

Assessment Policy

Highland High School International Baccalaureate

This document is a compilation of various rules and regulations regarding the student progress, academic achievement, and assessment policies and procedures that administrators, faculty, and students are responsible for adhering to as an educational entity. The document is adapted from policies provided by West High School, Salt Lake City School District, the Utah State Board of Education, and International Baccalaureate along with additional language from Highland High School. Our goal is to ensure that student learning is properly assessed and evaluated.

Mission: Highland High School

Highland High School is a Professional Learning Community dedicated to academic excellence. We provide and support rigorous academic, cultural, college and career-readiness experiences for every student. We challenge, empower, and inspire students to become contributing global citizens and life-long learners.

Statement of Assessment Philosophy: Highland High School

Highland High School recognizes the importance of assessment in guiding teaching and learning. Combining formative and summative assessments shapes the classroom to monitor knowledge acquisition, timelines, and preparation for future learning. Teachers recognize the connections between classroom assessments, IB assessments, and other mandated assessments. An understanding of criterion-based assessment and opportunities for all students to reach maximum success, as well as demonstrate their learning through a variety of assessments is highly valued. Students in the IB Diploma Program will be provided with specific instruction, including examples and rubrics, about the processes of the formal IB Assessment through their courses and with additional informative meetings related to the DP Core Assessments.

Salt Lake City School District; Policy I-8: Student Progress and Academic Achievement

PROCEDURES FOR IMPLEMENTATION

I. Open Disclosure Documents:

- A. Administrators are expected to annually provide students and parents with information about the school, course offerings, rules and expectations, calendars and activities, and other pertinent information.
- B. At the beginning of each school year, teachers must prepare an open disclosure document for each course they teach, and distribute it to parents and students. Disclosure documents must contain the following:
 1. goals and objectives of the course or curriculum, including a tentative calendar of major assignments, projects, and tests;
 2. course requirements and class expectations, including any special rules or conditions for students;
 3. information about instructional materials to be used;
 4. information about the types of instructional activities or projects for the class;
 5. grading methods or procedures, including how attendance, participation, absences, and late or missed assignments will be handled (such information must be consistent with board policy);
 6. teacher contact information; and
 7. other appropriate information as may be necessary for a student to succeed in the class.
- C. Teachers should review information in the open disclosure with students at the beginning of the course, year, or semester.
- D. Administrators will collect and approve an open disclosure document from each teacher for each course to be taught, and keep a copy of the document on file in the office.

II. Progress Reports to Parents:

- A. Principals will annually report school level information about student progress to parents.
- B. Parents will receive a standardized report card indicating their student's progress at regular intervals each year.
- C. On a weekly basis, teachers will provide parents with additional information about student progress, and/or upcoming assignments or tests through such means as:
 - 1. graded student work;
 - 2. personal notes, phone calls, or emails;
 - 3. posted web reports; or
 - 4. conferences.

III. Grade Disputes

- A. When a parent or student requests a grade explanation, the initial inquiry should be directed to the teacher. If the issue cannot be resolved with the teacher, the parent or student may appeal to the principal.
- B. The principal should ask the teacher to meet and review his or her grading criteria, and report card or permanent grade marks with the appealing student, parent, and school official.
 - 1. The purpose of this meeting is to facilitate a resolution of the dispute.
 - 2. When grades are earned for any course of instruction taught in a district school, the grade earned by each student shall be the grade determined by the teacher of the course.
 - 3. The only circumstances that would permit an individual other than the teacher to change a student's grade are outlined in sections (C) and (D) below.
- C. If a teacher is unavailable, a parent, student, or educational agency may request that the principal review the data on any individual report card and, under the following circumstances, correct data found to be inconsistent with the student's record in the class.
 - 1. Medical necessity. If a competent medical authority has determined the teacher to be physically and/or mentally unable to perform his or her function as a teacher, the principal may determine an appropriate grade.
 - 2. Mistake. The principal may correct transcription errors on a student's report card. In such cases, the principal will notify the teacher of any such changes. If the teacher disagrees with the grade change and validates the original grade, the record will be restored to the original grade. All concerned parties will be notified of any changes made to the student's report card.
- D. This process will in no way restrict any individual from challenging the grade using the complaint resolution process available under Board Policy G-18, Complaint Resolution Process.

