Page High School

IB Assessment Policy

**Purpose and Philosophy of Assessment**

The implementation of a school assessment policy helps students understand IB assessment principles, helps the school create meaningful assessment expectations, and helps foster student growth and potential over the course of the program.

We believe student achievement is shown through growth, progress, and gradual mastery; just as teachers are observed on a regular basis and scored based on standards, new educators are not expected to be perfect. There is a growth period window as teachers are evaluated over time. Similarly, the county has adopted the “Growth Mindset” model, or the belief that students’ skills are malleable and not fixed to a set standard. As such, students are held to tiered standards with the expectation of growth and mastery over time.

One of the positive aspects of the IB Diploma Programme is their nature of assessments. Students have multiple opportunities to demonstrate their achievement of the subject area. This is an effective approach that allows teachers to create their own assessments, measure progress, and not feel as if they are “teaching to a test.” Additionally, teachers at Page High School put extensive time and effort into creating a variety of high quality assessments as they lead to high performance among students.

**Last Revised**: August 2016

**Guilford County Requirements for Graduation**



**Guilford County Schools Grade Point Average Policy**

Beginning in the 2015-2016 School Year the Point Value by class, as set by Guilford County Schools, is as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| Letter Grade / Quality Points | StandardCourse | HonorsCourse | AP/IB Course |
| A | 4 | 4.5 | 5 |
| B | 3 | 3.5 | 4 |
| C | 2 | 2.5 | 3 |
| D | 1 | 1.5 | 2 |
| F | 0 | 0 | 0 |

**Note**: Through the 2014-2015 school year, the following grade scale will be used. The change implemented above was passed by the North Carolina State Board of Education on October 2nd, 2014.

|  |  |  |  |
| --- | --- | --- | --- |
| Letter Grade / Quality Points | StandardCourse | HonorsCourse | AP/IB Course |
| A | 4 | 5 | 6 |
| B | 3 | 4 | 5 |
| C | 2 | 3 | 4 |
| D | 1 | 2 | 3 |
| F | 0 | 0 | 0 |

**Page High School IB Grading Policies and Procedures**

**Grading Schedules and Communication**

Students receive report cards at the end of each quarter (9-week grading period). All teachers send out interim progress reports cards between the 4-5 week period. Additionally, teachers are expected to regularly update grades each week. Grades can be viewed by parents and students on our county-used PowerSchool Portal <https://gcsnc.powerschool.com/public/home.html>. Grades are broken down by assignment category, overall score for each quarter, semester grades, and final grades. Parents are consistently updated in regards to grades, and thus can contact the teacher at any time with any questions or concerns they may have.

**Beginning in the 2015-2016 School Year the Grading Scale, as set by Guilford County Schools, is as follows:**

|  |
| --- |
| A = 90 -100 B = 80 – 89 C = 70 – 79 D = 60 – 69 F = 59 and BELOW |

**\*Note**: Through the 2014-2015 school year, the following grade scale will be used. The change used above was passed through the North Carolina State Board of Education on October 2nd, 2014.

|  |
| --- |
| A = 93 -100 B = 85 – 92 C = 77 – 84 D = 70 – 76 F = 69 and BELOW |

**Conditions for Enrollment in the Page High School International Baccalaureate Program**

**Students wishing to apply for the IB Programme must:**

* Successfully complete Algebra 1 of Common Core Math prior to ninth grade
* Score a level III of IV on all End of Grade/End of course tests taken in middle school
* Submit an essay which addresses the IB Learner Profile and Mission Statement
* Proved one recommendation from teachers of a core subject
* Maintain A’s and B’s in his/her core courses; English/Language Arts, Mathematics, Science, and Social Studies

**Requirements and expectations for maintaining enrollment in Page High School’s IB Programme:**

Freshmen

* At least 50% of a Freshman’s course load should be honors level classes, including Honors English, Honors Science, and Honors Civics and Economics
* Grades will be reviewed after each quarter
	+ D or F on first quarter report card – parental contact, notification letter
	+ D of F on first semester report card – notification letter, parent conference, and reassignment request letters will be held until third quarter report card
	+ Students who have failed to improve their grades and who do not have a 2.5 unweighted GPA will not be eligible to continue to pursue the IB Diploma. Students may request an appeals conference with the IB Review Team but all decisions will be finalized by March 31.
	+ A final grade of F in any class is a disqualifying condition.

