



Mission Viejo High School

Home of the Diablos



IB Diploma Program Assessment Policy



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



Mission Viejo High School develops high achieving learners within a rigorous and relevant standards-based instructional program that engages and supports all students. The MVHS IB assessment policy is deeply woven into its Student Learning Outcomes and the school's vision statement: to deliver a world-class education while developing innovative, creative thinkers who collaborate effectively and contribute meaningfully to a global community. The faculty, staff and administration are dedicated to its student body, and recognizes the interrelation among instruction, student mastery of skills and standards, and a variety of formative and summative assessments. The most effective researched-based best practices and brain compatible teaching strategies, measured by formative and summative student achievement data, directs collaborative decisions for school-wide academic, intervention, and co-curricular decisions made by all stakeholders.

Purposes of Assessment

Mission Viejo High School assesses students in order to:

- assess student learning and knowledge
- inform Professional Learning Communities committed to data driven instruction
- monitor and evaluate student progress towards meeting the school-established SLO's (student learner outcomes)
- monitor and evaluate student progress towards meeting course and IB Diploma Program standards
- provide feedback to students, parents and other stakeholders
- gather evidence to support teacher reflection on the effectiveness of their instructional strategies
- evaluate the suitability of courses
- inform curriculum review

Principles of Assessment

Effective assessment allows students to:

- use inquiry to analyze, synthesize and evaluate information
- demonstrate critical thinking abilities
- formulate independent conclusions
- communicate ideas and information, both independently and collaboratively
- develop creative problem-solving skills
- participate in self-assessment
- act with integrity by developing a sense of accountability for their learning
- analyze their own learning and perform self-reflection on their strengths and areas for improvement
- demonstrate a global perspective and an appreciation of human diversity

- set goals for their own learning
- become well versed in assessment criteria
- practice aforementioned skills through daily formative assessment

Effective assessment allows parents to:

- monitor evidence of student learning
- support student learning

Effective assessment requires teachers to:

- engage in self-reflection
- use regular formative assessments to inform and improve instruction
- model inquiry by providing a variety of assessments in recognition of student's different learning styles
- differentiate instruction
- use criterion-referenced guidelines established by the IBO
- inform students of IBO rubrics/guidelines before and during coursework
- create assessments in a context that is relevant to students and curricular standards and in support of progress towards learning objectives
- analyze data to identify student mastery of skills and concepts
- provide timely and clear feedback that is constructive towards future learning
- undertake assessments in accordance with district and state principles
- maintain detailed assessment records
- teachers align and calibrate assessment evaluation in PLC teams after developing common formative and summative assessments
- use IB summative assessment expectations and practices to help students improve in a formative way

Effective assessment requires administration to:

- support teachers in maintaining assessment skills and in developing new assessment strategies
- provide time for teachers to collaborate, plan and reflect
- provide training on data analysis and use
- use student achievement data to set school-wide, departmental, and individual goals
- maintain assessment records and use these to provide achievement information to students and parents in a timely and ongoing manner

ASSESSMENT PRACTICES

The purpose of assessment in the DP is to provide students and teachers with feedback, and to provide students a fair, meaningful, and consistent opportunity to demonstrate mastery of skills and concepts. A variety of formative assessments are used to inform and develop instruction within MVHS professional learning communities. As evidenced through MVHS accreditation self-study, a wide variety of assessment practices are used, including: multiple-choice quizzes and tests, short and extended responses, essays, research papers, individual and collaborative projects, portfolios, class discussions, group and individual oral presentations, individual oral commentaries, multimedia presentations, skits and performances, problem solving teams, historical investigations, experimental investigations, sketchbooks, studio work, response journals, and reflection logs.

IB ASSESSMENT CRITERION

Students and parents are made aware of the IB assessment criterion by:

- Teachers' published course curricula/syllabi
- Written curriculum briefs posted on the MVHS IB website
- The direct instruction of the teacher
- Informational meetings/Parent nights with the IB Diploma Program Coordinator during the 10th, 11, and 12th grades
- Program overview for 9th grade students
- Mission Viejo High School's Showcase/Open House Night
- Mission Viejo High School's Back to School Night

IB Diploma Passing Regulations

Performance in each of the six Diploma Program subjects is graded on a 1-7 scale, with 7 being the maximum score. A maximum of 3 bonus points can be awarded for combined performance in Theory of Knowledge and the Extended Essay, for a maximum possible score of 45 points. The minimum score for a candidate to earn their IB diploma is 24 points.

