

## **IB Assessment Policy:**

Irmo High School's high expectations have been established across the curriculum. The IB Programme exposes students to the most rigorous and challenging curriculum that is aligned to the standards, practices and content expectations of the IB Programme. The partnership among students, teachers, parents, administration and other IB stakeholders is crucial in that these partnerships help develop assessments that create knowledgeable students who improve their abilities in communicating their ideas and provide a stronger idea of their learning.

The key to any assessment strategy is fairness, which can only be obtained by using multiple forms of summative and supporting formative assessments.

## **Responsibilities of stakeholders:**

Assuming ownership of the IB Programme and Irmo High School requires that all members of our learning community understand what is expected of them. Members of our learning community include teachers, IB Coordinator, school and district administrators, and parents. Below is a description of responsibilities unique to each community member.

### Administrators:

- a. Develop schedules to provide sufficient planning for teachers.
- b. Develop schedules to allow for collaboration with IB teachers.
- c. Allocate sufficient funding for the IB Programme to support program goals.
- d. Promote the IB Programmes and growth during district-level meetings.

### IB Coordinators:

- a. Analyze and distribute student related data to achieve goals.
- b. Send assessment records to IB within the required timelines specified by IB.
- c. Communicate assessment policies to all members of the school community.
- d. Provide support to all school administrators, IB instructors, IB students and parents in complying with assessment policies.

### Teachers:

- a. Model the assessment skills expected of students.
- b. Collaborate with students, parents, and colleagues to enhance the student learning experience.
- c. Collaborate with colleagues to develop curricula and assessments based on the International Baccalaureate model, state, and national standards.

- d. Adhere to the school assessment calendar and deadlines.

Students:

- a. Follow deadlines as posted on Managebac (digital platform).
- b. Be autonomous learners who think analytically and critically.
- c. Monitor own progress throughout the IB Programmes via Managebac.
- d. Display integrity, honesty, and respect.
- e. Engage in natural curiosity through inquiry, thus acquiring in-depth knowledge of all content areas.

Parents:

- a. Meet all responsibilities as detailed in the School Board Policy KBB: Parent Rights and Responsibilities.
- b. Parents are to work in partnership with the school to help students with self-management skills to include managing stress, completing assignments in a timely manner, and balancing IB Core, academic, and personal responsibilities.

### **Assessment Policy Implementation Evaluation Review**

All International Baccalaureate teachers at Irmo High School are expected to meet formally on a monthly basis for Data Teams and Technology Integration. During these meetings we update and collaborate on current projects, and related assessments. We also take the time to celebrate our students' accomplishments and develop strategies to help struggling students. As we develop as an IB World School, we will continue to commit to self-evaluation and improvement. We will revisit and make necessary adjustments to this Assessment Policy at the end of each school year. We will invite IB parents and students to participate in document revisions on an annual basis.

Collaboration is key for IB Data Team. Approaches to Teaching and Learning, and the IB Learner Profile will provide the compass for why and how we teach and learn in our classrooms. Differentiated lessons within each subject area combine arts integration and serves the needs of our diverse population. Collaboration within our school and between IB schools is encouraged. Teachers are provided with updated IB professional development notebooks and MY IB information and are encouraged to utilize this website for best practices and instructional material. Students use Managebac to upload their assessment files that are then marked by teachers. Teachers are also provided with IBO marking notes (as available) and annual subject reports after each examination session. Teachers collaborate with their data team to use the most current information about student performance to make the most effective revisions in teaching and assessment practices.

South Carolina Uniform Grading Scale Conversions (SC.edu; updated Feb.2018):