Salt Lake City School District; Policy I-14: Student Planning, College and Career Readiness, School Counseling, and Work-Based Learning

PROCEDURES FOR IMPLEMENTATION

I Individual Learning Plan (ILP) and Plan for College and Career Readiness (CCR Plan) Conferences

- A. Utah's College and Career Readiness School Counseling Program Model (CCRSC Program) will be implemented in schools. Through an appropriate balance of time that follows the Utah model, counselors and educators will provide the four components of this program: plan for college and career readiness, collaborative classroom instruction, systemic support to dropout prevention with social emotional supports, and program administration. In the individual planning component in grades 7-12, the CCR Plan conferences play a major role.
- C. Secondary schools: Secondary schools will adhere to standards related to CCR Plans requiring the following:

1. In either seventh or eighth grade, students will have one individual CCR Plan conference with a parent and a counselor or trained educator, and, in the alternating grade, a small group conference with a parent and a counselor or trained educator.
 2. In ninth grade, students will have one individual CCR Plan conference with a parent and a counselor.
 3. In either tenth or eleventh grade, students will have one individual CCR Plan conference with a parent and a counselor or trained educator, and, in the alternating grade, a small group CCR Plan conference with a parent and a counselor.
 4. Twelfth grade students will have at least individual CCR Plan conference with their counselor.
 5. Secondary schools may elect to hold one individual conference rather than a small group conference annually in every grade level with the student, parent, and counselor or trained educator. (In grade 12, counselors will be solely responsible for the CCR Plan conference.)
- D. Middle and high school CCR Plan conferences will include:
1. recognizing student's accomplishments, strengths, and progress toward meeting his or her educational goals and graduation requirements;
 2. planning, monitoring, and managing both educational and career development;
 3. developing a four-year plan in eighth grade which will be monitored and managed in grade 9-12;
 4. planning, monitoring, and managing a career pathway or career goal for each individual student in grades 7-12;
 5. reviewing possible employment options, internships, and post-secondary options; and
 6. reviewing interest and aptitude assessments.
- E. Time spent during the school day to implement ILPs and CCR Plans is considered part of the school term. Adequate access to students to implement the ILP and CCR Plan process as well as the CCG program must be provided to educators and counselors.
- F. Each school will submit a report on its ILP and CCR Plan activities and will participate in districtwide program evaluation annually.
- G. ILP and CCR Plan documents will be maintained as a student record.
- H. A student's course registration and class changes shall be consistent with his or her written CCR Plan.
- I. Parents will be given prior notice of, and invitation to, all scheduled ILP and CCR Plan conferences whether individual or small group. Each student's CCR Plan shall be signed by the student's parent.
- J. Counselors will utilize the state approved Career Information Delivery System in grade 7-12 to assist them with implementing the CCG Program.

Classroom Assessments: Highland High School

All teachers at Highland High School are responsible for integrating assessment with learning in their courses. Teachers are required to use both formative and summative assessments and will describe their application within their open disclosure documents that are presented to the students at the beginning of each course. Students are provided with a variety of assessments dependent upon the course, curriculum, student needs, and teacher emphasis.

Formative Assessment: Highland High School believes that formative assessments are critical for teachers to receive feedback regarding student learning. Most teachers report completing formative assessments, at a minimum weekly, and more often daily through numerous feedback systems. Teachers communicate formative assessments both informally and formally as a component of the student's grade. Teachers adapt their curriculum, timing of delivery, and review of information based on information they receive from their students, as much as possible. Checking for understanding is critical for this process to occur.

- Multiple choice
- Written work
- Papers/Essays
- Surveys
- Presentations
- Lab Work
- Webpages
- Blogspots
- Online discussions/posts
- Outlines
- Practice Scenarios
- Quick Response (clickers, personal whiteboards, on-line/text surveys)
- Smartboard
- Classroom discussion
- Portfolios
- Critiques (for Art)
- Oral Work (for Languages)
- Research
- Authentic product
- Practical application
- Demonstrated competency (for Skill courses)

Summative Assessment: Teachers also recognize that students are responsible for final summative assessments for many courses including the Utah Board of Education Readiness Improvement Success Empowerment (RISE) tests, Utah Board of Education Career and Technical Education (CTE) Skills Tests, Advanced Placement Tests, and IB Examinations. Teachers must learn to balance student learning needs and feedback, with the necessity of covering all of the content that will be assessed on the final summative examinations. All Highland High teachers are exposed to formal IB Summative assessments with their focus on supporting the IB learner profile. Teachers in every course, work to develop classroom assessments that also support the IB learner profile.

