

WCHS

IB Assessment Policy

Assessment Philosophy

The Willow Canyon High School IB Program is committed to the success of each student. The IB faculty aims to prepare students for IB assessments by effectively and efficiently delivering course curricula, providing opportunities for students to display content knowledge in a variety of ways, providing students with practice IB assessment opportunities, familiarizing students with the IB assessment procedure, and ensuring that student workload is manageable.

To ensure the above standards are maintained, the following principles have been adopted:

1. Students shall receive guidance and support regarding IB course selection that provides them the highest potential for success.
 - a. In addition to the IB Coordinator, the school has designated an IB Guidance Liaison to assist students in choosing IB courses. This liaison assists all guidance counselors in matters pertaining to IB. Together with IB teachers, these stakeholders assist students in scheduling IB courses that will best lead to student success.
 - b. Since being authorized in 2006, the Willow Canyon High School IB Program has added numerous IB courses for IB students. The increase in course offerings since authorization provides students greater opportunity for success by allowing them to create a more individualized course of study. We hope to provide additional course options in IB Language B, IB Experimental Sciences and Group 6 Arts and Electives in the future. These additions are displayed in the table below:

Group	2006-2007	2023-2024
1	English HL	English HL
2	French SL, German SL, Spanish SL	Spanish SL/HL, Spanish ab initio SL
3	History HL, Psychology SL	History SL/HL, Psychology SL
4	Biology HL, Chemistry SL	Biology SL/HL, Physics SL/HL
5	Math Studies SL	Math Applications SL/HL, Math Analysis SL/HL
6	Theatre Arts SL/HL	Dance SL/HL, Film SL/HL, Theatre SL/HL, Visual Arts SL

2. IB teachers shall be provided with examination data and shall be required to establish goals for the following year based upon previous examination session data. Examination data shall serve to drive curriculum changes in all IB courses. Following each examination session, IB teachers are provided with:
 - a. Predicted grades and awarded grades for the previous May examination session.
 - b. Subject component grades for the previous May examination session.
 - c. Cumulative examination data since the first examination session, including school average and worldwide average for each subject area.
 - d. Examination copies from the previous examination session.
 - e. EUR reports for subjects in which students performed worse than predicted, performed below the worldwide average or when specifically requested by the subject area teacher.
3. IB teachers shall be trained as subject curriculum is updated and shall participate in staff development opportunities in order to remain current in IB staff development.
 - a. Each IB teacher will attend Level 2 training as his/her subject curriculum is updated.

- b. IB staff members will attend regional networking sessions whenever possible to share best practices with other area IB teachers.
 - c. IB teachers will attend monthly IB school staff meetings in order to share relevant IB course information with colleagues, receive information updates from the IB Coordinator and participate in staff development activities, where appropriate.
- 4. Classroom grading practices shall be designed to support IB assessment criteria in all IB courses.
 - a. Willow Canyon High School provides a framework for the weighting of grades where assessments should not exceed 60%.
 - b. Within IB courses, teachers attempt to reflect the Internal Assessment vs. External Assessment percentage breakdown, when possible.
- 5. Communication among teachers shall be required to manage student workload at any given time.
 - a. Teachers communicate in person and via e-mail often to prevent overlap in critical course assignments.
 - b. Teachers create syllabi at the beginning of the course so students are able to schedule assignments in advance and make teachers aware of any overlap of large assignments.
 - c. Internal Assessment deadlines and Extended Essay deadlines are provided for all IB teachers so they are able to schedule class assignments around these crucial IB deadlines. These dates vary each year for the Internal Assessments but are generally the same for the Extended Essay (the first school day of every month from March of the junior year until December of the senior year (when the final draft is due).

Grading Practices

1. The Dysart Unified School District grading scale is applied when awarding assessment and course grades.
2. Assessments comprise 60-80% of course grade.
3. Students must maintain an overall weighted GPA of 3.0 in order to remain in good standing.
4. IB rubrics are used in most IB courses to inform grading/marking of assessments. This practice varies by individual courses.
5. Grading and marking of assessments vary to allow students to showcase their strengths.
6. A combination of formative and summative assessments is provided to assess level of mastery both during and after skill acquisition.
7. All teachers adhere to district and school policies regarding late work. For any questions regarding late work, please refer to teachers' syllabi.
8. When possible, teachers use a scaled marking system where marks earned are converted to a percentage score based upon released IB markschemes.

Addendum

1. It is the responsibility of the IB Coordinator to ensure the effective implementation of this policy. Teachers are responsible for understanding the policy and ensuring their course syllabi are in alignment.
2. It is the responsibility of the IB Coordinator to provide an overview of our IB policies to any new IB teachers hired to teach within the program or feeder program.
3. It is the responsibility of the IB Coordinator to communicate IB policies to the parents/guardians. At the beginning of the school year, a meeting will be scheduled with all parents/guardians to discuss the policies and answer any questions. Parents/guardians and students will sign a document indicating that they have received a hard copy of the policies and attended the presentation.
4. This policy will be reviewed annually by IB faculty and coordinators to ensure that it is up-to-date. This policy review will be a collaborative process. Minimally, the policies will be reviewed in August of each year to ensure that the policy is current; however, the policy will be reviewed as needed, if a concern is identified.