10 Point Grading Scale

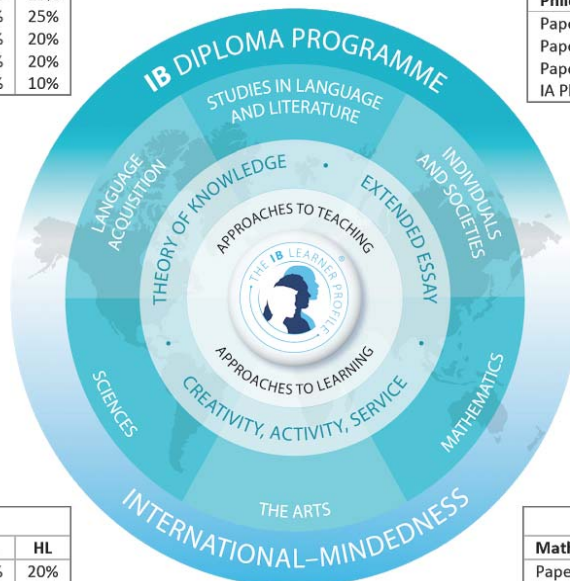
South Carolina Uniform Grading Scale Conversions				
Numerical Average	Letter Grade	College Prep Weighting	Honors Weighting	AP/IB/Dual Credit Weighting
100	A	5.000	5.500	6.000
99	A	4.900	5.400	5.900
98	A	4.800	5.300	5.800
97	A	4.700	5.200	5.700
96	A	4.600	5.100	5.600
95	A	4.500	5.000	5.500
94	A	4.400	4.900	5.400
93	A	4.300	4.800	5.300
92	A	4.200	4.700	5.200
91	A	4.100	4.600	5.100
90	A	4.000	4.500	5.000
89	B	3.900	4.400	4.900
88	B	3.800	4.300	4.800
87	B	3.700	4.200	4.700
86	B	3.600	4.100	4.600
85	B	3.500	4.000	4.500
84	B	3.400	3.900	4.400
83	B	3.300	3.800	4.300
82	B	3.200	3.700	4.200
81	B	3.100	3.600	4.100
80	B	3.000	3.500	4.000
79	C	2.900	3.400	3.900
78	C	2.800	3.300	3.800
77	C	2.700	3.200	3.700
76	C	2.600	3.100	3.600
75	C	2.500	3.000	3.500
74	C	2.400	2.900	3.400
73	C	2.300	2.800	3.300
72	C	2.200	2.700	3.200
71	C	2.100	2.600	3.100
70	C	2.000	2.500	3.000
69	D	1.900	2.400	2.900
68	D	1.800	2.300	2.800
67	D	1.700	2.200	2.700
66	D	1.600	2.100	2.600
65	D	1.500	2.000	2.500
64	D	1.400	1.900	2.400
63	D	1.300	1.800	2.300
62	D	1.200	1.700	2.200
61	D	1.100	1.600	2.100
60	D	1.000	1.500	2.000
59	F	0.900	1.400	1.900
58	F	0.800	1.300	1.800
57	F	0.700	1.200	1.700
56	F	0.600	1.100	1.600
55	F	0.500	1.000	1.500
54	F	0.400	0.900	1.400
53	F	0.300	0.800	1.300
52	F	0.200	0.700	1.200
51	F	0.100	0.600	1.100

# IB Course Assessment Models and Component Percentages

Language Acquisition		
French, German, Spanish, Chinese SL	SL	HL
Paper 1: Receptive Skills	25%	25%
Paper 2: Written Productive Skills	25%	25%
Written Assignment	20%	20%
IA Individual Oral Presentation	20%	20%
IA Interactive Oral Activity	10%	10%

Studies in Language and Literature	
Language A: Literature	HL
Paper 1: Literary Commentary	25%
Paper 2: Essay	25%
Written Assignment	20%
IA Oral Commentary	15%
IA Oral Presentation	15%

Individuals and Societies	
<b>History of the Americas</b>	<b>HL</b>
Paper 1: Prescribed Subjects	20%
Paper 2: World History Topics	25%
Paper 3: History of the Americas	30%
IA Historical Investigation	20%
<b>Business Management</b>	<b>HL</b>
Paper 1: Case Study	35%
Paper 2: Written Response	40%
IA Research Project	25%
<b>Philosophy</b>	<b>HL</b>
Paper 1: Core Theme	40%
Paper 2: Prescribed Text	20%
Paper 3: Written Response	20%
IA Philosophical Analysis	20%



Sciences		
Biology HL, Chemistry, Physics SL	SL	HL
Paper 1: Multiple Choice Questions	20%	20%
Paper 2: Written Response	40%	36%
Paper 3: Written Response	20%	24%
IA Individual Investigation	20%	20%
<b>Environmental Systems and Societies</b>	<b>SL</b>	<b>HL</b>
Paper 1: Case Study	25%	-
Paper 2: Written Response	50%	-
IA Individual Investigation	25%	-

The Arts		
<b>Dance</b>	<b>SL</b>	<b>HL</b>
Composition and Analysis	40%	35%
Dance Investigation	40%	25%
IA Performance	20%	40%
<b>Music: Band, Chorus, Orchestra</b>	<b>SL</b>	<b>HL</b>
Listening Paper	30%	30%
Musical Links Investigation	20%	20%
IA Creating	-	25%
IA Performing	-	25%
IA Creating or Performing	50%	-
<b>Theatre</b>	<b>SL</b>	<b>HL</b>
Solo Theatre Piece	-	35%
Director's Notebook	35%	20%
Research Presentation	30%	20%
IA Collaborative Project	35%	25%
<b>Visual Arts</b>	<b>SL</b>	<b>HL</b>
Comparative Study	20%	20%
Process Portfolio	40%	40%
IA Exhibition	40%	40%

Mathematics		
<b>Mathematics</b>	<b>SL</b>	<b>HL</b>
Paper 1: Non-calculator	40%	30%
Paper 2: Graphical Display Calculator	40%	30%
Paper 3: Graphical Display Calculator	-	20%
IA Mathematical Exploration	20%	20%
<b>Mathematical Studies</b>	<b>SL</b>	<b>HL</b>
Paper 1: Graphical Display Calculator	40%	-
Paper 2: Graphical Display Calculator	40%	-
IA Individual Project	20%	-

## Assessments of the IB Diploma Programme

24 total points required

In order to be awarded an IB Diploma, candidates must not receive either of the following on an IB administered exam:

- A score of 1 in any subject or level
- Two or more scores of 2 in any subject or level

In addition, IB diploma candidates must take at least 13 IB courses including Theory of Knowledge, write an Extended Essay, and demonstrate creativity, activity, and service (CAS) over a two-year period.

