

# Andrew P. Hill High School

## IB Diploma Program Assessment Policy

### Purposes of Assessment

*Andrew P. Hill High School assesses students in order to:*

- Enhance student learning
- Monitor and evaluate student progress towards meeting course and IB Diploma Program standards
- Monitor and evaluate student progress towards meeting the school's established School-Wide Learning Outcomes (SLOs)
- Provide feedback to students, parents, and other stakeholders
- Gather evidence to support teacher reflection on their instructional practices
- Inform curriculum review
- Evaluate the suitability of courses
- Develop short and long-term achievement goals for AHHS

### Principles of Assessment

The Andrew P. Hill High School administration and staff recognize that assessment plays a vital role in the cycle of planning, teaching, assessing, reporting, and reflecting. Effective assessment principles have a positive impact on all stakeholders.

*Effective assessment allows students to:*

- Demonstrate a broad range of skills and conceptual understanding of subject topics
- Demonstrate critical thinking abilities
- Utilize a variety of learning styles and intelligences
- Participate in self-assessment and the assessment of their peers
- Analyze their own learning and perform self-reflection on strengths and areas of personal improvement
- Set appropriate goals for their own learning

*Effective assessments allow parents to:*

- Monitor evidence of student learning
- Provide opportunities for support to students and teachers

*Effective assessment requires teachers to:*

- Engage in self-reflection on their own practice
- Use assessments to inform, improve and modify instruction
- Provide for a variety of assessments
- Recognize students' different learning styles and develop assessments to utilize these styles
- Recognize students' level of English language competency and consider this competency when developing assessments
- Make students aware in advance of the criteria required for producing a quality product
- Assess in a context that is meaningful, relevant, and motivating to students
- Analyze data to identify patterns in student performance and learning needs
- Provide timely and clear feedback that is constructive towards future learning
- Undertake assessments in accordance with district and state principles
- Maintain detailed assessment records

*Effective assessment requires administration to:*

- Support teachers in maintaining assessment skills and in developing new assessment strategies
- Provide time for teachers to plan and reflect
- Provide training on data analysis and use student achievement data to set school-wide, departmental, and individual goals
- Maintain detailed assessment records
- Provide achievement information to students and parents in a timely and on-going manner as well as at formal reporting times

### IB Assessments

IB assessments are criterion-referenced, not norm-referenced. The method of assessment judges each student in relation to identified standards and criterion rather than the work of other students.

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

- Teachers' published course curricula/ syllabi
- The direct instruction of the teacher
- Informational meetings with the IB Diploma Program Coordinator, primarily targeting students entering the diploma program in the 10th grade
- Program overview for 9th grade students
- Recruitment meetings at the district and site level
- The annual IB program kickoff, for students and parents at all grade levels
- Andrew Hill High School's Back to School Night
- Andrew Hill High School Principal's Newsletter

### Internal Assessment

Internal assessment allows for a portion of the candidate's assessment to be carried out by teachers over the duration of the course. Teachers mark individual pieces of work and this grade counts as a percentage of the student's overall IB score. A sample set of the teacher-evaluated work is sent to a moderator who then evaluates the teacher's application of the grading rubrics.

The calendar dates for the completion of internal assessments is governed by the AHHS internal calendar. Consensus on due dates is reached by all teachers and published to students and parents. Specific due dates in subjects where student work is on-going, like science practical work, portfolio activities in math, or reflection work in group 6 subjects, are determined by the teacher but must be completed on the month determined by the IB staff. It is designed to spread the IB diploma program workload over two years and provide a timeline for students to follow.

Teachers are required to submit Internal assessment scores to the IB Diploma Program Coordinator in a timely manner. The dates for submitting these records are reviewed with faculty at the start of the academic year and published to teachers and administration through e-mail by the end of the second week of school.

### External Assessment

External assessment refers to work that is conducted and overseen by an exam invigilator then graded externally by an IB examiner. End-of-course exams are the primary means of external assessment, but other IB projects are externally

assessed. The externally-assessed projects at Andrew Hill are: English and Vietnamese A written assignments, the English literature and language written tasks, musical links investigation in IB Music, Visual Arts studio work for assessment option A, Visual arts investigation work for option B, the director's notebook and research presentation in Theater, the HL Theater solo theater project, Extended Essays in all subjects, and the Theory of Knowledge essay. External Assessment dates are fixed by the IBO and adhered to by AHHS. The IB exam calendar is published to students, parents, and the AH staff upon publication by the IBO.