Sophomores

* ophomores must take at least one Advanced Placement level class and at least two honors classes
* Grades will be reviewed after each quarter
	+ D or F on first quarter report card – parental contact, notification letter
	+ D of F on first semester report card – notification letter, parent conference, and reassignment request letters will be held until third quarter report card
	+ Students who have failed to improve their grades and who do not have a 2.75 unweighted GPA will not be eligible to continue to pursue the IB Diploma. Students may request an appeals conference with the IB Review Team but all decisions will be finalized by March 31.
	+ A final grade of F in any class is a disqualifying condition.

 Juniors

* IB Juniors must select their courses according to the IB Diploma Plan established for them in conjunction with their counselor and the IB Coordinator
* Grades will be reviewed after each quarter
	+ D or F on first quarter report card – parental contact, notification letter
	+ D of F on first semester report card – notification letter, parent conference, and reassignment request letters will be held until third quarter report card
	+ Students who have failed to improve their grades and who do not have a 2.75 unweighted GPA will not be eligible to continue to pursue the IB Diploma. Students may request an appeals conference with the IB Review Team but all decisions will be finalized by March 31.
	+ A final grade of F in any class is a disqualifying condition.
* Students must meet all Internal Assessment deadlines set forth by the IB teachers.
* Students may begin working toward their Creativity, Action, and Service hours at the beginning of the school year and must have completed and documents at least 40 hours by March of their Junior year.
* Students are required to meet the Extended Essay deadlines communicated to them by the IB Coordinator. Students must present a draft of at least 1500 words by the end of the school year.
* Students must be present for IB exams during the May examination period.

Seniors

* IB Seniors must select their courses according to the IB Diploma Plan established for them in conjunction with their counselor and the IB Coordinator
* Grades will be reviewed after each quarter. Notification letters will be sent home when necessary.
* Students must meet all Internal Assessment deadlines set forth by the IB teachers.
* Students must have completed at least 90 hours of Creativity, Action, Service hours at the beginning of the school year and must have completed and 110 hours by winter break.
* Students are required to meet all Extended Essay deadlines according to the timeline provided by the IB Coordinator. Students who fail to submit the full draft on the specified September deadline will not be registered as Diploma Candidates.
* Students must be present for IB exams during the May examination period.

For All Students

Any academic, attendance, and behavior problems will be sufficient cause to remove a student from the IB Programme and to rescind any reassignment that may be granted.

Students on reassignment for IB who do not meet requirements will return to their districted high school for the following school year.

**Expectations of Teacher Assessment Practices**

From Freshman to Junior year of high school, students participate in North Carolina state-mandated summative assessments upon completion of most core classes (History, Math, English, and Science). These summative assessments measure a student’s understanding on Common Core State Standards. Courses that do not have state-provided summative assessments are assessed through teacher-made exams or projects that align with the state curriculum. All non-IB courses must adhere to Common Core standards or the North Carolina Essential Standards, depending on the nature of the course. IB specific courses follow the curriculum established by the IB Program, including assessment tools (i.e. rubrics) provided in subject specific guides provided by IB. Teachers are provided accounts to use the IB Online Curriculum Center (OCC) to collaborate globally, access curriculum guides, and access teacher support materials. Additionally, teachers attend professional development opportunities to reinforce their knowledge and improve upon effective teaching and grading strategies. *All* teachers, regardless of teaching an IB course, are required to attend professional development. We hold school-wide professional development meetings at least one day per month; additionally, teachers of all levels (standard, honors, AP, IB) are provided with additional professional development throughout the year. IB teachers have the opportunity to continue the professional development in an IB Workshop. Through this, students develop cross-curricular thinking skills that benefit students in both state-given and IB summative assessments, as well as on assignments and assessments in class.