The IB Diploma will be awarded to a candidate provided the following criteria have been met:

- DP category candidates must study six subjects, plus three core subjects: Extended Essay, TOK (Theory of Knowledge) and CAS.
- They must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations.

- They must meet all of the additional requirements listed below.
- They must meet all of the requirements within a maximum of three examination sessions.
- Candidates who successfully meet these conditions will be awarded the diploma.
- Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma.

The IB diploma is awarded based on performance across all parts of the DP.

- Each subject is graded on a scale of 1-7, with 7 being the highest mark.
- These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma will be awarded.
- TOK and EE are graded using an A-E scale, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total points earned.
- CAS is not assessed but must be completed in order to receive the diploma.
- The overall maximum points from subject examination grades, TOK and the EE is therefore 45: $(6 \times 7) + 3$.
- The minimum threshold for award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

IB ASSESSMENTS AND EXAMS

IB assessments are criterion-referenced: the method of assessment evaluates each student in relation to identified standards and criterion rather than against the work of other students. Both the MVHS grading scale and IB assessment guidelines are given to students at the beginning of their coursework, and appropriate assessments, both formative and summative, are scored according to these standards. Summative results are analyzed and assist in shaping formative assessments.

IB Assessment Guidelines

INTERNAL ASSESSMENT

Internal assessments (those given within, or internally to the regular class) are those assessments that are part of normal classroom teaching and are marked by the teacher and are therefore subject to external moderation which means those marks can later be changed by a senior examiner. Internal assessments are typically focused on skills as opposed to subject content.

A common feature of internal assessments is the level of support given by a teacher for activities that will contribute to the final assessment. For example, when the end task is a formal piece of written work, teachers are typically permitted to discuss the topic and approaches students can take to study, research and write about that topic and then provide “restricted advice” on the first draft only. Any additional changes or editing must be by the student so that the final work is the student’s own.

Internal assessments incorporate different assessment components, usually including a range of different tasks such as:

- oral work in languages
- laboratory work in the sciences
- investigations in mathematics and history
- artistic performances

EXTERNAL ASSESSMENT

External assessments are used for their “high levels of objectivity and reliability.” These assessments include:

- assessments completed as part of the course which may be incorporated into the course grade; these are critiqued by the teacher in a general manner and can then be modified by the student before submission to the IB for an official score by an examiner.
- examinations at the end of a course which are scored only by IB examiners and not seen by the teacher so are therefore not included as part of the course grade, but only as part of the IB score.

External assessment can be in the form of:

- essays
- structured problems
- short-response questions
- data-response questions
- text-response questions
- case-study questions
- multiple-choice questions

EXAMINATIONS

Examinations take place over three weeks each May. “Schools that have been authorized to offer IB programmes commit to comply with all IB publications that govern the administration of the relevant IB programmes, including *Programme Standards and Practices*, *DP Rules for IB World Schools*, *DP General Regulations*, *DP Assessment Procedures*, *DP Subject Guides*, and *Annex 3: Secure Storage of IB Confidential Material*. The school is responsible for adhering to the rules and regulations outlined in the above publications, including ensuring that examinations and assessments are conducted within the expected guidelines.

IB World Schools must adhere to IB requirements to prevent student academic misconduct and school staff maladministration; school administrators and teaching staff are expected to support the school in achieving the IB requirements.

Focusing on academic integrity, IB World Schools are responsible for:

- informing students and legal guardians about the characteristics and any restrictions of IB programmes
- ensuring that students comply with all assessment requirements for IB programmes, which includes fair and genuine completion of all assessment components by the students
- ensuring that teachers and school administrators receive IB-recognized professional development, as required
- ensuring that teachers and school administrators are held accountable, according to the school’s own policies, when involved in a maladministration incident
- immediately notifying the IB of any breach in the procedure for the secure storage of IB examination materials or conduct of the examinations, in accordance with the procedures described in programme-relevant documents
- supporting the IB in any investigation into possible maladministration (following guidance provided by the IB) (2019)

IB ASSESSMENTS:

Language A: Literature HL

Last examinations 2020

Internal assessment 30%

Junior Year:

- *Individual oral presentation in front of the class (15%):* Students are required to demonstrate knowledge and understanding of at

least one work (from a prescribed list of works) through a self-chosen task while adapting their language to the task and audience.