### Formative Assessment

All Andrew Hill High School teachers utilize formative assessments to assess prior knowledge when starting units and to measure understanding of significant concepts during an instructional unit. These assessments include, but are not limited to: homework assignments, quizzes, worksheets, labs, journal entries, class presentations, formal and informal discussions, reflection exercises, etc. The frequency of these activities and assessments can vary between departments, subjects, and teachers. Generally, at least one formal assessment is given each week. IB teachers tailor formative assessments around curricular topics and central concepts detailed in the respective subject guides. These assessments are also used to prepare students for the required IB summative internal assessment project(s) for the course.

Teachers use formative assessments to:

- Measure student understanding of particular concepts
- Adjust instruction when necessary
- Determine students' prior knowledge
- Allow students to demonstrate understanding of key ideas and concepts
- Reinforce necessary skills needed for success on summative assessments and projects
- Determine student progress within the course

A good example of a formative assessment used in Andrew Hill's IB program are the Learning Accountability Reports (LARS) used in the IB English Literature and Language SL and IB English Literature HL courses. Each week, students electronically submit a 250 word reflective statement a key concept or topic they learned in class the previous week. This activity provides students the opportunity to reflect on their own learning and teachers the opportunity to evaluate areas of strength and growth in the instruction of these concepts and topics.

### Summative Assessment

Summative assessment takes place at the end of specific units, terms, semesters or overall course. These assessments allow students to demonstrate knowledge of key concepts learned during a set period of time. These culminating activities are weighted more significantly than formative assessments. These assessments can include: formal tests, final exams, mid-term exams, formal essays, detailed presentations, or a culminating project. A minimum of one summative assessment is given or required per grading period. All teachers also require students to complete a final exam or culminating project at the end of each semester. Summative assessments measure the student's mastery of key concepts learned during the course or during a specific unit of study.

IB teachers generate summative assessments based on specific curricular requirements found in the subject guide. All students enrolled in an IB class must complete the required internal assessment project(s) for class. Teachers use the subject scoring criterion for these projects to assess student performance. In order to prepare students for the required IA project, IB teachers use the scoring criterion for the IA project as well as for teacher-generated assessments. A sample of these projects is sent to IB for moderation. Other summative assessments include external assessments set by the IBO. These are the end of course exams given in May.

### Predicted Grades

The Predicted Grade (PG) is the teacher's prediction of the final score the candidate is expected to achieve in the subject, based on all of the evidence of the candidate's work and the teacher's knowledge of the IB standards. PG's may be used:

- By the IBO in grade award meetings when considering a subject's grade distributions and the performance of individual candidates
- By the IBO as a basis for review of student work if the awarded grade varies significantly from the predicted grade
- By AHHS as an evaluation tool for teachers to measure their comprehension of the requirements and standards of their course
- By universities as an evaluation tool in determining the suitability of an applicant and as a basis for making conditional offers

Individual teachers at AHHS are free to inform students of their predicted grades, but the coordinator will not directly release predicted grades to students or parents.

Teachers are required to submit predicted grades to the IB diploma program coordinator in a timely manner. Extended Essay predicted grades are entered by March 5. All subjects must submit their predicted grades by April 1.

### Grading Scales and Descriptors

#### AHHS Internal Grading Scale

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F 59% and below

### Andrew Hill High School IB Internal Grading Descriptors

*A A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis, and evaluation is shown where appropriate. The student consistently demonstrates originality and insight in completed work. The student is an active participant in all class endeavors.*

*B A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis, and evaluation where appropriate and occasionally demonstrates originality and insight. The student is an active participant in most class endeavors.*

*C An adequate understanding of the required knowledge and skills, and the ability to apply them effectively in most situations. There is occasional evidence of the skills of analysis, synthesis, and evaluation. The student participates in class endeavors, but is inconsistent.*

*D Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support. The student infrequently participates in class endeavors.*

*F Minimal or very limited achievement against all of the objectives. The student has difficulty in understanding the required knowledge and skills is unable to apply them fully in normal situations, even with support. The student demonstrates limited participation, or does not participate, in class endeavors.*