 **In regards to IB, the IB program’s philosophy is incorporated in all subject areas as we use the following objectives:**

1. Teachers understand the curriculum and present it to students through inquiry-based, interdisciplinary lessons.
2. Students are expected to think and reason on high levels, answer analytical questions, and be able to evaluate knowledge questions from various perspectives.
3. Students develop advanced research skills, as well as develop skills in working both cooperatively and independently.
4. Students master written and verbal communication of ideas.
5. Page High School faculty and staff understand the cognitive, physical, and social well-being of each student to prepare them for community involvement and extracurricular activities.
6. Students recognize the roles and responsibilities of being members of an international community. Students additionally develop a global understanding and appreciation.
7. Students and teachers utilize technology in their productions, learning 21st century skills that can be applicable beyond secondary education.

**Grading/Marking Student Work in the IB Programme**

 **Page High School uses the following grade scale for classes within the Diploma Programme**

|  |
| --- |
| 7-Excellent 6-Very Good 5—Good 4—Satisfactory/Passing 3—Mediocre 2—Poor 1—Fail/Elementary |

 The IB Diploma Programme uses the scale above from 7(excellent) to 1(elementary or failing), where a score of 4 is identified as worthy of recognition by most universities and therefore is considered passing. Therefore, teachers use mark schemes, the grade boundaries released by the IB Organization in conjunction with assessment tools provided in subject specific guides to evaluate students on their work. This ensures all teachers are practicing a standard form of grading that aligns with expectations held to students on their official IB examinations.

 Teachers are always expected to provide feedback to students on their work. Student work is assessed using the aforementioned rubrics, allowing students to reflect on their own work in accordance with the rubric. Teachers also provide written feedback or oral feedback in the form of one-on-one meetings with students on a regular basis. Teachers and advisors provide feedback in accordance to what is advised by IB, especially in regards to internal assessments, Theory of Knowledge presentations/essays, and the Extended Essay.

 The IB Diploma Programme teachers at Page frequently discuss a growth policy, and therefore do not expect an “overnight” success. We understand students are in the process of learning, and therefore this process uses building blocks to reach success. Teachers at Page are given the flexibility to use portions of mark schemes and rubrics throughout the year to gradually foster skills in students. Teachers may also utilize a graduated grading percentage in order to demonstrate mastery of skill across the course of the Diploma Programme. For instance, where the released grade boundaries for, say, a history course indicate 10-12 points translates to a grade of “4” and thus is passing (equates to a grade letter of “C”), for the first exam given to students, the teacher may widen that window to 8-11 count as a 4 and thus the student passes, and so on. Over time, the window narrows to correlate similarly with the released grade boundaries for the previous year, demonstrating a gradual encouragement of growth in each student.

 Teachers score students against those rubrics, providing quick feedback to students so they know their exact areas of needed growth and developed strengths. With this, teachers in each subject also foster self-assessment skills in students. Students are provided clear rubrics and are taught how to mark, grade, and identify their own skill in assessment.

**Recording and Reporting in the IB Programme**

 As previously mentioned, students and parents have access to PowerSchool at all times. They can always view their grades in PowerSchool as well as reflect on their own performance—students can assess in what category they reach or go beyond proficiency, whereas where they are not meeting proficiency. Teachers make comments on grades that are viewable by parents and students alike. These comments can include, but are not limited to, identification of student’s weaknesses/strengths, areas of growth, praises for mastery, recommendations for remediation, specific concerns in regards to subject area, etc. Students and parents also receive interim grade reports in roughly 4-5 week increments, as well as receive a report card at the end of every 9-week grading period.

