

### School Mission

We aim to provide a holistic education that enables students to strive for excellence, communicate effectively, and be caring and open-minded members of our local and global communities.

### Philosophy

Assessment is an essential part of the learning process, and the proper use of assessments leads to better teaching and learning. The various opportunities such as internal, external, formative, and summative assessments are used to maximize teaching practices and improve student achievement. Ultimately, assessment provides students with the opportunity to demonstrate their learning. Due to the essential role of assessment, certain expectations are required and assumed by those committed to the program. All stakeholders are active participants in the process of assessment.

According to the IB's document, *Teaching and learning informed by assessment in the Diploma Programme (IBO, 2021)*, the approach to assessment is that "learning, teaching and assessment should effectively inform and support one another. The IB's vision is that students will benefit from a holistic assessment experience throughout their IB education, and that their sense of self-efficacy and agency are enhanced in the process."

### Guiding Principles

We believe quality assessments are seen as:

- relevant—supporting learning objectives and curriculum outcomes
- meaningful—assessing what is important and not just what is easy to measure
- authentic—reflecting ways in which our students may encounter these activities in the real world
- universally designed:
  - construct relevant—assessing what we intend to assess
  - varied—using a wide range of assessment tasks and activities that will support diverse learners and all types of learning
  - multimodal—encouraging students to express their skills and knowledge in multiple ways, and designing assessment tasks and activities to allow multiple means of representation
  - fair—do not lead to an unintended advantage or disadvantage to any learner
  - inclusive—allowing meaningful engagement of all learners
- stimulating—extending learning and considering wider student competencies and higher-order cognitive skills
- valid—balancing important principles, such as construct relevance, fairness, manageability, reliability and comparability, to reach the intended purpose of assessment
- fit for purpose—designed, implemented and interpreted in a consistent way to fulfill the purposes for which they are intended (assessments with different purposes may be designed, analyzed and interpreted in different ways)
- aligned with IB education philosophy—supporting the IB education philosophy and in line with the Approached to Learning and Learner Profile

### Types of Assessments

#### IB Diploma Programme Assessments

All assessments and requirements for each IB Diploma subject are discussed and covered at length within individual courses. Candidates will progress through all assessments over the course of their two years of study. Internal Assessments (IAs) are assessments that are internally graded by the teacher and externally moderated by IB examiners. External Assessments (EAs) are primarily assessments that are taken in May of the candidate's senior year and are externally marked by IB examiners. Some EAs are conducted and overseen by teachers without the restrictions of examination conditions, but are marked externally by IB examiners. Externally marked examinations form the larger share of the assessments for most subjects.

**Following are the IB assessments for each DP subject and their weight when determining final IB grades:**

#### Group 1: Language and Literature

##### English A Literature HL and Language & Literature HL

Exam Paper 1 (EA)	30%
Exam Paper 2 (EA)	25%
Higher Level Essay (EA)	20%
Individual Oral Presentation (IA)	20%

#### Group 2: Language Acquisition

##### Chinese B SL, Japanese B SL, Spanish B SL, Spanish Ab Initio

Exam Paper 1 (EA)	25%
Exam Paper 2 (EA)	50%
Individual Oral (IA)	25%

#### Group 3: Individuals and Societies

##### Geography HL

Exam Paper 1 (EA)	25%
Exam Paper 2 (EA)	35%
Exam Paper 3 (EA)	20%
Fieldwork Report (IA)	20%

##### Global Politics HL

Exam Paper 1 (EA)	20%
Exam Paper 2 (EA)	40%
Engagement Activity (IA)	20%
HL Extension (IA)	20%

##### History HL

Exam Paper 1 (EA)	20%
Exam Paper 2 (EA)	25%
Exam Paper 3 (EA)	35%
Historical Investigation (IA)	20%

#### Group 4: Sciences

##### Biology HL and Physics SL

Exam Paper 1 (EA)	20%
Exam Paper 2 (EA)	40%
Exam Paper 3 (EA)	20%
Individual Scientific Investigation (IA)	20%

#### Group 4: Sciences

##### Environmental Systems & Societies SL

Exam Paper 1 (EA)	25%
Exam Paper 2 (EA)	50%
Individual Investigation (IA)	25%

##### Computer Science HL

Exam Paper 1 (EA)	40%
Exam Paper 2 (EA)	20%
Exam Paper 3 (EA)	20%
Solution (IA)	20%

