Assessment Policy
OMAHA CENTRAL HIGH SCHOOL
An International Baccalaureate World School

Dr. Ed Bennett – Principal
Ellisa Dionne Kirksey – IB Head of School
Cathy Andrus – IB DP Coordinator
Paul Nielson – IB MYP Coordinator

Updated May 2017
We are extremely proud of Central’s tradition of excellence and believe that grading based on standards enhances academic rigor and communication among teachers, students, and families about student performance. The intent of this document is to provide Central’s standards-based grading expectations. We encourage teachers, students, parents, and community members to utilize this information to guide discussions relevant to grading practices and procedures, as well as Central’s mission of academic achievement.

Philosophy and Principles

What are standards?

Many who first hear about standards-based grading often ask the question, “What are standards?” Standards are statements that express what students are expected to know and be able to do after completing a particular course. They also clarify the content of each course and help ensure consistency between and among teachers teaching the same course. The broad concept of “standards” is not new to Central High, the Omaha Public Schools, or education. In fact, over the years, a variety of terms such as “learning outcomes,” “benchmarks,” “performance goals,” and “proficiencies” have been used to describe what students will learn in a course. The term “standards” has been used consistently in recent years, specifically because it encourages students to be measured against a designated standard instead of against other students. Every OPS course has standards, which we officially call “content standards,” with most courses having somewhere between five and ten. These standards are robust enough to also meet state and national content standards. All assignments given in classes will be directed towards one or more content standard. It is our hope that these content standards will eventually be displayed on report cards.

How does grading by standards increase student achievement?

Research clearly shows that the most powerful single influence on student achievement is descriptive teacher feedback, such as that provided by rubrics. Rubrics, which are foundational for standards-based grading, describe what performance should look like at various levels. Rubrics help students understand their current level of work and how it can be improved. As you can see from the sample rubric below, levels 3.5 and 4 encourage academic rigor by requiring students to develop and demonstrate the higher level thinking skills required for success in college and beyond. At the bottom of the rubric, you will see that a zero (0) will be earned if either the student does not turn in the assignment or if the student turns in the assignment and there is insufficient evidence of student learning.
<table>
<thead>
<tr>
<th>Level 4</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student consistently demonstrates a thorough understanding of course content/grade level standard by making in-depth inferences and showing extended applications of the course content/grade level standard(s). The student performs consistently at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard(s).</td>
<td></td>
</tr>
<tr>
<td>- Exceeds expected course content/grade level standard</td>
<td></td>
</tr>
<tr>
<td>- Applies skills and strategies in new and unfamiliar situations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3.5</th>
<th>Approaching Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student demonstrates partial success at showing a thorough understanding of course content/grade level standard by making in-depth inferences and applications of the course content/grade level standard(s). The student performs with partial success at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard(s).</td>
<td></td>
</tr>
<tr>
<td>- Demonstrates success toward exceeding course content/grade level standard</td>
<td></td>
</tr>
<tr>
<td>- Applies skills and strategies consistently in familiar situations, and at times, in unfamiliar situations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student demonstrates a proficient understanding of the expected course content/grade level standard(s). The student performs at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard(s).</td>
<td></td>
</tr>
<tr>
<td>- Meets expected course content/grade level standard</td>
<td></td>
</tr>
<tr>
<td>- Retains information and applies skills and strategies in familiar situations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 2.5</th>
<th>Approaching Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student demonstrates an adequate understanding of the information for the course content/grade level standard(s). The student performs with partial success at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard(s).</td>
<td></td>
</tr>
<tr>
<td>- Partially meets expected course content/grade level standard</td>
<td></td>
</tr>
<tr>
<td>- Retains information and at times applies skills and strategies in familiar situations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 2</th>
<th>Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student demonstrates a basic understanding of the information expected for the course content/grade level standard(s). The student performs the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</td>
<td></td>
</tr>
<tr>
<td>- Partially meets expected course content/grade level standard</td>
<td></td>
</tr>
<tr>
<td>- Retains information and simple processes in familiar situations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 1.5</th>
<th>Approaching Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student demonstrates some basic understanding of the information expected for the course content/grade level standard(s). The student struggles to perform the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</td>
<td></td>
</tr>
<tr>
<td>- Partially meets some of expected course content/grade level standard</td>
<td></td>
</tr>
<tr>
<td>- Retains some information and simple processes in familiar situations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student demonstrates difficulty in understanding the information and performing the skills expected for the course/grade level standard(s).</td>
<td></td>
</tr>
<tr>
<td>- Performs below expected course content/grade level on the standard(s).</td>
<td></td>
</tr>
<tr>
<td>- Has difficulty retaining information and applying skills and strategies</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 0</th>
<th>Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student demonstrates little or no evidence of understanding the information or skills required for the course content/grade level standard(s).</td>
<td></td>
</tr>
</tbody>
</table>

Based on the work of Robert Marzano (2006).
CHS Grading Expectations

Assessment Practices

1) All students will have an opportunity to earn a grade of A-F in all classes not specifically designated as pass/fail.
   Grading is about providing specific information about student performance.

2) All assignments and assessments will be directly related to one or more course content standards.

3) All assignments and assessments given to students will include a rubric that clearly articulates the requirements for each performance level.
   In many cases, general rubrics written for specific units or content standards can apply to multiple assignments and assessments. Students must be made aware of the expectations for all levels of learning possible on that assignment or assessment.
   IB assessment criteria is regularly used to grade work in MYP and DP courses.

4) All units of study will include multiple opportunities for students to demonstrate learning at Level 4. Graded assessments and projects will include Level 4 questions. Students must demonstrate the consistent ability to master content at Level 4 in order to score at that level.

5) Students must answer questions at all performance levels. Teachers must be able to assess each student’s performance accurately, which means they need sufficient supporting evidence at each performance level. Unless specifically directed by the teacher, students must complete Level 2 and Level 3 questions before moving on to Level 4.

6) Teachers will use their discretion in allowing students to turn in late work and redo unacceptable work. Work not turned in (at all) will receive a mark of “M.” This will reflect as Missing on the Portal and calculate as a 0. Teachers will provide students with the appropriate due dates for student work. Teacher discretion will be used in determining whether or not late work will be accepted. Teachers will also utilize their discretion in allowing students to redo unacceptable work. Work that is allowed to be turned in late or redone will be scored and the grade will replace the score that was initially given.
   EXCEPTION: Students who copy work, either from other students or from the teacher during instruction, may receive reduced credit, no credit, or an alternate assignment at the discretion of the teacher. The student must personally demonstrate mastery of the course content in order to receive a grade.

7) Teachers will update their grade books every other week so that parents may view them on the Portal. Teachers may update gradebooks more often, but the grades displayed on the Parent Portal on designated days should reflect the student’s current progress in that class. Teachers are expected to use Infinite Campus as their official grade book. Keeping a separate gradebook and only entering updated grades on designated Thursdays is not acceptable. Parents must be able to track student progress on individual assignments and assessments via the Portal. (Parents of International Baccalaureate students may view their grades on ManageBac.)
8) **There will be no extra credit or bonus points given.** Students must be accountable for the course content standards. We do expect and encourage students to go above and beyond the minimum requirements on all assignments.

9) **Group grades will not be utilized outside of the Performing Arts Department.** We encourage cooperative learning and consider it to be an outstanding teaching technique. However, group grades do not reflect any individual student’s achievement or growth and should not be used to document progress, provide feedback, or guide instructional decisions. Ensemble music and drama classes are exceptions because group performance is specifically identified in course content standards.

10) **Common language will be used to identify all coursework.** All assignments/assessments will be identified by the teacher and indicated in grade books as either practice, formative, or summative. Professional development for teachers regarding common language use and application will be ongoing. For families, the definitions are as follows:

- **Practice** is work assigned purely for the purpose of helping students grasp new course content without fear of making mistakes. Practice assignments prepare the students to demonstrate their knowledge on formative and summative assessments. Practice work may be scored based on completion rather than accuracy or not scored at all.
- **Formative** assessments are given during the course of a unit of study. They provide feedback about student progress on course content which helps teachers adjust content delivery and helps students identify areas that need improvement. Formative assessments are graded for completion and accuracy.
- **Summative** assessments are given at the end of a unit of study. They allow students to demonstrate their final level of proficiency for the content of a unit or course. Summative assessments are graded for completion and accuracy.

11) **The district has determined how coursework will be organized within teachers’ gradebooks.** All gradebooks will be organized in the following fashion using the specified weights:

  a. Formative Assessments – 35% of the course grade
  b. Summative Assessments – 65% of the course grade
  c. Practice (optional) – Not calculated in the course grade

12) **The frequency of formative and summative assessments depends on the course and is up to teacher discretion.** MYP teachers assess each criterion at least twice per year. Grades are given by MYP rubrics based off of the subject group criterion and then converted to OPS grades.