Summative assessment practices take place at the end of each unit of study in each course. Teachers meet weekly in departmental PLCs to create common assessments for uniformity in grading and knowledge acquisition for students. These assessments will occur no less than twice per quarter, generally more frequently, and are reported through PowerSchool as a component of the student's grade.

Assessment tools include, but are not limited to the following:

- Attendance
- Participation
- Homework
- Classwork
- Quizzes
- Exams/Test

All teachers at Highland High School are responsible for determining their own grading policies, related to the weighting of each of these components. Exams and significant homework/classwork projects should receive the most weight, as they demonstrate the most content learning. Teachers must issue grades in an A-F format, but each teacher is able to define what an A grade looks like in their classroom generally based upon percentages and criterion.

In addition, Highland High teachers frequently utilize real-world application as part of the assessment process. We encourage inquiry-based curriculum, inviting students to ask questions and research topics within a curriculum that interests them. Students are made aware of teacher expectations in advance by rubrics and assessment criteria provided prior to the development of a product. Criterion provided in advance allows students to focus their efforts and understand how they will be assessed.

Teachers may choose one or more of the following strategies in grading processes on each assessment:

- Self-Evaluation
- Peer Evaluation
- Group Evaluation
- Teacher Evaluation
- Expert Evaluation

For formative assessments, students are frequently able to revise work until they achieve the product that they would like and are often encouraged to participate in the development or revision of the evaluation criteria when appropriate. Summative assessments are applicable to grades. All assessments at Highland High School are criterion-based, rather than norm-referenced. No courses are graded on a curve. Teachers also work to develop common in-class assessments and grade IA's together for greater reliability across classrooms.

External Assessments (Non IB)

All students at Highland High School are subject to external assessments given throughout the school year. These assessments are not evaluated by the subject area teacher, but are reviewed and marked by district, state or corporate evaluators. Annual assessments include, but are not limited to the following:

Mandatory:

- One **ACT** test is given to all grade 11 students. The ACT Test is a curriculum- and standards-based educational and career planning tool that assesses students' academic readiness for college. At this time, the state of Utah covers the registration fee and this examination is done during the school day. ACT tests are also scheduled on Saturdays throughout the school year. Students who take a Saturday test must register and pay fees on their own. The ACT Test is also one of two options for required entrance exams at most colleges and universities in the US.
- The purpose of **Readiness Improvement Success Empowerment (RISE)** tests administered through the Utah State Board of Education is to measure and assess the knowledge, skills, and abilities of students in the areas of English Language Arts, Mathematics, and Science, as outlined in the Utah Core Curriculum. These scores are reported first as proficient/not proficient, and then by four proficiency levels to further differentiate students' degree of mastery of the specified concepts. Students are tested in English Language Arts; Math; and Science annually.
- **The National Assessment of Educational Progress (NAEP)** is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, U.S. history, and beginning in 2014, in Technology and Engineering Literacy.
- **World-Class Instructional Design and Assessment (WIDA) Assessing Comprehension and Communication in English State-to-State (ACCESS) 2.0** is Utah's online summative assessment of English Language Learners (ELLs). It is developed and maintained by the WIDA Consortium, of which Utah is a member state. This assessment is administered for a number of purposes: to measure individual students' progress in achieving proficiency in speaking, listening to, comprehending, reading, and writing academic English, to determine the success of language development programs in individual schools and school district, and to fulfill a requirement of the No Child Left Behind (NCLB) Act of 2001.

