



Florence High School: An International Baccalaureate World School

Building Champions of Today and Tomorrow

ASSESSMENT POLICY

The purpose of this document is to communicate the assessment policy to all stakeholders (students, parents or guardians, teachers, and administrators) to ensure student success as they progress through the IB Diploma Program at Florence High School.

Mission Statement

Our mission is to prepare our students to flourish in an ever changing global society by grounding them in our traditions while integrating technology into learning experiences that promote readiness for college, careers, and a successful life.

Florence High School believes that students:

- Learn at different paces
- Manifest different learning styles
- Bring various levels of previous experience to different classes
- Require timely and meaningful feedback from teachers and supervisors
- Need to be given learning goals for all courses

Students achieve their greatest success when they've been exposed to purposeful instructional approaches.

Assessment must be:

- Reflective of attitudes and natural inquiry of IB students
- Designed to Match the skills or objectives studied in the IB curriculum
- Created by teachers incorporating a variety of teaching and learning strategies
- Criterion-referenced incorporating rubrics created from IBO guidelines
- Reflective of the IB Learner Profile

General FHS Grading Policy and Procedure

Report cards are issued at the end of each nine week grading period. Semester grades are mailed home the week after the end of each semester.

Grade	Performance	Grade Points	IB and Honor Course Points
A (90-100)	Excellent	4	5
B (80-89)	Above Average	3	4
C (70-79)	Average	2	3
D (60-69)	Below Average	1	1
F (59 or below)	Failure	0	0

Teachers must enter at least one formative and one homework assignment per week. Semester grades include a final exam which constitutes no more than 20% of the overall semester grade.

Teachers input grades using the program SYNERGY and parents and students can access the grades using FAMILY LINK. Grades are on a live update, so parents and students can monitor student progress and also inquire about possible errors in student grades.

IB Diploma Program Grade Scale

FHS IB Teachers use the following grade scale for students in IB classes:

7 – EXCELLENT 6 – VERY GOOD 5 – Good 4 – SATISFACTORY 3 – MEDIOCRE 2 – POOR 1- VERY POOR

In assessment in Theory of Knowledge class and the Extended Essay uses the following letter grade system:

A – Excellent B – Good C – Satisfactory D – Mediocre E - Elementary

IB grades are determined using criterion-referenced rubrics created by the IB Team (using the IB's Standards and Practices for each IB course.) Each IB course has its own defined Internal Assessment and External Assessments in addition to course work completed throughout the course.

School based grades are separate from IB subject area grades. There have been times where students earn higher grades in school other than in the IB Diploma Program Assessment grade. The school based grades consist of formative assessments, class attendance, and a variety of learning tools. A rubric or criterion- referenced scale may not have been used in the grade calculation which allows for objective evaluation of student performance.

All FHS IB DP teachers attend training before delivering the IB curriculum. Teachers also use the OCC as a resource for keeping current with IB guides, communicating with other like IB course teachers around the world, reviewing examiner feedback, and accessing teacher resources for their IB course.

Formative Assessments

Formative Assessments provide an ongoing evaluation of student progress through the IB courses. These assessments provide feedback for the IB teacher about the students' strengths and possible weaknesses. Self-reflection on both parties, the IB teacher and the DP student, is paramount to success. By using the formative assessments, IB teachers can appropriately evaluate student progress work effectively to improve areas needing attention.

Homework assignments are tasks which are to be completed outside of class that is necessary to enhance the learning occurring during class time. Homework should provide student opportunities to apply concepts being studied and allow students to apply TOK within their assignment. Homework should never be tedious, repetitive tasks. Rather, it should provide opportunities for students to solidify concepts and build understanding of current coursework with previously learned concepts or skills. A reasonable total of time needed to complete homework should not exceed two hours per course, per week.

Summative Assessments

Students are assessed at the end of each unit. Teachers create the summative assessments and may include common district exams. The data from the summative assessments guide preparation for subsequent units. Students who elect to not sit for the current IB assessment in May of that year must take a final exam consisting of released IB exam questions.

IB Internal Assessments

Each IB course has its own distinct Internal Assessment component which is evaluated by the IB teacher (who gives an IA grade) and also evaluated by an external evaluator to ensure consistency in grading practices. Internal Assessments allow for more student flexibility in demonstrating mastery of the knowledge and skills according to the IB criterion-referenced rubrics. Internal Assessments provide students the ability to show growth in acquiring the knowledge learned in the IB course over a period of time. IB teachers enter their IA scores with the DP Coordinator using IBIS. Samples of IAs are uploaded electronically to IB or mailed as hard copies before the deadline established by the IBO.

IB External Assessments

At the end of each IB course, External Assessments are given to students. Students take either two or three exams referred to as “papers” and they are timed and sent for evaluation to examiners throughout the world. External Assessments also allow students flexibility in choice of questions on several

papers. Unlike Internal Assessments, External Assessments are not evaluated by the IB teachers; still, teachers get a copy of each exam 24 hours after the exam is administered to the IB students. Teachers then complete a G2 form via the OCC stating their opinion of level of each test question on each exam for their IB subject.

IB Examinations

Students take IB exams in May each year. Exams are administered by trained proctors who maintain strict conditions. Assessments may be in two or three different papers and are taken on different days and consist of a variety of question types including: multiple choice, short answer, essay, data analysis, problem solving, or case studies. Students must take be registered to take the IB exam and must complete the IB coursework in order to be eligible to take formal IB exams. Immediately following each IB exam, the DP Coordinator prepares the exams and mails them to the examiners within 24 hours of testing. Grades earned on the External Assessment are combined with marks earned on the Internal Assessments to determine the final subject grade of 1-7. Students can access their final IB grades on IBIS in July.

Communication of Assessment Plan

All members of the IB Team will distribute a copy of the IB Assessment Policy to all IB students in their class. The Assessment Policy is also available on the IB tab on the FHS website. Students and parents are encouraged to communicate directly with the IB teacher and IB DP Coordinator for questions or clarifications.

Future Changes

The FHS IB Team meets regularly to collaborate and share best practices. Additionally, the FHS IB Steering Committee meets to review and revise policies as necessary to maintain quality documents for our successful FHS IB Diploma Program. Any amendments or revisions will be communicated to all stakeholders including students, parents, teachers, FHS Administration and FUSD Governing Board.