



**Chambersburg Area Senior High School
International Baccalaureate Diploma Programme
Assessment Policy**



International Baccalaureate assessment at Chambersburg Area Senior High School supports student learning in their programme subjects. Teachers utilize a variety of techniques while also maintaining assessment method expectations established by the IB for both SL and HL courses. The programme coordinator and administration ensures that programme assessment occurs in spaces which provide non-disruptive conditions and fairness to the student.

Process for standardization of assessment

Chambersburg Area Senior High School IB staff is committed to the use of programme assessment criteria to ensure equity and standardization. Teachers utilize IB rubrics to measure student performance on internal assessment and external assessment preparation. Teacher assessment of student work will be ongoing and based on evidence alone. Programme staff will also ensure that students are receiving adequate instructional hours in order to complete internal assessment tasks and prepare for external examinations.

The International Baccalaureate Organization explains the process for standardization of assessment: “It is important to emphasize that the single most important aim of Diploma Programme assessment ... is to support curricular goals and encourage appropriate student learning. Assessments are based upon evaluating course aims and objectives and, therefore, effective teaching to the course

requirements also ensures effective teaching to the examination and other formal assessment requirements. Students need to understand what the assessment expectations, standards and practices are and these should all be introduced early, naturally in instruction as well as class and homework activities.

Teachers are responsible for designing and providing formative assessment structures and practices that help students to improve their understanding of what constitutes excellence and where their own work stands in relation to this. Formative assessment is also important for the teacher, as it should provide detailed feedback on the nature of the students' strengths and limitations. The emphasis here—a key component of learning how to learn—is on making the student a better judge of their own performance and then helping them to develop strategies to improve. Formative assessment focuses on assessment as an essential learning process. Schools should use a number of practices and instruments to support this, including: teacher-supported self-evaluation, systematic use of detailed assessment descriptors (rubrics, matrices), and peer evaluation mediated by the teacher (either face to face or using an ICT resource, such as a blog). Assessment instruments primarily designed for formal assessment at the end of the course should also be adapted and used formatively as part of the learning process” (“My IB”).

Instruction will include attention to formative assessment in measuring student knowledge and skills in the related subject. Formative assessment guides the instruction as it informs the teachers about the students' learning. Formative assessment is ongoing throughout each course.

Summative assessment evaluates students' achievement and learning through a culminating activity. Recognizing the value of student growth and mastery,

summative assessments model, as closely as possible, the format and questions types of the IB external and internal assessments.

Grading

Grade reporting

All grades are continuously available on the Sapphire Community Portal. The Sapphire Community Portal can be accessed from the Chambersburg Area School District website. Both students and parents have access to this program to check grades and upcoming assignments. Students are encouraged to check their grades at least once a week. Teachers update their grades at least once a week.

Grading scale

Grades are given based on the Chambersburg Area Senior High School grading scale:

90% - 100% - A

80% - 89% - B

70% - 79% - C

60% - 69% - D

59% and under - F

Administering Internal and External Assessments

Assessment submissions will be staggered to best support student performance while meeting IB deadlines, and IB teachers and the IB Coordinator will ensure the validity of student work. The process of recording subject assessments will be facilitated in a sound-proof classroom by the subject teachers and monitored by the

coordinator, as needed. Recordings are not edited. Teachers will complete all relevant forms and submit predicted grades to the coordinator. The IB coordinator will complete the timely uploading and submission of student assessment to the IB Information System. External assessments will be done in May as per the IB assessment calendar.

National and Local Assessments

In addition to the IB diploma programme, Chambersburg Area Senior High School also offers 19 different AP (Advanced Placement) classes. Students can be enrolled in IB and AP classes and are able to test in both. IB and AP exams are taken during the final week of April and most of the month of May. Due to the overlap of the testing schedule for AP and IB courses, the IB Coordinator and Head of School, also the AP Coordinator, collaborate to make a plan for testing locations, proctors, and identify students who may have conflicts. If a conflict arises, IB exams are always taken on the scheduled day, and AP exams are taken during their late-exam testing window.

Students graduating in 2023 and beyond must fulfill state graduation requirements in addition to local graduation requirements. The Commonwealth of Pennsylvania's graduation requirements include five pathways. The majority of our students will fulfill the Keystone Proficiency Pathway. For this pathway, students must take and pass the Keystone exams in Algebra 1, Biology and English. Students must earn a passing level of proficient or advanced on these exams. These exams are taken during the students' 8th - 10th grade school years, depending on when they are enrolled in the Keystone tested courses. If students do not qualify for the Keystone

Proficiency Pathway, these students must qualify for another pathway as noted in this document: <https://www.pdesas.org/Page/Viewer/ViewPage/56/>.

CASD Philosophy of Assessment

Reference Board Policy AR - 213

[https://go.boarddocs.com/pa/casdpa/Board.nsf/files/AL5P42612360/\\$file/AR%20213%20Assessment%20of%20Student%20Progress.pdf](https://go.boarddocs.com/pa/casdpa/Board.nsf/files/AL5P42612360/$file/AR%20213%20Assessment%20of%20Student%20Progress.pdf)

Policy Use, Revision and Access

This policy is a working document to be used by administrator and IB faculty to adhere to assessment guidelines throughout all evaluations during the courses.

Teachers will also use an interactive assessment calendar in order to plan Internal Assessments.

This policy has been created by the DP coordinator, Head of School (who is also the Academic principal), and the other IB teachers. All teachers have detailed the manner in which they administer and facilitate Internal Assessments as well as preparation for the External Assessments.

The Assessment Policy will be reviewed every two years, at the beginning of the school year. It will be accessible on the Chambersburg Area Senior High School's IB website, along with a hard copy in an IB file, which can be located in the Head of School's office as well as the DP coordinator's classroom.

My IB. International Baccalaureate Organization, 2005-2022, ibo.org. Accessed 26 Sept. 2022.