- **Reading Inventory (RI)** is a district required computer -adaptive assessment designed to measure how well students read and comprehend literature and expository texts of varying difficulties. It is used as a diagnostic tool to place students at the best level so they can read with success.
- **Career and Technical Education (CTE) Skill Certificate** program includes both an online *Objective Assessment* and a *Performance Assessment* administered by CTE teachers within a particular CTE program area, but are developed and evaluated by the Utah State Office of Education or Utah State Certification Agencies. Students must pass both assessments in order to qualify for a CTE Skill Certificate.
- **Utah Basic Civics Test** is a test required by the Utah legislative session of 2015. The law requires the successful passage of a basic civics test or an alternate assessment as a condition of graduation. The basic civics test must be created from the United States Customs and Immigration Services (USCIS) civics test, and is typically offered with 50 multiple choice questions

Optional:

- The **SAT and SAT Subject Tests** are a suite of tools designed to assess your academic readiness for college. These exams provide a path to opportunities, financial support and scholarships, in a way that's fair to all students. The SAT and SAT Subject Tests keep pace with what colleges are looking for today, measuring the skills required for success in the 21st century. SAT exams are scheduled several times throughout the school year. The SAT is given on a Saturday morning and all students who take this test must register, pay fees, and bring appropriate materials on their own. This is an optional test that students are not required to take.
- The College Board's **Advanced Placement (AP)** courses are college-level classes in a wide variety of subjects that students can take while still in high school. They offer challenging course work and students will take exams in a specific subject area in the spring of each school year.
- **American Mathematics Competition Exams:** For over 50 years many excellent exams have been prepared by individuals throughout our mathematical community in the hope that all secondary students will have an opportunity to participate in these problem solving and enriching mathematics experiences. The AMC contests are intended for everyone from the average student at a typical school who enjoys mathematics to the very best student at the most specialized school. To ensure this mission is served, each year the AMC solicits enrollment by mailing an Invitation Brochure to all schools in the United States teaching grades six through twelve.

External Assessments: International Baccalaureate

All teachers offering an IB course to students at Highland High School will receive training through the attendance of an IBO workshop prior to the first year of teaching, when feasible. IB Teachers will also be encouraged to attend the annual Association of IB World Schools of Utah conference and other trainings as provided by the AIBWSU. Teachers will continue to receive training as curricular changes are implemented by IBO. Teachers will adhere to the following assessment responsibilities as outlined by IBO when they develop their open disclosures.

1. Considerations within the IB framework: the following terms apply:

- a. In-class assessments: assessment developed by the teacher such as assignments, quizzes, end of unit tests, etc.
- b. Internal Assessments (IA): Assessments so called by IB that are used for sampling and evaluating on the international scale. IA's are graded internally and moderated by an external examiner or moderator, using the subject rubrics.
- c. External Assessments (EA): Assessments so called by IB that are not evaluated by the teacher,

but are sent out for international evaluation.

- d. End of Course Assessments: Course assessments done according to the IB
- e. Examination Schedule: April and May of the school year (the May session).

2. Assessment Calendar

a. On-line calendars are provided on the Highland High School website and the CANVAS learning platform that contain the following information:

- Program-wide Internal Assessment due dates
 - Program-wide External Assessment due dates
 - Extended Essay Timeline
- CAS due dates
 - Registration information
 - IB Examination dates: (the May session)
 - Class-wide, and program wide meeting dates