### 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
- N Assessment work incomplete

### IB Diploma Passing Regulations

Performance in each of the six Diploma Program subjects is grades on the above 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 on 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 whose total score is 24, 25, 26 or 27 points, provided the following criteria have been met:

- CAS completed
- Theory of Knowledge paper and presentation submitted, with a minimum score of "D" earned
- Extended Essay submitted, with a minimum score of "D" earned
- There is no grade 1 on any subject exam
- There is no more than one grade 2 on any standard level exam
- Overall, there are no more than three grades 3 or below
- At least 12 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 16 points at higher level)
- At least 9 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 6 points at standard level)
- The final award committee has not judged the candidate to be guilty of malpractice

The IB Diploma will be awarded to a candidate whose total score is 28 points or above, provided the following criteria have been met:

- CAS completed
- Theory of Knowledge paper and presentation submitted, with a minimum score of “D” earned
- Extended Essay submitted, with a minimum score of “D” earned
- There is no grade 1 on any subject exam
- There is no more than one grade 2 on any higher level exam
- There are no more than two grades 2 on any standard level exam
- Overall, there are no more than three grades 3 or below
- At least 11 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 14 points at higher level)
- At least 8 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 5 points at standard level)
- The final award committee has not judged the candidate to be guilty of malpractice

### Exams

IB examinations at Andrew Hill High School are conducted in strict accordance with IB regulations. Exams are written in three primary locations on campus: exams being taken by large numbers of candidates are held in the school cafeteria; single class exams are held in the science building presentation hall, aka Dahl Hall or also in the school library. Exam invigilation is performed by staff and community members. All invigilators must undergo a training exercise to review exam procedures and policies. Teachers whose exam is being conducted and parents whose children are taking the examination are not allowed to invigilate. Teachers whose exams are being conducted are required to remain a minimum of 50 meters away from the exam room while the exam is in session. Security for the exams is the responsibility of the IB Diploma Program Coordinator and the school administrative team.

### Academic Honesty

The AHHS Academic Honesty Agreement is found at the end of this document. All candidates (diploma, certificate, anticipated) and their parents must read, understand, and sign the agreement.

### IB Exam Rules and Policies for Students

#### *General Guidelines:*

- There are three locations for examinations at Andrew Hill. Check the exam schedule distributed by the IB Coordinator or with your subject teacher to find the location of your examination.
- Please arrive at the examination room a minimum of 15 minutes before the examination is scheduled to begin.
- Before you enter the exam room you will be reminded to turn off all electronic devices (with the exception of calculators) and place them in your bag
- Students will be admitted to the exam room 10 minutes before the exam begins. Once you enter the exam room the examination is considered to be in progress and you are subject to all IBO exam regulations.
- The IB Coordinator will decide where each student sits.
- A large clock and/or board to post start and end times will be in the room
- Between exam papers, students may leave the room

#### *Possessions:*

Only the following materials may be taken into the exam room:

- General stationary (pens, pencils, colored pencils, an eraser, geometry instruments, and a ruler)
- Exams must be done in pen. Pens should only be blue or black ink.
- A translating dictionary FOR NON-LANGUAGE EXAMINATIONS
  1. Not electronic
  2. Invigilator will check for notes or other unacceptable materials
- Calculators for science and math exams, chosen from the IBO list of approved calculators. Invigilators will check calculators prior to the start of the examination
- “Lucky charms”
- A wristwatch
- Water

*The following items will NOT be allowed into the exam room:*

- Backpacks. Backpacks will be left in the back or sides of the room, depending on the location of the exam.
- Pencil cases
- Correcting fluid
- Food
- Cell phones or other communication device

Candidates may not share any materials whatsoever. Handwriting must be legible. Examiners cannot mark scripts they cannot read.

### Misconduct

The following are examples of misconduct. Any student engaging in an act of misconduct will be removed from the exam.

