

IB Assessment Policy



The faculty, staff, students, parents, and community stakeholders believe that Lexington High School (LHS) is where excellence is the standard, is to develop lifelong, 21st century learners who meet the demands of a global society. In partnership with parents, students, educators, and community members, Lexington High School will provide curriculum and instruction that encourage both diversity and unity, develop integrity and character, and promote initiative and collegiality among our students. (Refer to Lexington School District One Grading Practices)

Purposes of Assessment

Monitor and improve student learning
Determine student learning at a particular point in time
Determine the need for additional teaching of specific content
Determine areas of student strengths and weaknesses
Determine programme effectiveness
Determine curriculum review needs
Guide staff development needs
Inform parents of student progress

Philosophy of Assessment

- Our internal and external assessments are a means to evaluate student thinking and learning.
- All assessments support curricular goals for the subject.
- All assessments provide an opportunity for teachers to evaluate student mastery of content as well as their understanding of overarching concepts imbedded in the curriculum.
- Preparation for the formal, regulated IBDP assessments are frequent and mirror the format and expectations of external and internal assessments from IBDP.
- Preparation for End-of-Course (state tests) or AP tests (national) are imbedded within the subject as required/needed.
- Timely, data-driven feedback on assessments is an essential part of student and teacher growth.

Student Outcomes:

- Improved learning
- Clearly defined expectations for assessment outcomes
- A learning environment that is conducive to lifelong learning

- Teachers, students, and parents form a cohesive partnership that promotes each stakeholder's involvement in assessment as well as the evaluation process

Teacher Outcomes:

- Proper use and interpretation of assessments
- Increased level of student achievement
- Learning needs of all students are met
- Teachers focus on student learning styles and develop appropriate measurements to accommodate the differences
- Promote more teacher self-reflection of practices
- Ensure that the assessments reflect the IB Learner Profile
- IBO guidelines regarding assessments are the focus of teaching, student learning, and

Administrative Outcomes:

- Provides time for teacher planning and reflections
- Use student achievement data to determine school-wide, departmental and individual goals
- Assists in providing training data to determine school-wide, departmental, and individual goals
- Helps to maintain detail assessment records in a timely and ongoing manner as well as at formal reporting times

Principles of Assessment

- All students can learn.
- Assessments of various types determine the effectiveness of teaching.
- Assessments can and should take various forms and methods.
- Assessments monitor the progress of student learning.
- Both students and teachers should be involved in assessment.
- Student learning is evaluated using predetermined criterion rather than comparisons to published averages or norms.
- Assessment by IB allows administrators, teachers, students, and parents to evaluate their students' progress relative to state, national, and worldwide performance.
- Effective assessments provide feedback to teachers, students, and parents in order to improve/revise instruction in the classroom and student study habits.
- Assessments should reveal what the student knows and understands.
- Assessments should be used to help parents understand and support what is going on in the classroom.
- Assessments should allow all stakeholders to see evidence of learning.
- Parents and students have access to students' grades using Power School (Parent/Student Portal).

Assessment Practices

Effective assessment allows students to demonstrate a wide range of conceptual understanding. These assessments are designed to provide unbiased, significant and regular opportunities for students to demonstrate mastery of concepts and skills. All assessments are examined for validity, consistency, and comprehensiveness. The assessments encompasses psychometric, essay format, and performance tasks across the curriculum.

A variety of formative and summative assessments are used. These assessments include multiple-choice type quizzes and tests, short and extended responses, essays, research papers, projects, portfolios, class discussions, group and individual oral presentations, individual oral commentaries, multimedia presentations, skits and performances, problem-solving teams, group critiques, historical investigations, experimental investigations, response journals, investigation workbooks, and reflection logs. An accurate measure of the student's real achievement is continuously sought to inform teaching and learning.

Varied instructional strategies are used in order to cover each modality. Lexington High School teachers realize that each student has different needs and abilities, therefore, catering to multiple intelligences. Differentiation of instruction occurs constantly as a means for assisting students in demonstrating understanding of content being taught. The focus on multiple intelligences is crucial in the development of formative assessments, thereby concentrating on the emphasis on developing student's higher-order cognitive skills and critical thinking and creative skills.

Students are engaged in continuous peer- and self-assessments throughout the coursework in an effort to assist them in developing a variety of useful strategies to use as they work to increase their understanding of new concepts. They also learn through this process how to determine the quality of the coursework as it relates to well-defined criteria. Most assessments are norm-referenced. However, the IB Assessments are criterion-referenced. Criterion-referenced assessments are utilized to determine whether students have mastered specific skills or concepts based on specific skills or concepts based on specific standards and criterion. Student performance is not based on the achievement of other students. Lexington High School students and parents are provided documentation. Regarding the IB criterion-reference assessment procedures through teachers' course syllabi, curriculum pacing guide, and standards; teachers' Schoology and Lex-Connect webpage; teachers' classroom instructional strategies; informational meetings with IB Diploma Coordinator: In Information Night offered once a year (grades 8-10), School Counselor meetings offered twice a year (grades 8-10), and Rising 9th Grade Registration Night offered once a year for each high school in the school district (grade 9); current IB students classroom visits; Lexington High School Open House (twice a year); Lexington School District One website; and "Not Necessarily the News" Show (student driven school-based television show).

Formative Assessment

Formative assessment is intended to assist the learning process by providing feedback to the learner. This information can be utilized to determine areas in need of additional study in order to improve future student performance. Therefore, formative assessments allow teachers to

gauge student progress toward meeting the IB standards. Formative assessments are administered on a daily bases as determined by the frequency the specific courses meet. These assessments can include but are not limited to teacher observation, quizzes, and verbal questioning. Formative assessment grades such as quizzes are recorded in Power Teacher, which is the electronic grade book utilized by Lexington School District One. Teachers are also encouraged to maintain a hard copy of the grade book.

Summative Assessments

Summative assessments make up an important role in the final letter grade a student receives in an IB course. The IB teachers must convert the achievement levels attained on the IB rubric into point totals that can be entered into the Power School electronic grade book. The teachers then post the scales utilized to convert the IB points into classroom grades and percentages. Summative assessments should be administered at the end of each unit of study. There should be a minimum of 8 summative assessments per marking period, i.e. semester. All summative assessments are recorded in Power Teacher, which is the electronic grade book utilized by Lexington School District One. Teachers are also encouraged to maintain a hard copy of the grade book.

Internal Assessment

Internal assessments are mandatory assessments completed during the 11th and 12th grade that focuses on skills as well as the subject content. The classroom teacher using the rubric published by IB grades these assessments. The internal assessment scores are submitted to IB for moderation to ensure all internal assessment scores worldwide are consistent. Examples of this type of assessment include, but are not limited to, oral presentations, science lab reports, math portfolios, and other major projects. Internal assessments can serve as both classroom assignments, which contribute, to the students' school grades as well as assignments that contribute to the students' IB score for that subject.

External Assessment

Students in grades 9 and 10 will take state End of Course assessments in Biology I, Algebra I, and English 1. These assessments are used to evaluate student proficiency in the subject areas and in some cases award class credit. External IB assessments are mandatory assessments that are completed during the 11th and 12th grade that are not scored by the classroom teacher. These assessments are IB exams that are administered during the May testing session and essays that are sent directly to IB examiners for evaluation. It is very important to note that students must take the external assessment (IB exams) on the assigned test date.

Grading/Marking

The South Carolina Uniform Grading Scale is used along with the IB assessment rubrics as specified in each of the subject guides. These documents are distributed to students at the beginning of each course and are applied to formative assignments. The summative results are examined and assist teachers in developing formative assessments. Students are required to

complete a variety of assignments in order to demonstrate their knowledge and abilities. Clearly established standards are used to measure the quality of assessment items. The student final grade is made up of formative and summative assessments, which range from 5% to 40% of their final grade. All final evaluations are based on cumulative achievement and students who achieve a grade lower than a D in two or more IB courses are removed from the program. IB courses earn a weighted grade based on a 5.0 scale.

IB Grade Conversion Matrix

The following document will be used to convert graded IB Assessment (20 or 25 point scales) to the most current South Carolina Uniform Grading Scale. This conversion matrix is not an official document of IBO, and was created by a panel of teachers associated with the Lexington High School IB Programme in order to accurately represent graded IB assessment within the South Carolina Uniform Grading Scale.

<u>IB 7 Point Scale</u>	<u>IB 20 Point Scale</u>	<u>IB 25 Point Scale</u>	<u>South Carolina 100 Point Scale</u>	<u>Criteria Description</u>
7	17-20	22-25	90-100	Excellent
6	14-16	18-21	80-89	Very Good
5	11-13	15-17	70-79	Good
4	8-10	12-14	60-69	Satisfactory
3	6-7	10-11	50-59	Mediocre
2	4-5	8-9	40-49	Poor
1	1-3	6-7	30-39	Very Poor

❖ *Note: Some content area teachers may use a more specific grade conversion scale based on certain assignments and their subject area.*

Recording and Reporting Grades

Teacher grades are recorded in Power School, which provides online, daily access to students and parents. Parents and students are provided their personal code at the beginning of their freshman year. Grades are updated daily in Power School. Teachers are also encouraged to maintain a hard copy of their classroom grades. Teachers use written and verbal feedback to encourage student progress, identify their needs, determine achievement, and assist in maintaining accountability.

Interim reports are issued at the 4 ½ week mark in each nine-week quarter. Report cards are issued at the end of each semester. Open House and Parent/teacher conferences are scheduled twice a year. Individual parent and/or students conferences are held on an as needed basis.

The retention of students is determined by the Diploma Programme Coordinator, with input from the teachers, students and parents. Also, students' final grades are included in making this decision. Students are provided the opportunity to appeal the final decision and may be allowed to continue in the IB Programme on a provisional basis. A contract between the student, IB teachers and DP Coordinator is created, which outlines the conditions for continuance in the DP Programme. The students' progress is reviewed during the first 9-week period.

Lexington High School courses are examined according to the South Carolina Uniform Grading Scale which includes IB courses. College level courses (AP, IB, and Dual Credit) are *weighted*, which means that they carry an additional 1.0 *quality point*. For example, a letter of grade *B*, a percentage point of 85, and their average would calculate as 4.0 quality points towards the students GPA. (See Appendix A for State and District grading procedures)

Homework

Homework will be assigned regularly as an independent activity which allows students to practice and apply what they have learned in class. The amount and frequency of homework assigned will vary among grade levels, subjects taught and course levels. At the beginning of each course, the teacher will explain the homework policy to students and parents including its influence on report card grades. The average time to complete homework should range from 30-60 minutes per class per assignment. Homework is designed to extend learning. Effective homework assignments should strengthen basic skills, enrich and extend school experiences, develop initiative, responsibility, and self-direction, build independent study skills, help student learn to budget time, and promote parents/guardians understanding and support of the educational program.

Homework should be an appropriate extension of the class work. The assignment and its purpose should be clearly stated. Homework should be as carefully planned as any class activity. When appropriate, guided practice should take place in the classroom to prepare for homework. Typically, homework itself should not be done during class time. Homework assignments should be coordinated among departments to avoid the possibility of major projects/assignments

sharing a mutual due date. Homework should not be assigned for disciplinary purposes nor should it be assigned during standardized testing.

Earning the International Baccalaureate Diploma

The diploma points matrix

		Theory of Knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended Essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

Changes from The diploma point matrix (May 2010 - November 2014):

- B + C combination now results in 2 additional points (previously 1 point).
- A + E combination now results in zero points and a failing condition (previously 1 point).
- 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 from the Final Award Committee.

Retention Requirements

Students will need to maintain a “C” or higher average. Students will have the first ten full school days of the year to “drop” IB courses. Students’ grades will be reviewed at the first interim, and students with grades lower than “75” will be placed on Academic Probation. Grades will be reviewed at the end of the semester. Students with grades lower than “75” will be removed from the program and will be scheduled into Honors and/or CP courses as appropriate and/or available. Grades will be reviewed at the end of the junior year.

Students who do not maintain an overall “C” average or higher will be removed from the program for the senior year.

State End of Course Standards of Learning Assessments

Students must have 4 verified credits by passing the End-of-Course (EOCEP) test in English 1, Algebra 1, Biology 1, and United States History. One of these tests and courses take place during the IBDP years and is completed during the junior (11th grade year) of the DP.

- US History—IB History of the Americas

Advance Placement Exams

Teachers may provide additional instruction in some subjects to assist students who choose to take Advanced Placement exams in comparable subjects, such as United States History, Language, Latin, Spanish, AB Calculus, BC Calculus, Biology, and Chemistry.

Diploma Program Internal Assessments, External Assessments, and Exam Papers

Language A1: English HL

External Assessments:

- Examination Paper 1 and Paper 2
- Written Assignment

Internal Assessments:

- Individual Oral Presentation
- Individual Oral Commentary

Language B: Latin SL, French SL, Spanish SL, and German SL

External Assessments:

- Examination Paper 1 and Paper 2
- Written Assignment for German, Spanish and French only

Internal Assessments:

- Individual Oral
- Individual Study—Latin only

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History: History of Americas HL

External Assessments:

- Examination Paper 1, Paper 2, and Paper 3

Internal Assessment:

- Historical Investigation

Experimental Sciences: Biology or Chemistry HL

External Assessments:

- Examination Paper 1, Paper 2, and Paper 3

Internal Assessments:

- Investigations, Group 4 project, and lab reports in lab notebook

Mathematics HL or Mathematical Studies SL

External Assessments:

- Examination Paper 1, Paper 2, and Paper 3 (**HL only**)

Internal Assessments:

- Math Portfolio or Math Project

Arts or Electives:

Psychology SL:

External Assessments:

- Written Examination Paper 1 & Paper 2

Internal Assessments:

- Experimental Study

Visual Arts HL/SL

External Assessments

- Part I: Comparative study-
- Part II: Process Portfolio-

Internal Assessments

- Exhibition
- 400 word curatorial rationale through recorded interview
- Students approved for HL will be given HL specific requirements/criteria for each assessment
- Students work is photographed/recorded and uploaded to IBO

Theory of Knowledge

External Assessments:

- Prescribed Title Essay

Internal Assessments:

- Presentation

The Assessment Policy was revised February 2017. The IB Coordinator and Teachers revised the policy after a review of the following source documents:

Assessment Policy from Norfolk Public Schools
IBO: Guidelines for Developing School Assessment Policy
IBO: Principles into Practice

The policy will be reviewed and updated annually based on the current IBO Assessment Policy or more frequently as necessary.

Lexington High School

IB Diploma Program Faculty

Jason Bagley (World Language Department Chairperson, French B SL and French ab initio SL, teacher)

Jason Blackburn (Latin SL, teacher)

Lisa Gantt (Chemistry HL/SL, teacher)

Anne-Marie Cormier-Bausch (Spanish B SL, teacher)

Derek Allison (History HL, teacher)

Clay Hendrix (German B SL, teacher)

Michael Melvin (Economics SL, teacher)

Carla L. Neeley (English A1 HL, Extended Essay, and Theory of Knowledge, teacher)

Diane Pardue (Biology HL, teacher)

Jodi McFarland (Mathematics SL, teacher)

Sheryn Billue (Mathematics HL/Mathematics Studies SL, teacher)

Megan Small (CAS Coordinator)

Dr. Sherry Walters (DP Coordinator)