3. Curriculum

- a. All IB teachers within the area of study should be thoroughly aware of all the information in the IB curriculum guide and other resources provided by IB. Each IB teacher must receive training in the curriculum at an IB approved workshop within the first year of IB teaching where feasible.
- b. IB teachers should ensure that all areas of the curriculum outlined by IB are covered within the timeframe of the course. Curriculum structures and frameworks should be consistent across sections taught by different instructors.
- c. Time and resources must be allowed within the framework of the course that allow for individual student discovery into areas of the curriculum that they choose as per the structure IB has set in place for each area of study.
- d. When classes are co-seated:
 - Definition: a co-seated class is one in which some of the students in the class are studying one curricula and others are studying a related curricula which may be considerably similar, nearly identical, or significantly different.
 - Teachers should make every effort to combine both/all curricula when possible within the class structure.
 - When necessary, teachers must layer their curriculum so that their IB students receive instruction appropriate to the IB subject-specific curriculum.
- e. Teachers should ensure that mastery of the IB curriculum should be the highest priority when instructing their IB students, but must also keep in mind that state requirements must be met—however minimally—as required by Utah State and Salt Lake City School District policy. Students are tested according to Utah standards at the end of the school year.
- f. Teachers must coordinate any students' special needs with the Highland High School ELL Department, the Special Education Department, and/or the assistant principal that oversees special accommodations. Teachers are an integral part of the planning and decision making teams for the development and implementation of IEP/504 accommodations. They attend initial and renewal meetings and sign the documents signifying their agreement to implement the plans. Please refer to the IB Language Policy and the IB Special Education Needs/Inclusive Education Policy. Teachers must make reasonable accommodations to these students in accordance with their IEP/504 plans. The IB Coordinator, 504 or Special Education Coordinator, and IB Counselor will provide help to teachers in coordinating these efforts/making these accommodations in accordance with state and federal laws.
- g. It is within the teachers' discretion to determine venues and formats for in-class and exams that ensure validity and reliability.
- h. Teachers will repeatedly focus on educating students about principles of academic integrity on each assessment they require of the students, as outlined in the IB Academic Honesty Policy. Teachers

are responsible for teaching students about acceptable and unacceptable behaviors for each assessment task.

4. Criterion based Assessments

IB assessments are criterion referenced. Grading on the “curve” does not coincide with IB philosophy. However, teachers are free to translate their criterion-based scores into local (class) grades as they see fit.

- a. Grading of in-class assessments will adhere to the same rubrics as the IB assessment rubrics (or rubrics adapted from the IB standards).
- b. Assessment relationships to curriculum
 1. Teachers should use criterion-based in-class assessments, Internal Assessments, and External assessments in evaluating the knowledge of the curriculum obtained by the students.
 2. Teachers will prepare their students through instruction and practice for the format of the various IB Internal and External exams for their subjects.
 3. IB Questionbanks and questions from previous exams should be used in classroom assessments to prepare students and increase familiarity with IB examinations.
 4. Future planning of the class syllabus/schedule should be influenced by the data collected from the assessments.
- c. Teachers are to follow the deadlines for Internal and External assessments and establish appropriate consequences for late work.

5. Internal Assessments

It is the Highland High School policy that Internal Assessment teacher grades may or may not be included in local grades, at the teacher’s discretion. Each teacher must communicate their policy in their Open Disclosure.

- a. These assessments must be graded according to the rubrics provided within the IB curriculum guide.
- b. Teachers are responsible for aligning their in-class grades accurately and consistently with the IB standards.
- c. Teachers will have discretion in adjusting the weight of the Internal Assessments as they will affect the in-class grade
- d. Teachers will have discretion in translating the assigned grade to an appropriate class grade. However, higher scores on the internal assessment must translate to higher class grades.
- e. Teachers, with support from the Highland High School Administration and IB Coordinator, are responsible for making any arrangements necessary for preparing the time, place and manner of conducting the internal assessments (e.g. for the individual orals).
- f. Venues and formats for Internal Assessments must follow the guidelines listed within each IB Curriculum Guide.
- g. The IB coordinator will be available to assist teachers in the conduct of these assessments.
- h. Teachers will record their translated class grades on the school’s grade program, PowerSchool.
- i. Teachers will provide a summary of the students’ IA scores to the Coordinator.
- j. The IB Coordinator, in cooperation with each IB teacher, is responsible for the submission of all Internal Assessments.

6. External Assessments

It is the Highland High School policy that the Externally Assessed, but prepared assignments are to be included in local grades at the teacher’s discretion. This information should be communicated in the teacher’s disclosure. These assignments include:

- TOK Prescribed Title and Oral Presentation
- English A: Written Assignment
- Language B: Written Assignment

- Extended Essay
 - Several group six requirements (e.g. the musical links investigation, dance cross-cultural investigation)
- a. These assessments must be graded according to the rubrics provided within the IB curriculum guide.
 - b. Teachers are responsible for aligning their in-class grades accurately and consistently with the IB standards.
 - c. Teachers will have discretion in adjusting the weight of these External Assessments as is judged fair by the teacher in questions.
 - d. Teachers will have discretion in translating their predicted grade on the External Assessment to an equivalent in-class grade.
 - e. Teachers will record their translated class grades on the school's grade program, PowerSchool.
 - f. The IB Coordinator, teachers and students are responsible for the submission of all External Assessments.