- Stealing exam papers
- Failing to obey the instruction of the IB coordinator or invigilator
- Communicating with another candidate
- Sharing anything with another candidate
- Receiving help from another candidate
- Referring to unauthorized material
- Behaving in a way that disrupts the exam
- Removing or attempting to remove exam material from the exam room
- Leaving without permission
- Continuing to answer questions when told to stop
- Disclosing or discussing the content of the exam within 24 hours

### Attendance

*Tardy with a poor excuse (oversleeping, heavy traffic, etc.)*

- A student arriving within 30 minutes of the start of the exam may be admitted to the exam
- No extra time to complete the exam
- After 30 minutes no late arrivals are allowed into the exam and the candidate will not be eligible for a grade in that subject

*Tardy with Acceptable Excuse (Road accident, etc.)*

- A student arriving within 30 minutes of the start of the exam may be admitted to the exam
- Candidates may be given full time at the discretion of the IBC
- After 30 minutes no late arrivals are allowed into the exam. The candidate’s fate is in the hands of the IBO.

- The IBO reserves the right to decide.

#### *Early Departures*

- Students are not permitted to leave the exam room during the first hour or during the last 15 minutes
- If a candidate leaves early they are not permitted back

#### *Leaving the exam room in an emergency*

- Only in cases of an emergency may a student leave and return to the examination room
- In case of illness, the IBC may allow the candidate full time for the exam.
- Candidates must be supervised during a temporary absence. There must be no communication during the absence.
- A candidate must not take any material out of the exam room, refer to any material when absent, or return with any material.

#### *End of the exam*

- It is your responsibility to make sure that the cover sheet is filled out correctly.
- You must turn in all papers, including rough notes
- Leave in a quiet and orderly manner
- You must not disclose the content of any exam with any person outside of the school community within 24 hours of the exam. This includes any form of communication, whether verbal, written, or electronic.

## International Baccalaureate Diploma Courses

### Agreement of Guidelines for Academic Honesty

In order to maintain the integrity of the IB Program, the following guidelines will be understood by all students in IB courses:

1. Andrew P. Hill High School defines cheating as “the actual giving or receiving of any unauthorized aid or assistance on any form of any academic work.” Cheating consists of exchanging tests, reports, papers, etc., looking at someone’s paper or giving answers, or giving out questions that are on a test.
2. “Plagiarism is the act of using another person’s ideas or expressions in your writing without acknowledging the source.” Plagiarism is a form of cheating. If you submit work that has been written, revised, or edited – in part or in whole – by another person, you are committing plagiarism. If you take an idea from a book, movie, speech, magazine, documentary, lecture, journal, teleplay, or electronic source (which includes the Internet), and then represent it as an original thought – even if it is expressed in your own words – then you have committed plagiarism.

The consequences for violations of these guidelines are as follows:

#### I. First time offense:

- A. An “F” on the test/assignment
- B. Referral sent to the Assistant Principal
- C. Referral sent to the IB Coordinator
- D. A formal conference to include the student, parent, teacher & IB Coordinator.

#### II. Second Offense

- A. An “F” on the test/assignment
- B. Referral sent to the Assistant Principal
- C. Referral sent to the IB Coordinator
- D. Possible transfer to another class

#### III. Third Offense

- A. An “F” on the test/assignment
- B. Referral sent to the Assistant Principal
- C. Referral sent to the IB Coordinator
- D. Removal from the class, possible removal from the IB program

If any type of cheating takes place on an official IB Internal Assessment, the student will immediately receive an “N” for their IB score, regardless if it is a first or second offense. These scores make up part of the official IB score that determines the success of a student in that academic class. If a student is an IB Diploma student, this action will also disqualify them from receiving the Diploma. They will, however, be able to receive Certificates in other successfully completed IB classes.

Any Extended Essay or Project found to be plagiarized will not be sent to the International Baccalaureate Office for scoring, thus disqualifying the student from earning the Diploma. Furthermore, any student caught cheating on an IB exam will be disqualified from earning the Diploma. According to the IB Handbook of Policies and Procedures, “Each candidate must be in good standing at the school at the time of examinations [...] Students are expected to acknowledge fully and in detail the work, thoughts or ideas of another person if incorporated in work submitted for assessment and to ensure that their own work is never given to another candidate, either in the form of hard copy or by electronic means, knowing that it might be submitted for assessment as the work of that other candidate. It is a breach of IB regulations for a student to give or receive confidential information about IB examinations. Violations lead to disqualification.”

I, the undersigned IB student and parent, understand the need for maintaining the integrity of the IB Program, and I understand the guidelines and consequences of plagiarism and cheating. I have been given a copy of the IB Diploma Regulations.

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(Student Signature)

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Date

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(Parent Signature)

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Date