

SHS IB Assessment Policy

Philosophy

One of the positive aspects of the IB Program is the nature of the assessments, giving students multiple methods and opportunities to show their achievement of the subject area objectives. This effective approach is found within the IB subject area courses where teachers create their own assessments to measure students' progress in addition to those required by IB.

It is the belief in our school that students are ultimately responsible for their own learning. They meet this responsibility by working diligently to complete assignments on time and in an ethical and appropriate manner. Students are expected to monitor their progress in their classes, to inquire about ways to improve if necessary, and to prepare well for all forms of assessment. Students are responsible for being aware of the goals and standards of their coursework and for asking for clarification when needed. In addition to the stated objectives of each class, students are expected to set goals for their personal growth as life-long learners, to reflect on progress in meeting these goals, and to assess their achievement of them.

It is the belief in our school that teachers are responsible for facilitating students' learning. They meet this responsibility first by working diligently to intimately understand their subject matter and the standards of achievement for the courses they teach. Teachers are expected to communicate clearly with students and their parents exactly what goals need to be accomplished in their subject areas. Teachers are responsible for providing precise instructions where assignments are concerned, guidance when needed, and timely feedback to aid improvement. Teachers are encouraged to provide progress reports every two weeks to keep parents and students apprised of students' grades. Teachers are expected to analyze assessment data to determine strengths, deficiencies, and student needs. Teachers are aware that assessments can be biased and use many types of assessment to evaluate their students' progress. In this vein, teachers also use assessment to evaluate the effectiveness of their own instruction, reflecting on their own practices to improve where needed. Teachers are expected to use to their full advantage tools available through technology and other venues to enhance their instruction and further assist their students with their progress. At the teacher's discretion, students may be allowed to increase their score on a certain assignment if the material has not been mastered.

It is the belief in our school that the coordinator and administration are responsible for supporting teachers and students in their efforts to meet the goals in their coursework. They meet this responsibility first by providing the necessary training for teachers to become knowledgeable of the needs for their subject areas. The coordinator is responsible for providing student data in a timely manner and for providing opportunities to analyze and reflect upon that data. The coordinator provides time for teachers to reflect on their practices and plan, individually and collaboratively to enhance instruction. The coordinator and administration provide training on data interpretation and use as well as using multiple assessment strategies. They work together to analyze student performance, to set achievement goals for the school, and to plan goals for the future. The coordinator and administration are committed to providing the necessary materials and tools to best achieve the goals of the IB at Southside High School.

Grading Scale

Southside High School Report Card grades are based on a scale of A (93—100), B(85—92), C(77—84, D(70—76). Anything below 70 is an F (failing condition).

The IB Diploma Program uses a scale from 7(excellent) to 1(minimal), with a score of 4 as worthy of recognition by most colleges and universities.

Due to multiple factors, a student may perform better according to the IB grading scale than the high schools or the opposite may occur.

IB Required Assessments

Some of the assessment required by the IBO is carried out internally by classroom teachers who score students' individual work. These include oral presentations, commentaries, laboratory work, investigations, and performances. Teachers receive training to use the rubrics provided by IB and their scores are moderated outside of the school to assure reliability and equity.

Some of the assessment is overseen by teachers as students produce the work, but it is scored by external examiners selected by the IBO outside of the school. These include the extended essay, essays for Theory of Knowledge, and others.

The annual May examinations are externally scored with no input from teachers aside from a teacher generated report to IB based on student feedback after the test on topics such as the level of fairness and difficulty of the assessment. The May examinations include multiple choice and open-ended or essay questions. Because of the greater degree of objectivity and reliability provided by the standard examination environment, externally marked examinations form the greatest portion of the assessment score for each subject. The student's scoring of 1-7 has no bearing on the student's final SHS grade in the course.

Policy on Plagiarism

Students are given a copy of our school's student handbook which includes the honor code at the beginning of their junior and again at the beginning of their senior years. They are asked to review it with their parents, sign it, and return it to the IB Coordinator. Copies of the code are posted in each subject area classroom and in the IB Office as well.

Depending upon the severity of the incident, violations of the code are generally handled in the following manner:

- 1st Offense: Parent Conference, referral, and a "zero" for the assignment
- 2nd Offense: Referral, a "zero" for the assignment and exclusion from the IB Exam in the Specified subject
- 3rd Offense: Recommendation for dismissal from the IB Program/ Renewal will be denied and the student will return to their home-based school

Beck Academy IB Assessment Policy

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