#### Group 5: Mathematics

##### Analysis & Approaches SL and Applications & Interpretation SL

Exam Paper 1 (EA)	40%
Exam Paper 2 (EA)	40%
Mathematical Exploration (IA)	20%

#### Group 6: The Arts

##### Film HL

Textual Analysis (EA)	20%
Comparative Study (EA)	20%
Film Portfolio (IA)	25%
Collaborative Film Project (IA)	35%

##### Music SL

Exploring Music in Context (EA)	30%
Presenting Music (EA)	40%
Experimenting with Music (IA):	30%

##### Visual Art SL/HL

Comparative Study (EA)	20%
Process Portfolio (EA)	40%
Exhibition (IA)	40%

# Assessment Policy



## Henry J. Kaiser High School IB Diploma Programme & Career-related Programme

### Kaiser High School Assessments

Formative tasks include homework, class work, reflection, and observation, which all check for students' understanding and progress throughout the school year. Summative tasks include exams, reports, projects, research papers, presentations, oral assessments, investigations, and portfolios. Most of these are scored with rubrics that are aligned with IB criteria and are included when determining students' HIDOE academic grades. This may include the internal assessment specific to each subject. Final exams for each course can take the form of mock IB exams for which past IB exams are utilized. In some cases, these assessments are graded using subject-specific IB criteria for which final scores are then converted to a traditional letter grade. This form of assessment determines the degree to which students demonstrate mastery of standards and IB objectives.

### National and State Assessments

The Hawaii Department of Education (HIDOE) requires all students in Grade 11 to take the Hawaii Smarter Balanced Assessments, which are aligned to the Common Core State Standards as well as the ACT College and Career Readiness Exam. These external assessments answer the question: "How much have students learned at a particular point in time?" as they are accompanied by a score or letter grade and can be used to compare one student's achievement with objectives and/or standards. Teachers and students use the assessment information in their on-going learning process and reflections.

## Practices of Assessment

Subject specific training ensures that teachers learn about their subject criteria, learn how to use them for instruction and assessment, and learn strategies for making the assessment criteria understood by students. There are a variety of professional development opportunities, collaborative planning and reflection among teachers, and review of examiner feedback to help guide curricular and instructional revisions. These opportunities further support teachers in their use of the subject specific assessment criteria.

This policy reflects the requirements of the Hawaii Department of Education (HIDOE) and the framework detailed in the IB Diploma Programme. Specifically, IB criteria-based assessments, standards-based practices and protocols of both the Common Core State Standards and General Learner Outcomes are followed. Students are given traditional A-F quarter, semester, and final grades in accordance with HIDOE requirements.

### Recording and Reporting

Teachers keep ongoing and up-to-date records of all formative and summative tasks that reflect the criteria being assessed. All records are input on Infinite Campus, the web-based grading system. Parents and students can access this system at any time to review progress. Informing and involving parents/guardians concerning student progress is an ongoing process accomplished in various ways.

- Assessment results are communicated regularly and clearly to students and parents in order to promote understanding of a student's achievement.
- Teachers use written and verbal feedback to encourage student progress and identify strengths and weaknesses.
- Report cards, conferences, and other opportunities are used to provide information for students and parents.
- Results are communicated in a timely manner to inform instruction.

Students receive a traditional HIDOE report card that reflects the letter grade (A-F) they earn according to student performance each term in every class. Students earn a high school diploma based on completing all HIDOE graduation requirements, and a traditional high school transcript also serves as a record of student performance. Both years of all IB DP courses are currently weighted on a 5.0 GPA scale with the exception of Math Analysis and Approaches and Math Applications and Interpretation as well as Theory of Knowledge.

### IB Diploma Programme Grades and the IB Diploma

#### IB DP Grades

Performance in each subject is graded on a scale of 7 points (maximum) down to 1 point (minimum). Performance in Theory of Knowledge and the Extended Essay are each graded on a scale of A (maximum) to E (minimum). The CAS requirement is not assessed however must be satisfactorily completed according to all guidelines. For the IB Diploma, a maximum of 3 points is awarded for combined performance in Theory of Knowledge and the Extended Essay. The maximum total points score is 45.