13) **MYP grades are displayed in the Student and Parent Portals online.** DP assessments are graded using the IB assessment criteria and grading scale, then entered into ManageBac. After being entered into Managebac they are converted into the OPS grading scale and entered into the Student and Parent Portals online.

14) **MYP Personal Projects are assessed by the project supervisor using the Personal Project criteria.** Those predicted grades are then submitted to IB for evaluation. Results from IB are available in IBIS. Personal Projects are present at an IB Showcase Night each year.
Homework Philosophy

Homework is coursework that is assigned to be completed outside of school. Homework may be assessments that are practice, formative, or summative in nature.

- Both formative and summative assessments will affect the students’ grades whether the work is completed in school or outside of school.
- Practice is coursework that is graded for completion rather than accuracy and will not directly impact the student grade.
- Lack of practice will likely lead to lower formative and summative assessment scores.
- It is the expectation of Central High School that all coursework be completed, regardless of whether it is practice, formative, or summative.

OPS Grading Scale

<table>
<thead>
<tr>
<th>Number Value</th>
<th>Grade</th>
<th>GPA Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.26 – 4.00</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>2.51 – 3.25</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>1.76 – 2.50</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>1.01 – 1.75</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>0.00 – 1.00</td>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

Additional Assessment Information Specific to the IB Programmes

In the International Baccalaureate Middle Years Programme (IB MYP) grades 9 & 10, assessments are designed by the MYP teachers following the guidelines set by the International Baccalaureate Organization (IBO). In the Diploma Programme (IB DP) students demonstrate learning through formal, IB-required assessments that result in final IB marks ranging from 1 (low) to 7 (high). IB assessments are criterion-reference. Students are evaluated against identified standards and not each other.

IB DP uses both internal and external assessments in determining IB grades. Internal Assessments are carried out by the teacher over the duration of the course. The classroom teacher marks individual pieces of work and this grade counts as a percentage of the student’s overall IB score. Teachers are then required to submit Internal Assessment scores to the IB Diploma Programme Coordinator who submits the scores to the IBO. IBO requests samples of internal assessments to be mailed to moderation examiners and senior examiners in an effort to ensure consistency of grading between IB World Schools. Orals, science lab reports, projects and portfolios in math and investigations in history are examples of internal assessments.

External Assessment is conducted by trained educators and proctors and then submitted to IBO for grading. Final exams are the primary means of external assessment, but the Extended Essay, English A1 World Literature Essays and the TOK are all externally graded.

IB Grading Scale

7   Excellent performance
6   Very good performance
5   Good performance
4   Satisfactory performance
3   Mediocre performance
2   Poor performance
1   Very poor performance
The following is taken directly from the General Regulations: Diploma Programme. September 2017.

III. Assessment

Article 11: Candidate registration

11.1 Candidate registration is an application by a candidate to take DP assessments. The registration process is conducted using the IB information system (IBIS), a secure web-based service used by DP coordinators. Registration must be undertaken by the school’s DP coordinator. No other method is available to register candidates. Candidates cannot register themselves for an examination session or make amendments to an existing registration. This cannot be done on their behalf by their legal guardian(s) either.

11.2 A candidate for the IB Diploma or DP Course Results must be registered by a school for each intended examination session and must take the requisite courses and assessments at that school. The school must complete the registration requirements on behalf of the candidate and pay the related fees by the relevant deadlines. It is the sole responsibility of the school to ensure that candidates are registered correctly for an examination session.

11.3 A school may accept an external candidate from another IB World School authorized to offer the DP if the school the candidate normally attends does not offer a particular IB subject. However, all academic and administrative responsibility for that candidate will remain with the school that has registered or will register that candidate for a DP examination session. The candidate must not be registered by both schools, unless advised to do so by the IB. Similarly, in the case of a retake candidate, the school at which he or she is registered must accept all academic and administrative responsibility for that candidate and cannot be delegated elsewhere. Candidates taking online courses with an IB-approved online provider are subject to the conditions specified in the current handbook.

11.4 The following categories of registration are available.

a. Anticipated: for candidates intending to complete the requirements for one or two standard level subjects (excluding languages ab initio and pilot subjects) at the end of their first year of the DP

b. Diploma: for candidates intending to complete the requirements for the award of an IB Diploma

c. Course: for candidates taking one or more subjects and/or core requirements who are not seeking the award of the IB Diploma

d. Retake: for previous IB Diploma Candidates who are seeking to improve on their results 11.5 If an IB Diploma Candidate retakes a subject to improve his or her results, the highest grade for the subject/core requirement will contribute to the award of the IB Diploma. Similarly, if an anticipated candidate retakes a subject in his or her IB Diploma session, the highest grade will normally contribute to the award of the IB Diploma.

Article 12: 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. 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 DP points score is 45.

**Article 13: Award of the IB Diploma**

13.1 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, except under the conditions stipulated in articles 18 and 19 of these regulations.

13.2 The IB Diploma will be awarded to a candidate provided all the following requirements have been met.
   a. CAS requirements have been met.
   b. The candidate’s total points are 24 or more.
   c. There is no “N” awarded for theory of knowledge, the extended essay or for a contributing subject.
   d. There is no grade E awarded for theory of knowledge and/or the extended essay.
   e. There is no grade 1 awarded in a subject/level.
   f. There are no more than two grade 2s awarded (HL or SL).
   g. There are no more than three grade 3s or below awarded (HL or SL).
   h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
   i. 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).
   j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

13.3 A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

**Article 14: Form of the results**

14.1 Successful IB Diploma Candidates will receive an IB Diploma and a document entitled “Diploma Programme (DP) Results” listing the total IB Diploma points score, the subject grades, confirmation of the completion of all CAS requirements and any points awarded and individual grades for the combination of theory of knowledge and the extended essay.

14.2 A Bilingual IB Diploma will be awarded to a successful candidate who fulfills one or both of the following criteria.
   a. Completion of two languages selected from group 1 with the award of a grade 3 or higher in both
   b. Completion of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate’s group 1 language. The candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.

14.3 An IB Diploma Candidate who fails to satisfy the requirements for the award of an IB Diploma will receive DP Course Results indicating the grades obtained in individual subjects, together with results in theory of knowledge and the extended essay, and confirmation of the completion of all CAS requirements, as appropriate.

14.4 DP Course Candidates receive DP Course Results indicating the results obtained in individual subjects and the core requirements, as appropriate.

**Article 15: Enquiry upon results**
15.1 A candidate’s assessment material may be re-marked, returned to the school (in electronic format or as a photocopy) and/or subject to re-moderation (for internal assessment) as part of the enquiry upon results service, the details and fees for which are specified in the handbook. The categories and conditions of this service are subject to change and therefore are in accordance with the details given in the handbook for the examination session concerned. All enquiries upon results must be submitted by the school on behalf of the candidate.

15.2 Re-marking a candidate’s assessment material may lead to a higher or a lower grade for the subject. Therefore, before submitting a request for an enquiry upon results service that may result in a change of grade, the school must obtain the written consent of the candidate or his or her legal guardian ensuring that the candidate and/or the legal guardian are aware that the grade may go up or down.

15.3 If the school’s DP coordinator believes the process leading to the grade upon re-marking or remoderation did not respect the procedures defined in these general regulations and/or the handbook, the coordinator may request, on behalf of the candidate, a report on the re-mark. Before requesting a report the school must obtain the consent of the candidate(s) or his or her legal guardian(s).

15.4 Beyond the enquiry upon results service, the coordinator may not request a subsequent re-marking of work or a further moderation of marks for internal assessment. However, the candidate is entitled to submit an appeal under the conditions defined in article 22.

**Article 16: IB DP Final Award Committee**

16.1 The IB DP Final Award Committee is the body that formally awards the IB Diploma and DP Course Results on the basis of the grades determined by grade award procedures. The award is made by the committee on behalf of the IB Board of Governors.

16.2 The Final Award Committee consists of representatives of the IB Board of Governors, of the Examinining Board and senior IB assessment staff, and is chaired by the chair of the Examining Board. The IB Board of Governors established the Examining Board, which comprises senior IB examiners, with the principal aim of safeguarding and enhancing the academic standards of the DP.

16.3 The Final Award Committee may delegate decisions on cases of alleged academic misconduct to a sub-committee, but the Final Award Committee is the body that has authority to make the final decision in all special cases (as defined in section IV) with respect to the award of the IB Diploma and DP Course Results.

**Policy Revision**

This policy will be reviewed on a biannual basis. Policy revision dates

2016-2017 by Paul Nielson, Kyle Parkhill, DP Oversight Committee
2018-2019
2020-2021
References:


Marzano, Robert J. (2006), *Classroom Assessment & Grading that Work*. Alexandria, VA: ASCD.