**IB Diploma Programme Homework Policy**

 Homework is of paramount importance and incorporates the skills required for the IB curriculum of each standard course of study. Page High School’s homework policy aims to help students balance extracurricular activities and academics while also fostering time-management skills.

 With regard to homework, teachers are reminded to:

1. Plan homework and activities in class effectively
2. Remember their class is not the *only* course a student is taking and, as such, create an effective balance of homework in the time given to students.
3. Collaborate with other teachers when assigning homework, projects, etc. to ensure a proper time balance in students’ schedules.
4. Avoid concentrating assignments and projects close to the end of a grading period
5. Homework should be meaningful, not unreasonable or futile. It should have an academic purpose that is used to enhance classroom learning instead of introduce new material. The content should be high quality yet within the developmental/intellectual/skill capabilities of the students.
6. Communication is key—students should easily understand the requirements and goal of the assignment.
7. Follow any guidelines in accordance with a student’s IEP/504 plan, including extended time on assignments if required

Homework may encompass a variety of activities to be completed outside of class, including reviewing notes, study time, or even lengthier assignments such as projects or presentation preparation. Teachers are asked to consider the time expected on each homework assignment given—if it is a lengthier assignment, more time/days should be available for students to have it successfully completed. We do ask our students to learn to manage their time, but teachers should be receptive when homework becomes too demanding. Teachers are asked to collaborate with one another to ensure students have adequate time on all assignments, have time for extra-curricular activities (including CAS experiences) and time to be themselves. All in all, most students have roughly 5-6 hours of homework each week, factoring in weekend time should a student choose to use a weekend day.

Most IB homework tasks are long-range in nature; assignments are rarely assigned one day and due the next. With this being said, students must learn to plan ahead. It is strongly encouraged students have a planner and set themselves reminders throughout each week of an upcoming assignment. When a long-range assignment is given (i.e. a project), students should break the assignment into smaller segments that are manageable and thus allows them to complete a portion at a time. Parents are encouraged to assist students in time management skills, as well as encouraged to seek advice from teachers if needed, as procrastination may lead to potential academic malpractice.

**IB Diploma Programme Internal and External Assessments**

Internal Assessments may be written or oral assessments for a specific course. Internal Assessments are graded by the subject teacher who uses a rubric provided by the IB Organization. Teachers receive training to use these rubrics provided by IB. Teachers report these scores to IB, who then in turn moderate the students’ work to ensure reliability. The Internal Assessment allows students to demonstrate personal growth and understanding of a subject area while working over time to create a worthy product to be assessed. Some student work is externally assessed by IB examiners. These assessments are graded using similar criteria and are written assignments. Examples of these assessments include, but are not limited to, Theory of Knowledge essays, Extended Essays, and others.

**Processes for Standardization of Student Work Assessment**

All IB assessments relate to the course of study and all IB objectives. Teachers are expected to use the IB markbands and assessment criteria when assessing student work. Standard grading procedures are in place to eliminate bias, as well as ensure consistency and common understanding among students, teachers, administrators, and parents. These procedures include:

* When there is more than one teacher in a subject area, teachers collaborate to create standard assessment and evaluation plans.
* Using grade boundaries---
* Teachers collaborate to:
	+ Plan
	+ Create methods of assessment
	+ Peer grading (i.e. they score each other’s student work)
	+ Double score to prevent any bias.
	+ Common assignments/rubrics are created

Teachers make use of the previous examination session’s markschemes and grade boundaries. Marks in IB Courses use the IB grading scale as seen below:

**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 marks above are based on the IB Standardized criteria on levels of achievement for each course. Teachers use this grading scale, in combination with released grade boundaries/mark bands, to establish common and consistent assessment tools. Standardization of assessments allows teachers to be consistent over time and create common methods of assessment. This method improves assessment because it increases teacher and student confidence, it creates a reliable method of assessment, establishes validity and fairness, and allows teachers to compare their data with historical school and global data over time.

An example of teachers using grade boundaries to create a common assessment can be seen below. Theory of Knowledge is assessed using a letter grading scale (A-E). The achievement levels attained according to IB standards/grade boundaries are translated into a percentage grade using the conversion scale. AN example of this is illustrated below, in regards to the TOK Presentation:

|  |  |  |
| --- | --- | --- |
| LETTER GRADE | RANGE OF POINTS FOR PRESENTATION WORK | CONVERTED PERCENT GRADE |
| A | 8-10 | 91-100 |
| B | 6-7 | 80-90 |
| C | 4-5 | 70-79 |
| D | 2-3 | 60-69 |
| E | 0-1 | Failure |

**IB Diploma Programme Examinations**

In adherence to IB regulations, he annual May examinations are externally scored with no input from teachers. These examinations are predominantly written or open-ended essay questions although a few exams have some select multiple-choice questions. Students may only take these examinations if they have completed the course and internal/external assessments previously mentioned. These examinations are mailed to IB examiners. While the student’s scoring of 1-7 has no weight on the student’s final grade in the course, their examination score gives students a potential opportunity to receive college credit.

**Academic Honesty/Dishonesty**

 Students receive the honor code and student handbook each year. They also receive an honor contract when they apply to be in the IB Diploma Programme and each year thereafter. Students should hold responsibility, honesty, integrity, and accountability to their highest value. We keep on file their contracts at all time, as the contract includes their signature and their parents’ signatures agreeing to adhere to the honor code.

 Teachers are expected to outline and define unacceptable academic behaviors within the first ten academic days of the course as well as include a summary of the academic honesty policy in their syllabus. All subject syllabi require a signature to indicate adherence to classroom guidelines—including the academic honesty policy—and these syllabi in conjunction with the IB contract are kept on file.

Academic dishonesty includes, **but is not limited to,** plagiarism, cheating on examinations and assignments, collusion, fabricating data, using unacknowledged internet sources, artistic malpractice, duplication of work, bringing unauthorized material into an examination or discussing examination components within twenty-four hours after the examination.

Students are expected to:

* Understand the meaning of academic honesty and its significance.
* Produce your own authentic work and acknowledge the work of others.
* Follow proper citation procedures.
* Understand various types of intellectual property (i.e. patents, art, etc)
* Understand the difference between collaboration and collusion and understand when individual work—*not* collaboration—is expected by a teacher.
* Review your work before submitting for assessment.
* Ask your teacher or coordinator for guidance.
* Comply with all deadlines and sign the IB DP cover sheet in declaration of your authenticity.
* If academic dishonesty is suspected, it is your responsibility to prove your work is your own and has not been plagiarized.

Subject Teachers are expected to:

* Guide students on appropriate measures of acknowledging the works of others
* Monitor changes in a candidate’s style of writing and identify work which may not the be authentic production of the student
* Discuss and reinforce the significance academic honesty in class
* Not accept work that part or the whole may not be authentic. A meeting between the student, teacher, parents, and coordinator may be established should academic dishonesty be suspected.
* Monitor for any malpractice, from cheating to plagiarism. Students are always monitored on in-class assessments. *Turnitin.com* is a useful source teachers use to monitor plagiarism. Before digitally submitting an assignment through *Turnitin*, the program will measure students’ degree of plagiarism. This allows students to reflect on their work one last time before submitting their assignment to the teacher.

Parents are expected to:

* Encourage your child to create a plan for the assignment. This will help students meet deadlines and be effective in their work.
* Provide support with your child. Let your child do their own work, but demonstrate research skills as needed.
* Communicate with the school on a regular basis, especially if you have any questions on academic expectations.
* Encourage your child to communicate with their teachers, especially if they have questions on academic expectations.

**Procedure for Suspected Academic Dishonesty:**

Students who are suspected of plagiarism, collusion, cheating, and/or other academic dishonesty are subject to consequences determined by the teacher, in conjunction with the school’s administration and consequences outlined in the Guilford County Schools’ Student Handbook. Below is the Guilford County policy in regards to academic misconduct:

