



# Aynor High School



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## Aynor High School Academy of Advanced Studies

### International Baccalaureate Diploma Programme Assessment Policy

#### **Assessment Principles and Philosophy**

The IB Faculty at Aynor High School (AHS) share commonly-held beliefs and goals regarding assessment. The instructors acknowledge that all students can learn, and assessment should accurately reflect what students know and are able to do. Consequently, instructors provide a variety of formative and summative assessments to determine what students have learned to prepare them for the formal criterion-based assessments of the IB.

The goal of assessment is to provide an evaluation of student knowledge and learning. However, assessments need not be sit-down exams, nor must all assessments be used in determining a student's grade. Formative assessments, a combination of formal and informal assessments, are used to help the teacher consider the effectiveness of instruction and allow teachers to modify and differentiate instruction based on student needs. Summative assessments serve as a final evaluation of student learning and are typically the basis of a student's class grade. End-of-unit exams are a good example of student assessment, but other examples include essays, oral exams, portfolios, projects, lab work, and other performances.

The AHS IB faculty view assessments as a partnership with the students they teach. All students are provided evaluation criteria for each course they study. Furthermore, exemplars and markschemes of student work are shared as well, allowing teachers and students an opportunity to collaborate and evaluate work. If all stakeholders understand the course criteria and evaluation processes, students have an increased opportunity for success.

#### **District, State, National, and International Assessments**

Beyond the typical assessments that high school students would complete in class, AHS students also complete several different types of assessments created by groups and organizations external to the classroom.

*End of Course Examinations (EOC)*--EOC exams are criterion-referenced, summative, standardized tests required by the State of South Carolina for successful completion of identified courses. EOC exams are currently administered in Algebra I, Intermediate Algebra, Biology I, English I, and US History at the end of the semester for students enrolled in those classes. As these exams occur prior to the onset of DP requirements, there is no conflict with the Diploma Programme.

*International Baccalaureate (IB) Assessments*—IB assessments are criterion-referenced, summative, standardized assignments, performances, and exams completed during the two years students are enrolled in the IB Diploma Programme. More information on the IB assessment system is provided in the next section.

*Advanced Placement (AP) Exams*—AP exams are norm-referenced, summative, standardized tests produced by the College Board and administered in May each year. AHS offers a number of AP Courses: AP Human Geography, AP US History, AP Environmental Science, AP Language, AP Literature, AP Psychology, and AP Art Studio. At times, these examinations conflict with the IB testing schedule, but students are offered the opportunity to complete AP makeup and exception testing for examination conflicts.

*Scholastic Aptitude Test (SAT) and American College Testing (ACT)*—The SAT and ACT are norm-referenced, summative, standardized tests used in the United States for college admission. The SAT and/or ACT are generally taken at the end of 11<sup>th</sup> grade (first year of the IB DP) or at the beginning of 12<sup>th</sup> grade. SAT/ACT preparatory electives and workshops are offered to AHS 10<sup>th</sup>-12<sup>th</sup> graders each year. Students are encouraged to prepare for the SAT/ACT examinations by taking the elective course as well as academically demanding classes and doing well in that coursework. AHS also provides SAT/ACT tutoring by student request before and after school.

The State of South Carolina mandates SAT or ACT testing (at the state's expense) for all 11<sup>th</sup> grade students during the spring semester. Students take the one-time, state-sponsored exam on school grounds, but any other testing sessions must be arranged by the individual student and taken at a designated exam site.

*WIN/ Work Keys Career Readiness Assessment*—Career Readiness assessments include three norm-referenced sections: applied math, reading for information, and locating information. This assessment is part of the SC Certified Work Ready Communities initiative, designed to test a student's career readiness, and administered to all third-year high school students in South Carolina.

### **Assessment Practices**

Assessment can take a variety of forms, from comprehensive, structured exams to informal evaluations of student work. The key factor in any of our courses (whether IB or not) is that there is an ongoing assessment process informed by data. Teachers are expected to collect, analyze, interpret, and critically reflect on data that results from student work. Regardless of the type of assessment, criteria are expected to be standards-based, consistent, transparent, and clearly communicated to all students.

1. Grading/Marking:

In the State of South Carolina, letter grades have the following percentage equivalents: A (90-100), B (80-89), C (70-79), D (60-69), F (59-0).

There are essentially two reporting systems for formative assessment: DP formative assessment using DP criteria with DP grade descriptors, and DP formative assessment converted to the grading scale mandated by the State of South Carolina.

The IB Diploma Programme grading scale is as follows: 7 (Excellent), 6 (Very Good), 5 (Good), 4 (Satisfactory), 3 (Mediocre), 2 (Poor), 1 (Very Poor). Students must earn a minimum of 24 points

in order to be awarded the IB Diploma, including successful completion of the Diploma Core (CAS, EE, TOK) and minimal levels of HL and SL course performance.

The minimum number of points needed to get the **Diploma is 24**. *There are some additional rules to be aware of as well.*

If you receive 24 or more points (up to 45), you will receive the IB Diploma provided all the following requirements have been met:

Numeric grades (as opposed to an “N”) have been awarded in all six subjects registered for the IB diploma.

All CAS requirements have been met.

Grades A to E have been awarded for both Theory of Knowledge and an Extended Essay, with a grade of *at least D for both of them*.

There is no grade 1 in any subject.

There are no more than two grade 2s awarded.

There are no more than three grade 3s or below awarded.

At least 12 points have been gained on Higher Level subjects.

At least 9 points have been gained on Standard Level subjects.

Students complete a variety of assessment items in order to maximize their opportunity to demonstrate what they know and can do. The quality of assessment items completed is consistently measured against clearly established standards. As such, Horry County Schools requires teachers to use the following assignment weighting: 50% for major assignments, 30% for mid-level assignments, and 20% for minor assignments. The Horry County Schools overall course weighting is as follows: 40% for Quarter 1, 40% for Quarter 2, and 20% for Final Exam. Yearlong courses constitute 20% for each quarter and 20% for the Final Exam.

2. Reporting:

Horry County Schools requires teachers to use the PowerSchool program for recording and reporting results of student performance. Four interim (every 4.5 weeks) and four quarterly (every nine weeks) reports are issued to students and parents each year. As teachers record grades on PowerSchool, students and parents are provided real-time online access to student progress. Teachers are expected to update grades weekly. Both written and oral feedback affirms progress, diagnoses needs, evaluates achievement, and assists with accountability. Furthermore, teachers are expected to have two-way communication with parents when students are struggling. A weekly afterschool tutoring program is also available for student support after interim reports are issued each quarter.

3. Homework:

AHS IB teachers understand that DP students take a variety of courses and are responsible for many assignments. Students need to plan their work production time efficiently and manage requirements for their courses. As a result, collaborative planning sessions at the beginning of each school year are necessary for teachers to plan due dates for major assignments. IB teachers are expected to collaborate with one another and solicit information from students regarding

their assignments for other classes. For this reason, teachers are encouraged to exercise flexibility in due dates where necessary.

4. IB Assessment:

Internal Assessments (IAs) are generally closed in February/March, depending on the subject. IA/PG marks are verified and submitted online in a timely manner. Timelines for each subject are established to minimize rushing. Samples are uploaded and sent according to deadlines established by IBO.

Predicted grades are determined by the individual teachers based on students' work in the class, including the students' performance on the IA. Teachers incorporate the use of IB rubrics and markschemes to enhance students' familiarity of IB subject expectations. Students are provided the opportunity to complete practice tests and released exams of IB subject components prior to completing their officially submitted coursework.

Prior to May examinations, teachers review Conduct of the Examinations—Notice to Candidates and the Academic Honesty policy with students. Students are provided with access to the examination schedule, showing times and locations of all exams relevant to the IB subjects offered. Expectations and procedures are explained in specific detail for all candidates.

5. Communication:

The Aynor High School assessment policy, as well as other pertinent documents, can be found on the school website. In addition, parents receive phone calls via Parentlink. Social Media platforms are also utilized to communicate information to parents. Students will primarily use Google Classroom, