



Assessment Policy  
International Baccalaureate Diploma and Career  
Programme  
Lower Richland High School  
Last revised August 2019



## **Philosophy**

Assessments are designed to: enrich student learning; monitor and evaluate student progress towards meeting course, Career-related Programme and Diploma Programme standards; provide feedback to students, parents, and other stakeholders; gather evidence to support teacher reflection for students and on the effectiveness of teaching; inform curriculum review; evaluate the suitability of courses; and develop short and long-term achievement goals for students.

### ***Principles of Assessment:***

#### **Assessment(s):**

- will enhance learning and align to the goals.
- will be differentiated to meet student needs.
- tasks will be rigorous, involving critical, creative and transfer thinking skills.
- tasks will vary in design and be authentic.
- are clear with the use of command terms.
- will yield meaningful feedback for students.
- is formative and summative.

### ***Purpose of Assessment for Teachers:***

#### **To:**

- provide diagnostic feedback and motivate performance
- help set standards and evaluate progress
- determine the effectiveness of teaching
- guide curriculum development and review
- guide instructional practice

### ***Purpose of Assessment for Students:***

#### **To:**

- provide consistent, timely feedback and opportunity for reflection
- measure what students know at various points in learning
- identify strengths and weaknesses in skill acquisition
- promote student ownership of learning
- promote self-advocacy

### ***Purpose of Assessment for Parents:***

#### **To:**

- inform about student progress
- allow parents and teachers to work together to promote student learning
- provide data as a result of instruction of curriculum

## **Types of Assessment**

Teachers assess all content areas using the South Carolina College- and Career-Ready Standards appropriate for the high school level, through formative and summative assessment and tasks to support a variety of learning styles. Types of assessment include written assignments, research papers, labs, oral presentations, quizzes and tests, peer and self-assessment and project based learning. Portfolios, and Process Journals may also be used. All sophomore students working toward a high- school diploma complete the Personal Project as a culminating assignment.

### **Pre-Assessment**

- Establish what students already know
- Determine the pace of learning
- Adjustment of complexity of objectives

### **Formative Assessment**

- Consistent, daily to inform instruction
- Allows the teacher to make necessary adjustments to teaching plans and methods
- Promotes student reflection on Approaches to Learning

### **Summative Assessment**

- Designed and shared with students prior to teaching the CP / DP unit
- Culminates the teaching and learning process
- Students are provided with varying opportunities to demonstrate what they have learned and considers a variety of learning styles

### **District Common Assessments**

- Quarterly Benchmarks
- End -of -Course Exams

### **State/National Requirements**

- Aims web: administered to select Special Education students as identified by their IEP's
- WIDA ACCESS: (Assessing Comprehension and Communication in English State -to -State for English Language Learners) annually assesses proficiency in reading, writing, listening, and speaking of all English Learners K-12.
- W-APT: WIDA ACCESS Placement Test: given to any student, new to the district, as identified at enrollment as either speaking a language other than English or having a language other than English spoken in the home, assesses proficiency in reading, writing, listening, and speaking of English Learners K-12.
- Educational Development Plan: all students assess interests, skills, and career paths (Grades 8--12)

- SC College and Career Ready tests which include the following: Eleventh -grade Work Keys and the ACT

### **Internal Assessments**

Internal assessments are required assessments completed during the 11th and 12th grade focusing on skills and subject content. These assessments are graded by the classroom teacher using the IB rubric for the course. The internal assessment scores are submitted to IB for moderation to ensure consistent scores worldwide. Internal assessments can be assessed as classroom assignments inclusive to the students' school grades as well as assignments that contribute to the students' IB score for that subject.

### **External Assessments**

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.

### ***Grade Reporting and Scale:***

The grading scale for Richland County School District One is as follows:

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

Below 60% = F

### Grading Policy

Each subject area teacher's grading policy and curriculum materials will be communicated to parents at the beginning of the school year via course requirements forms.

### Reporting to Parents

Parents, teachers, and students are partners in education. Teaching and Learning benefits greatly when there is open and consistent communication among the three entities. Students and parents are kept informed in the following ways:

- Parent Nights
- Parent Portal (online grade book)
- Teacher and/or Counselor e-mails, phone calls, and meetings
- School Newsletters
- Teacher Progress Reports
- School Interim Reports
- Parent/Teacher Conferences
- Quarterly Report Cards
- IGP: Individual Growth Plan for all students
- IEP: Individual Educational Plan for Special Education students

### IB Diploma

IB Diploma Requirements:

- Six IB Courses: Take courses and exams in six different subjects: at least 3 Higher Level and the 3 Standard Level, one from each area.
  - Earn a minimum of 24 points overall (12 minimum on the HL exams and 9 minimum on the SL exams)
- Extended Essay – an essay on a topic of special interest, usually one of the student’s six Diploma Programme subjects, under the guidance of a supervisor. This leads to an essay of no more than 4,000 words which is completed in year 2 and is externally assessed. Grades earned: A (highest) to E (lowest)
- Theory of Knowledge (TOK) – a course designed to explore the nature of knowledge across the disciplines, encouraging an appreciation of other perspectives.
  - Complete Theory of Knowledge Prescribed Title Essay & Oral Presentation - Grades earned A (highest) to E (lowest)
- Creativity, Action, Service (CAS) Programme - 18 months of documented activity - Candidates are involved in and write their reflections about artistic pursuits, sports, and community service work.

Students must receive a grade of at least D in both Theory of Knowledge and Extended Essay, or 28 overall points to receive the IB Diploma. If a student earns less than 24 points, receives a score of 1 on any HL subject, or receives two or more scores of 2 in any subject or level, they cannot earn the IB Diploma.

Students can earn a maximum of 45 points if they earn a score of 7 on each of the 6 subject areas and A’s on both their TOK and Extended Essay.

IB scores are separate from class grades. Students receive their class grades at the end of each semester of study. IB scores are available online on or around July 7th each year. The IB Diplomas are sent directly to the schools and can be picked up in August of each year. When feasible there is a Diploma Ceremony for students to receive their diplomas.

#### IB Career Requirements:

- complete all components of the CP core to a satisfactory level

- language development - oral, visual and written linguistic and communicative abilities through a focus on receptive, productive and interactive skills
- approaches to learning - course aims to develop the personal qualities, values and skills of the IB learner profile
- community and service - work with community members to undertake service activities that satisfy identified community needs the student's reflective project, and activities are ideally linked to the student's career-related studies
- reflective project - an in-depth body of work produced over an extended period and submitted towards the end of the CP. It is the product of the student's own initiative and is designed to draw together the student's DP courses, the other three components of the CP core and the student's career-related studies
- earn a minimum score of 3 in at least two IB Diploma Programme (DP) courses attempted (between 2 and 4 Standard Level or Higher Level DP courses)
- complete a career-related study to the school's satisfaction
  - Army JROTC
  - Project Lead The Way
  - Health Science
  - Culinary Arts
  - Cosmetology