7. Predicted Grades

Predicted grades should be determined by the using the percentage breakdown listed in each curriculum guide in regards to:

1. Internal assessments: graded according to the rubric provided by IB.
2. Teacher estimates of External written assessment grades: again evaluated based on any rubrics provided by IB.
3. Prediction of success on course completion assessments based on similar in-class assessments as mentioned above throughout the year. It is recommended that previous IB end of course exams/projects/presentations be used to help assess the students' progress and achievement.
4. The IB Coordinator, in conjunction with each IB teacher, is responsible for the submission of the Predicted Grades.

8. Relationship between local grades and IB grades

- a. In that IB final grades are published after school and district deadlines for student grades, they will not be included in a student's local grade.
- b. However, teachers are to include various components of the IB required curricular assessments (Internal and External) in determining final local grades for each quarter.
- c. It is recommended that grading of in-class assessments use the same rubrics as the IB assessments (or rubrics adapted from the IB standard).
- d. There should be a corollary relationship between the predicted grade determined by the teacher and local grades awarded to the student.

9. Recording and reporting grades

- a. Teachers will use the PowerSchool student information system to record and report all assessments related to student grades.
- b. Teachers may choose to use the CANVAS software for the distribution, submission, reporting, and recording of student grades.
- c. Parents and students have access to PowerSchool, and parents also have observer access to CANVAS. Parents and students receive individualized codes annually for this access.
- d. Final Grades are reported quarterly.
- e. It is expected that teachers update PowerSchool weekly to provide on-going feedback of the student's success in the course. Both formative and summative assessments may be utilized in the student's final grade.
- f. The IB Coordinator provides feedback to students and parents through email for missing IB assessments as deadlines approach.

10. Resources for teaching and assessment

- a. Teachers are encouraged to use all resources IB makes available for teaching, study, and assessment.
- b. Resources include but are not limited to:
 1. Previous exams and markschemes.
 2. My IB resources:
 - IB Subject Reports
 - Forums with other IB teachers
 - Curricular ideas and suggestions from other IB teachers
 - Other resources available on the My IB webpages
 3. Previous years' exams/projects/presentations.
 4. Questionbanks published by IB.
 5. IB teachers are encouraged to research and submit orders for such materials through the IB Coordinator for consideration of purchase through the IB budget.
 6. IBCP Career Certificate teachers will utilize the core curriculum provided for each course through the Utah State Office of Education and utilize feedback from the Program Advisory Committees related to their industry and internships.

11. Conduct of IB Exams

- a. All IB examinations will be conducted in accordance with IB rules of “conduct of examinations” and “arrangements for written examinations” including, but not limited to: preparation of the examination room, preparation of invigilators, conduct of exams, conduct of candidates and mailing materials.
- b. All students taking each exam will be excused from their classes during the period of their examinations. The IB coordinator and the IB administrator will prepare excuse lists for each exam. Students are responsible for making up any class work they miss for these exams.
- c. When IB tests conflict with AP tests, the students with conflicts will either take the makeup AP test or (in rare cases) the IB test time can be moved forward or backward from the typical starting time (but only within the time frame dictated by IB). In the extremely rare case where neither of these solutions is viable, the IB coordinator will request a time change from IB.

12. Academic Honesty

- a. Current academic honesty practices are set by each teacher and communicated to his/her students via the open disclosure documents that are signed by parents and students at the beginning of each course.
- b. The IB Coordinator will provide copies of the IB Academic Honesty Policy; as well as the IBO Conduct of Examinations at annual meetings of the students and parents, prior to each exam session, and throughout each examination session.
- c. Teachers are responsible for revisiting academic integrity in each of their classrooms and for each component assessment of their courses.
- d. Students who are found in violation of the academic integrity policies will be investigated by an administrative team including the IB Coordinator and teacher, utilizing due process. Students found in violation after the investigation will receive appropriate academic consequences and if necessary a report will be filed with the IBO according to their academic integrity policy.

13. Evaluation and periodic review

- a. Teachers will review their IA feedback on IBIS each fall, as well as carefully examine the accuracy of their predicted grades and IA scores. They will also read the subject guides from their appropriate subjects in order to increase their effectiveness.

- b. One or more Professional Learning Community (PLC) meetings will be dedicated each year to assessment in horizontal teams among all Highland High teachers. During this meeting, the IB Assessment Policy will be shared and revised. All teachers will be instructed on the formal IB assessments and develop a connection between those assessments and the formative and summative assessments each teacher uses in his/her classroom.
- c. Teachers within each academic department are responsible for the development of common formative assessments that take place in each course. Teachers then develop processes to standardize the assessment of this work. Teachers utilize common rubrics, share student work, grade work for students in other classrooms, and compare evaluations. This work is done in Professional Learning Communities (PLC) that take place the first Monday of each week. Departments are also responsible for identifying which types of assessment should be standardized, particularly summative assessments.
- d. The last Monday of each month is the IB PLC which meets separately from other PLCs to provide time for policy review, vertical and horizontal planning.
- e. The IB administrative team meets on the second Monday of each month to discuss calendars, student success other logistic practices for example testing practices and procedures.

Communication of Assessment Policy

Collaboration in the process and discussion of assessments is an integral component providing students with a comprehensive education at Highland High School. Vested parties in the school community collaborate on the development and review of the school's assessment policy annually. The administration, School Improvement Committee, School Community Council, guidance counselors, and IB coordinator work together to ensure an in depth review of the student learning. This policy is reviewed and revised annually at the beginning of each school year in a monthly IB PLC. Revisions will be printed in the Highland IB Handbook and posted on the IB web page for Highland High School.

The recording and reporting of individual levels of achievement is organized to provide students with detailed feedback on their progress as it relates to the assessment criteria for each subject, as well as information regarding the process of assessment as it relates to IB. Forms of communication include, but are not limited to the following sources:

- PowerSchool is Salt Lake City School District's approved online program that provides student information including current assignments, exam scores, and grades; attendance, absences, and tardies; graduation progress; and behavior issues.
- Two parent teacher conferences are scheduled each year at Highland High School. Family members are able to meet one on one with teachers to discuss the progress of individual students. Parents are also encouraged to communicate with the school throughout the year either in person, online or phone contact.
- Counselors meet yearly with all students to build a 4 year plan in their College and Career Readiness Planning meeting to discuss graduation requirements, college and career goals, admission testing, pathways to careers, and college degrees. Parents are invited to attend all of these meetings.
- School Community Council (SCC) is a committee comprised of parents, board members, administration, teachers and other vested school community members. This committee approves Trustland monies based on academic objectives and goals. The SCC also approves school policies, student learning objectives; and helps compose the annual School Improvement Plan.
- School Improvement Committee (SIC) is a group of teachers and administrators who work together reviewing and implementing school policy. This process is done through a shared governance process and provides school based decisions.

- A detailed course catalog is provided online by the Salt Lake City School District. This guide provides the school community with a description of courses offered; prerequisites required for each course; credits given; and which grade level may enroll in the courses.
- All teachers at Highland High School are required to submit an open disclosure document describing in detail the nature of the course; goals and objectives; format and procedures; grading practices; and course requirements.
- Many teachers at Highland High School are now engaging students in social media through blogging, on-line assignments and subject discussions. CANVAS Learning Platform is an electronic source for delivering course content and submission of assessments.
- All approved IB Policies are provided at links on the Highland High School website, IB page.
- UtahFutures.org is an online source of information provided by the Utah State Office of Education. Students can enhance their College and Career Readiness Plan (CCR) by using UtahFutures.org to help students explore interests, work values, personality traits, learning styles, leadership strengths, talents and more.

References:

IBO From Principles to Practice for CP and DP (2016)

IBO Guidelines for Developing a School Assessment Policy in the Diploma Programme (2012)

Salt Lake City School District Board Policies I-8 and I-14:

<https://www.slcschools.org/search/results/?q=board+policies>

Utah Board of Education Assessments page: <https://www.schools.utah.gov/assessment/assessments>

West High School: slcschools.org