**Irmo High School International School for the Arts  
International Baccalaureate Programme  
Honor Code**

As an International Baccalaureate student at Irmo High School, I pledge to honor academic and personal integrity by being Responsible, Respectful and Reputable. I have attended the required discussion of the honor code with the IB Coordinator, and I pledge to uphold the values of our honor code.

Name (please print): \_\_\_\_\_ Grade: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*The above signature indicates that the individual has fully read and understood the Honor Code as the accepted standard for all work completed toward the IB Programme.*

**Responsible** is being accountable for our actions and accepting the consequences of our actions.

**Respectful** is treating others as we would like to be treated. In an environment of respect, we do not malign others for their background, appearance, opinions, personal beliefs or personality traits.

**Reputable** is being honest and valuing the truth by demonstrating integrity through our actions whether or not we are being observed by peers, parents and teachers. In particular, reputable academic integrity means we never represent the work of others as our own and we do not allow others to represent our work as their own.

We expect all students to:

- a. Use electronic devices such as calculators, computers, cell phones, and PDAs in a legal and appropriate manner as directed by the school or teacher.
- b. Work independently and without assistance from others and avoid giving assistance to others unless specific permission is given by the teacher with regard to that particular assignment.
- c. Prepare properly for a test or graded assignment without accepting information in advance from others who have already completed this work and without disseminating information to someone who has not yet taken a test or worked on a graded assignment.
- d. Follow teacher directions for the taking of tests or graded assignments without the use of notes or other sources of information unless specifically allowed to do so.

- e. Be forthright in properly acknowledging the source(s) of all non-original words, phrases, and ideas by using standard rules of documentation or other appropriate stylistic formats approved by a teacher.

Moreover, it is the prerogative of the IB Coordinator and the school administration to remove any student from the IB Programme who engages in any form of dishonesty, including but not limited to the following malpractices defined by the IBO:

- 1. Plagiarism** - representation of the ideas or work of another person as one's own.
- 2. Collusion** - supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another person.
- 3. Misconduct** - cheating on an assessment by using unauthorized material or communicating with others.
- 4. Duplication of work** - presentation of the same work for different assessment components and/or IB Programme requirements.
- 5. Communication about the content of an examination** - within a 24 hour window of time before or after an exam with others outside the school community.
- 6. Any other behavior** that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).

In their academic work, IB students develop research skills and study habits that are needed to demonstrate academic honesty in formal ways. IB students investigate and evaluate the usefulness of a greater variety of resources, and incorporate and reference them within oral and written presentations of increasingly complex formats. This level of rigour can present a challenge to students who certainly know right from wrong, but who may not possess the organizational and self-management skills to demonstrate clearly that their work meets a formal standard of academic honesty. All IB students understand the importance of acknowledging others because it is a central feature of the constructivist, inquiry-based approach promoted in all IB Programmes; yet, in the IB, this requires the explicit teaching and learning of specific conventions accepted in a community of learners for being transparent about the use of ideas and work of others—note making, in-text citation and the preparation of a bibliography, to name but a few examples (Carroll 2012: 5–6).

**Irmo High School  
International Baccalaureate Programme  
Certificate of Originality**

I, \_\_\_\_\_, affirm that the attached product is my own original work. I am familiar with the Irmo High School International Baccalaureate Programme Honor Code and acknowledge my responsibilities to myself, the IB Programme, and Irmo High School with regards to honesty, integrity, respect and responsibility in my work. I have identified the original sources of all information, whether quoted verbatim or paraphrased, all images and all quotations with citations and reference listings. I affirm that this work has not been previously submitted by anyone else in or outside of the IB Programme, nor has another person completed any portion of this work for me. I also affirm that no copyright, trademark or other intellectual property laws were violated in the creation of this original work.

Name (please print): \_\_\_\_\_ Grade: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Contributors**

Dr. Robin Hardy - Head of School

Dr. Kaaren Hampton - Assistant Principal of Instruction

Dr. Diane Padula - IB Diploma Coordinator

Mr. Nicholas Godfrey - IB Career Coordinator

Ms. Jennifer Tudor - IB Teacher, Grp. 1

Ms. Nancy Owen - IB Teacher, Grp. 1

Ms. Marie Davis - IB Teacher, Grp. 2

Ms. Drew Walker - IB Teacher, Grp. 3

Ms. Allison Smith - IB Teacher, Grp. 4

Ms. Lisa Burgin - IB Teacher, Grp. 5

Ms. Catie Smylie - IB Teacher, Grp. 6

Ms. Debra Carlsen - IB Administrative Assistant

Irmo High School Education Foundation Board

IB Parents (past, present and future)

IB Students ( 11th and 12th grade)