#### Award of the IB Diploma

All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma. The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- CAS requirements have been met.
- The candidate's total points are 24 or more.
- There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- There is no grade E awarded for theory of knowledge and/or the extended essay.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- The candidate has not received a penalty for academic misconduct

### IB CP Grades and the IB Career-related Certificate

#### IB CP Grades

Kaiser High School CP students may earn up to two DOE elective grades on a 4.0 scale for Personal & Professional Skills Year 1 and Personal & Professional Skills Year 2. The State of Hawaii Personal Transition Plan .5 DOE credit is earned through the student's completion of the CP core to a satisfactory level. In addition to providing evidence of the five learning objectives, students must successfully complete all components of language development, service learning, and the reflective project during the two years in the Career-related Programme.

Learning Objective(LO) 1 Personal Development	Identify their own strengths and develop areas for growth
LO 2 Thinking Processes	Demonstrate the ability to apply thinking processes to personal and professional situations
LO 3 Intercultural Understanding	Recognize and be able to articulate the value of cultural understanding and appreciation for diversity
LO 4 Effective Communication	Demonstrate the skills and recognize the benefits of communicating effectively and working collaboratively
LO 5 Applied Ethics	Recognize and consider the ethics of choices and actions.

#### Award of the IB Career-related Certificate

To be awarded the CP Certificate, students must:

- complete all components of the CP core to a satisfactory level
- complete all components of the Personal & Professional Skills course Years 1 & 2 to a satisfactory level
- complete all components of language development, service learning, and reflective project
- earn a minimum score of 3 in at least two IB Diploma Programme (DP) courses attempted
- complete a two-year career-related study to a satisfactory level

### Individual Course Results

All DP and CP students, including IB DP Course Candidates, are awarded individual course results (subject certificates) with a mark from 1 (lowest) to 7 (highest) for each subject taken.

### Roles and Responsibilities

All stakeholders have a responsibility to be active partners in the assessment process and all will embrace assessment as an opportunity for learning. Additionally all stakeholders have a responsibility to be transparent and to communicate with each other.

#### Students

Students are expected to:

- make themselves aware of the standards of coursework and to monitor their progress in their classes
- work diligently and manage their time effectively to complete assignments on time
- be well-prepared for both formative and summative assessments
- complete all work with academic integrity with the intention to be responsible, respectful, and strive for excellence
- collaborate with teachers in the feedback of assessment by accepting constructive criticism, questioning things that were not understood, identifying ways to improve their learning, and take the initiative to see teachers for extra help when the material is not clear

#### Teachers

Teachers are expected to:

- provide students with clear assessment criteria or requirements for each piece of work, including task-specific clarification of relevant assessment criteria and/or rubrics
- provide students with feedback to inform and improve learning
- provide opportunities for students to participate in/reflect on the assessment of their work
- communicate with parents if assessment indicates areas where support is needed
- analyze assessment data to determine strengths, deficiencies and student needs
- use assessment to evaluate the effectiveness of their own instruction, reflecting on their own practice to improve where needed

#### Parents/Guardians

Parents/guardians are expected to:

- provide support and encouragement to learners
- monitor their learner's academic progress and access tools such as Infinite Campus or Google Classroom
- contact teachers if there is a concern about the progress of their learner
- ensure as much as possible that their learner adheres to the Academic Integrity Policy

#### School

The school is expected to:

- provide assessment learning opportunities for school improvement
- monitor timely recording and reporting of learning progress
- allow time for teachers to plan collaboratively and individually to enhance instruction based on analysis of assessment practices and results

# Assessment Policy



## Henry J. Kaiser High School IB Diploma Programme & Career-related Programme

### References

International Baccalaureate Organization, *Guidelines for developing a school assessment policy in the Diploma Programme*, 2010

International Baccalaureate Organization, *Teaching and learning informed by assessment in the Diploma Programme*, 2021

Niu Valley Middle School & Henry J. Kaiser High School, *Kaiser Complex IB MYP Faculty Assessment Policy*, 2022

The American International School in Vienna, *Assessment Policy*, 2020

### Assessment Policy Review

All Kaiser High School IB DP & CP policies are annually reviewed, and revised if necessary, with input of representatives from the major stakeholder groups.