- *Individual oral commentary and commentary (15%)*: Students are required to deliver a structured and focused commentary using a formal spoken register. They must analyze previously studied passages and evaluate the effectiveness of the literary techniques within them.

External assessment 70%

Senior year:

- *Written assignment (25%)*: Students are required to complete an assignment of 1,200-1,500 words, with an additional reflective statement of 300-400 words, based on a work studied (from a prescribed list) as part of the course.
- *Exam Paper 1 (20%)*: At the end of the course, students are required to write a literary commentary on a previously unseen prose passage or poem within a two-hour examination time period.
- *Exam Paper 2 (25%)*: At the end of the course, within a two-hour examination period, students are required to write an essay in response to one question based upon at least two works studied in class.

Language B: Spanish or French SL or HL:

Last examinations 2019

Internal assessment 30%

- *Individual oral assessment (20%)*: This component is based on the options: cultural diversity, customs and traditions, health, leisure, science and technology. Students are shown two previously unseen photographs with titles or captions and must choose one to discuss. The student is required to describe the photograph and relate it to the option and the target culture(s) for 3-4 minutes *and* discuss the presentation with the teacher for 5-6 minutes.
- *Interactive oral activity (10%)*: This component is based on the core: communication and media, global issues, social relationships. Students are required to complete three interactive activities, such as a debate, class discussion, presentation or role-play, carried out in the classroom during the course. One must be based on a

listening activity. The highest of the three marks will be submitted as the final mark.

External assessment 70%

- *Written assignment: Receptive and written productive skills (20%):* Students must complete a creative writing of 300-400 words for SL and 500- 600 words for HL plus a rationale of 100 words for SL or 150 words for HL, based on one of the literary texts read.
- *Exam Paper 1: Receptive skills (25%):* At the end of the course, students must complete text-handling exercises (reading comprehension) on four written texts within a 1 1/2 -hour examination period. The focus of this assessment includes understanding overall meaning, scanning texts for particular details and understanding structural features.
- *Exam Paper 2: Written productive skills (25%):* At the end of the course, students must complete a writing exercise of 250-400 words from a choice of five. HL students must also complete a response of 150-250 words to a stimulus text. Completed within a 1 1/2- hour examination period, this component assesses the student's ability to communicate in writing for a variety of purposes.

History of the Americas HL:

Internal assessment 20%

- *Historical investigation:* Students are required to demonstrate the application of their skills and knowledge to a historical topic that interests them. Students must emphasize a specific historical inquiry by searching for, selecting, evaluating and using evidence to reach a relevant conclusion from a good range of source material. This is to be completed in six required sections, marked independently, and be a total of 1,500-2,000 words.

External assessment 80%

- *Exam Paper 1 (20%):* Within a one-hour examination period at the end of the course, students are required to complete four short-answer questions. Question one tests their understanding of a source; question two tests their analysis of sources by comparing and contrasting two sources; question three requires they discuss two sources in relation to their origin, purpose, value and limitations; question four tests their evaluation of sources and contextual knowledge.

- *Exam Paper 2 (25%)*: Within a 1½-hour examination period at the end of the course, students are required to complete two extended-response questions. Within five prescribed topics there are six extended-response questions of which students must choose two, each from a different topic.
- *Exam Paper 3 (35%)*: Within a 2½-hour examination period at the end of the course, students are required to complete three extended-response questions. From a prescribed topic list, 24 questions are included in the exam from which students must choose three to answer.

Biology HL:

Internal assessment 20%

- *Individual investigation*: Students must complete a 6- 12-page complex investigation that includes five criteria, each scored separately. A purposeful research question and the scientific rationale for it must be included.

External assessment 80%

- *Exam Paper 1 (20%)*: Within a one-hour examination period at the end of the course, students must complete 40 multiple-choice questions on core and additional higher-level material.
- *Exam Paper 2 (36%)*: Within a 2¼-hour examination period at the end of the course, students must complete two of three extended response questions.
- *Exam Paper 3 (24%)*: Within a 1¼-hour examination period at the end of the course, students must complete two to three short-answer questions based on experimental skills and techniques, analysis and evaluation and using unseen data. Students must also complete short-answer and extended-response questions.

Environmental Systems and Societies SL:

Internal assessment 20%

- *Practical and fieldwork activities*: Students must complete fieldwork and complex investigations that demonstrate the interrelationships between environmental and social systems. Students work is scored on four criteria, each marked separately.

External assessment 80%

- *Exam Paper 1 (30%)*: Within a one-hour examination period at the end of the course, students are required to complete short-answer and data-based questions.
- *Exam Paper 2 (50%)*: Within a two-hour examination period at the end of the course, students are required to make reasoned and balanced judgments analyzing a range of data in a variety of forms. Additionally, students are required to answer two structured essay questions from a choice of four.

Psychology SL:

Internal assessment 25%

- SL students plan, undertake and report a replication of a simple experimental study. The simple experimental study forms an important part of psychological training. It enables students to demonstrate the application of their skills and knowledge of psychology. The purpose of the internal assessment is for students to experience the research process by practicing sound research methodology.

External assessment 75%

- *Exam paper 1 (50%)*: Paper 1 assesses the core of the syllabus: the biological, cognitive and sociocultural levels of analysis. The paper is divided into two sections (section A and section B). Students have two hours to answer paper 1. The purpose is to assess students' knowledge and understanding of all three levels of analysis.
- *Exam paper 2 (25%)*: Paper 2 assess students' knowledge and understanding of the options studied and to give students the opportunity to demonstrate application of psychological research, analysis, synthesis and evaluation in relation to the option. Theoretical and/or empirical support is required in all answers. Evidence of critical thinking is expected to be an important element of student responses

Mathematics SL:

Internal assessment 20%

- *Mathematics exploration:* Students must complete a written report of 6-12 pages on a self-chosen topic focusing on the mathematical communication with commentary and reflection while demonstrating a clear understanding of the topic.

External assessment 80%

- *Exam Paper 1 (40%):* Within a 1½-hour examination period at the end of the course, students must complete short-response questions (testing the students' knowledge and understanding across the breadth of the syllabus) and extended-response questions (testing the students' knowledge and understanding of the syllabus in depth) with no calculator allowed.
- *Exam Paper 2 (40%):* Within a 1½-hour examination period at the end of the course, students must complete short-response questions (testing the students' knowledge and understanding across the breadth of the syllabus) and extended-response questions (testing the students' knowledge and understanding of the syllabus in depth) with a graphic display calculator required.

Mathematical Studies SL:

Internal assessment 20%

- *Project:* Students are required to complete a project of no more than 2,000 words and including seven criteria, each marked separately. A wide variety of project types can be used such as modeling, investigations or statistical surveys.

External assessment 80%

- *Exam Paper 1 (40%):* Within a 1½-hour examination period at the end of the course, students must complete 15 short-response questions testing students' knowledge and understanding across the breadth of the syllabus.
- *Exam Paper 2 (40%):* Within a 1½-hour examination period at the end of the course, students must complete six extended-response questions testing students' knowledge and understanding of the syllabus in depth.

Music SL:

Internal assessment (students select 1 performance style)

SL Composition 50%

- There are five options available to students of creating. Students choose a combination of options to fulfill the requirements of this component. SL students are required to submit **two** pieces of coursework. The purpose of this assessment is for students to demonstrate their skills in composing, music technology composing, arranging, improvising.

Solo performing SL 50%

- The purpose of this assessment is to evaluate the student's performance as a solo artist. The student is required to submit a recording of pieces performed during one or more public performance(s). It is recommended that the teacher be present at the live performance(s) to confirm that the recording is of the student's own performance(s).

Group performing SL 50%

- The purpose of this assessment is to evaluate a student's performance within a musical group. A student may perform in any musical group but must choose which musical group to use for assessment. For example, a bass guitarist who plays in two groups must choose only one for submission.

