultivate their language portfolios over 2 years.
- Will discover their own conceptual understandings throughout the curriculum

- Join forces with teachers to assess their own learning

Teachers will:

- Allow for collaboration so that students can voice their views and determine an understanding of the topic being discussed. Collaboration will allow students to work with their peers and have better in-depth discussions regarding the topic.
- Provide students with opportunities in the curriculum to reflect on their growth and demonstrate their understanding of the IB learner profiles
- Share with students the meaning and importance of producing accurate, original, and unique work.
- Use techniques taught during IB professional development courses as it pertains to their subject area. These would include inquiry-based teaching strategies and learning engagements.
- Allow students to choose assignments, topics, etc. where appropriate
- Encourage students to include their personal interests/ideas when completing explorations
- Conceptual understanding is key to rigor and in-depth knowledge. Model strategies that will focus on conceptual understanding.
- Follow the IB guidelines for each subject and component area to build summative assessment
- As stated above, teachers will plan and make possible learning experiences so that students can grow their own conceptual understandings.
- To facilitate global mindedness, teachers need to provide examples of links to their community and global contexts in the curriculum.
- Integrate prior knowledge to aid and extend learning. CHS is currently using prior knowledge strategies school wide in our journey 2025 goal to focus on understanding information text.
- Find uses of technology to help increase learning and refine teaching.
- All CP, DP and MYP teachers use standardized assessments to ensure reliable results in accordance with the IB guidelines.
- Teachers/staff will model life-long learning
- In accordance with Arizona State law, teachers will follow all guidelines established regarding education.

School will:

- Allow students to have an avenue to voice their concerns
- CHS will use the Marzano evaluation framework to monitor and evaluate inquiry-based teaching strategies and learning engagements
- CHS takes IB assessments seriously and works diligently to submit IB-validated assessments for both the DP and CP following the IB programme documentation.
- All documentation on relevant programme regulations and requirements are posted online through our CHS website. At Chandler High we meet regularly with students to review

and analyze the components of an IB Diploma or IB Career certificate and review their status.

- We monitor the delivery of assessments to make sure that they are given in a fair and concise manner.
- Infinite Campus is our online gradebook which allows teachers to regularly input grades and comments. If a student's grade drops below the passing threshold, parents/guardians are notified, and a plan is put in place for students to make improvements. A complaint form is available for students to request an appeal or challenge.
- Monitor and assist students in the DP to submit their extended essay during their senior year. Also allow students to engage in topics of their own choice.

## Learning

Student learning, teaching, and assessment inform and affect one another; therefore, it is important that we monitor and adjust as students' progress through the school year. Here is a breakdown of these 3 areas:

### **STUDENT LEARNING:**

- Students use feedback to improve learning. Teachers require students to reflect on the feedback given to help them understand where they can improve learning.
- Students (in MYP, DP and CP) can see their predicted grade reported by their teacher in Infinite Campus quarterly. This allows the student to discuss with the teacher their areas of concern and ways they can improve before the IB final assessment in May.
- Students understand that the IB learner profile is an integral part of their learning environment and can reflect on it effectively. Our IB parent boosters require an essay on the learner profile to qualify for scholarships.
- Collaboration in the classroom is used to enhance student learning experiences. Moreover, effective relationship building is explicitly built into the curriculum.
- Pedagogical leaders provide opportunities for student voices to be represented in the school. Teachers have been the catalyst for allowing students the opportunity to meet with administration on various issues that are important to them.
- Students will understand and focus on learner profile attributes.

## LEARNER PROFILE ATTRIBUTES WITHIN THE ASSESSMENT POLICY:

- Principled – Students conduct themselves in an honest and with the utmost integrity. Students look to themselves to evaluate and respond to their own actions.
- Inquirers – Students learn by asking in-depth and thought-provoking questions that



require more than a simple answer. Teachers help to facilitate this process by including assessment tasks that encourage students to think past the given question/answer.

- Knowledgeable – The assessment policy is used as a catalyst to promote students who care about their education and want to delve deeper into ideas, concepts, and issues.
- Open-minded – We encourage students to listen and hear other points of view and to be okay to agree to disagree at times.
- Risk-takers – We want and encourage students to express and defend their points of view in a professional manner.
- Reflective – In-depth feedback that details a student's strength and areas of improvement allows students to use their metacognitive skills. This would include recognizing their own cognitive abilities, guiding their own learning, evaluating their own work, and learning new strategies.
- Thinkers – We encourage students to struggle with complex problems to promote critical thinking and creativity skills.

## TEACHING:

- Teachers use constructive school-based reporting (short term teacher generated assessments, School City (common assessments), and ACT) to provide students with information that will help to improve learning.
- Teachers plan and design assessments based on criteria and procedures in accordance with the DP, CP, and MYP programme documentation.
- For MYP, teachers record criterion level totals and submit MYP personal projects for IB moderation in accordance with programme documentation.
- For DP, teachers use objectives and assessment tools for their subject group and component of the DP core to build summative assessment of student learning.
- Teachers will illustrate being continuous learners through PLC's, IB trainings, AZIBS, roundtable trainings, etc.

## Special Needs Accommodations

### **SPECIAL NEEDS ASSESSMENT (Exceptional Student Services ESS):**

- Differentiated approach so that accommodations may be applied for ESS students:
  - Some accommodations could be extended time for oral or written response, reducing the number of items on a test or the number of answer choices, oral reading of the test, small group testing, use of a calculator or formula sheet, use of a dictionary, use of assistive technology, etc.
  - IEP and 504 plans that guide teachers and students are an integral part of a student's learning • Students who are English Language Learners have available services from our ELL department to help support them in their

learning. The State of Arizona requirements for ELL students are followed and adjustments are made as necessary for their success.

## MYP PERSONAL PROJECT:

- Chandler High School recognizes that action and service are an integral piece in helping students to become inquiring, knowledgeable, and caring young people who aspire to become active, compassionate, and life-long learners to help create a more peaceful world.
- The personal project is a student-driven project that happens in year 5 of the Middle Years Programme (10<sup>th</sup> grade at Chandler High School). Students choose a topic to explore through learning a new skill/knowledge and create a product/outcome.
  - Some examples have been creating a podcast about student life at CHS, raising a pig from piglet to adult, learning through action what it is like to become a Navy Seal, etc.
- The personal project provides students the opportunity to consolidate their learning and develop important skills they'll need in both further education and life beyond the classroom.
- The personal project consists of three main components: a project, a process journal, and a report.
- Students are expected to spend a minimum of 25 hours on their project.
- Students will participate in an organized showcase event to provide them with an opportunity to present their project to peers, teachers, and parents.

## Future changes

Teacher collaboration is essential to this working document. The CHS IB steering committee meets one time per semester to review all CHS IB policies and propose changes as needed. In addition, the IB administrative team meets weekly and establishes recommendations for the steering committee in reference to programming and policy. The steering committee is made up of various teachers from MYP, DP, and CP. After the Steering Committee has made their recommendations, they will send out a preliminary review for all IB teachers so that their input can be received as well. The Steering Committee would then meet and finalize the revised document. All changes will be communicated directly with students in each IB course.

## **Bibliography**

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