External assessment

Listening paper 30% SL

- The listening paper is based on musical perception—analysis and examination. It consists of two compulsory sections (A and B). Students are expected to present a case. A bulleted list may be used but not at the expense of reasoned musical arguments. In preparation, attention must be paid to the glossary of command terms. The listening paper assesses students' work in assessment objectives 1, 2, and 6 of the course, as well as assessment objective 3 for HL only.

Musical links investigation 20% SL

- The musical links investigation requires the student to engage in a sustained investigation that is self-directed. It is designed to allow the student the opportunity to investigate the musical connections between pieces from two distinct musical cultures by exploring one (or more) musical piece(s) from each musical culture through comparative

exploration, analysis and examination of these pieces, the student is required to demonstrate two or more significant musical links—that is to say, links concerning **musical elements**.

Theater SL or HL:

Internal assessment SL 35%, HL 25%

- Students at HL and SL collaboratively create and present an original piece of theatre (lasting 13–15 minutes) to a specified target audience from a starting point selected by the ensemble. They submit a process portfolio (15 pages maximum) which documents their own individual approaches and skills, the exploration of the starting point selected by the ensemble, the nature of the collaboration and the student's individual contribution to the creation and presentation of the piece of theatre. The student submits a video recording (4 minutes maximum) in support of the process portfolio which the student selects from the unedited video recording of the created piece.

External assessment

(HL only 35%) Task 1: Solo Theater Piece

- Students at HL research a theatre theorist they have not previously studied, identify an aspect (or aspects) of their theory, develop and present a solo theatre piece (4–8 minutes) based on an aspect(s) of this theory. This task develops, builds on and extends the skills and understandings developed in the other areas of the syllabus. It requires students to create a fully produced piece of theatre based on theatre theory. Students submit a report (maximum 3,000 words) which includes their research into and understandings of the theorist, the theory and the context of the theorist's work.

(SL 35% and HL 20%) Task 2: Director's notebook

- Students at HL and SL independently choose a published play text, read the text and record their personal responses. This is a theoretical exercise. The aim of this task is for students to explore the processes involved in transforming a play text into live action by developing a directorial vision for staging the play text.

(SL 30% and HL 20%) Task 3: Research Presentation

- Students at HL and SL plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline their research and exploration of a theatre tradition they have not previously studied (selected from the prescribed list below). Students research the cultural and/or theoretical context of the selected theatre tradition and

identify one performance convention from this tradition to explore practically and physically.

Physics SL or HL:

Internal assessment 20%

- The purpose of this assessment is to evaluate a student's ability to conduct an individual practical investigation. The task produced should be complex and commensurate with the level of the course. It should require a purposeful research question and the scientific rationale for it. Students may take part in tasks that allow them to demonstrate their ability to use a spreadsheet for analysis and modelling, extract data from a database and analyze it graphically, produce a hybrid of spreadsheet/database work with a traditional hand on investigation and use a simulation that is interactive and open-ended.

External assessment (SL 20% HL)

Paper 1 SL 20 % HL 20%

- 30 multiple-choice questions on core, about 15 of which are common with HL. The questions on paper 1 test assessment objectives 1, 2 and 3. The use of calculators is not permitted. A physics data booklet is provided.

Paper 2 SL 40% HL 36%

- Students will be assessed through short-answer and extended-response questions on core material.

Paper 3 SL 20% HL 24%

- This paper will evaluate a student's knowledge on the core and SL option material. Section A will include one data-based question and several short-answer questions on experimental work. Section B will include short-answer and extended-response questions from one option. The questions on paper 3 test assessment objectives 1, 2 and 3.

Visual Arts SL and HL

Internal assessment 40% SL

- Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works.

External assessment SL

Part 1: Comparative study 20%

- Students at SL analyze and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts. The work selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural).

Part 2: Process portfolio 40%

- Students at SL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two- year course. For SL students the submitted work must be in at least **two** art-making forms, each from separate columns of the art-making forms table.

Internal assessment HL 40%

- Students at HL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works.

External assessment HL

Part 1: Comparative study 20%

- Students at HL analyze and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts. The works selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural).

Part 2: Process portfolio 40%

- Students at HL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course. HL students submit 13–25 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities.

MVHS Internal Grading Scale

A 90-100 % B 80-89 % C 70-79 % D 60-69% F 59% and below

*Students in the state of California take the California Assessment of Student Performance and Progress exam in the 11th grade (CAASPP). The exam is not a requirement for graduation, nor is it factored into a student's grade. As such the DP assessments are not used in combination with the CAASPP exam. Though many skills are shared between the two, the DP requirements are substantially more rigorous than those of the CAASPP.

Recording and Reporting

MVHS Teachers record grades on Aeries software, which provides daily, online access to students and parents. Official grade reports are sent out on a quarterly basis, along with additional midterm progress reports. Written and oral feedback is given to students on both formative and summative assessments, along with class assignments. Feedback evaluates levels of mastery, affirms progress, monitors student needs, and promotes accountability. For IB assessments (in addition to the official grading system) MVHS Teachers and IB candidates use ManageBac to record and upload IB external and internal assessment documents and scores.

Teachers meet with parents twice a year at Back to School and Open House Nights and make themselves available for individual conferences before or after school at a

parent's request. Students who need additional practice to achieve mastery of skills or concepts attend daily tutorials in order to receive assistance within a course.

Teachers, Guidance Counselors, parents, and students and the IB Coordinator work to determine the retention of students based on teacher recommendations, student grades, and conferences with students and parents. Since MVHS promotes access to the IB program, consideration is given to extenuating circumstances that may have caused a substandard grade or lack of recommendation. Parental overrides allow students who do not receive teacher recommendations for honors level or IB classes to register in that specific course. When enrolled through a parent override, students may not request a level change into a college prep course until the semester is completed. IB candidates are monitored through Aeries generated progress reports run by Guidance Technicians in the counseling department.

Homework

The Mission Viejo High School Homework Policy states: Homework is defined as school-related assignments by a teacher, or through mutual agreement of the student and teacher, which will require time and effort outside of the regular classroom for successful completion. Homework serves to reinforce what is taught in the classroom and, as such, is practiced independently as an extension of the previous day's lesson or as a preparation for the next lesson. The recommended length of total homework assignments for grades 9-12 is 1 hour to 2½ hours. Longer or shorter assignments are appropriate at times, depending on the degree of difficulty and/or where the class is within the unit of study.

Homework assignments are extensions of the classroom lesson and, as such, are an integral part of the student's achievement record. The successful completion of homework assignments and their cumulative weight shall be considered by the teacher in arriving at the student's final grade.

Integration of Assessment Policy

Assessment and language instruction are essential components of Mission Viejo High School's mission and vision statements which emphasize the development of high achieving learners within a rigorous and relevant standards-based instructional program that engages and supports all students. The school principal, assistant principals, Diploma Coordinator, guidance counselors, and guidance technicians review incoming freshman students' and new students' academic records, teacher recommendations, and standardized test scores. Student schedules are created based on the above review and student interest (indicated by class request forms). The Diploma Program Coordinator arranges for the distribution of IB Program applications to determine

interest and commitment for both incoming freshmen and new students to the program, reviews high school schedules to determine if prerequisite requirements can be met, and schedules individual meeting parents and students if requested.

Assessment Policy: Roles and Responsibilities

Mission Viejo High School features a professional learning community which uses data-driven instructional strategies to promote high achievement for all students. PLC teams are responsible for the standardization of assessments. PLC meetings take place 3 times a month during scheduled late starts. The IB Assessment policy acts as a working document to guide assessment decisions with PLC teams for IB and non-IB courses. The policy was written and compiled by MVHS faculty and IB Coordinator, and will be reviewed annually by the school administration, the guidance department, Leadership Council (departmental leadership), and the Diploma Coordinator. The IB Assessment Policy is posted on the school website.

Assessment: Teacher Training

Teachers, both those who teach IB courses and those who teach 9th and 10th grade feeder courses, are registered for IBO sponsored training and retraining by the Diploma Coordinator at least once every 5 years. The Diploma Coordinator creates access accounts to "My IB" for all IB teachers to provide access to IB Course curriculum guides and message boards to discuss methodology and teaching strategies with IB teachers across the globe. Mark schemes of previous exams and student scores by subject are provided annually to guide teachers in evaluating their methodology, course content, and students' abilities. Mission Viejo's IB Faculty meets once every 8-10 weeks to plan instruction and projects, align curriculum, both horizontally and vertically, and exchange ideas.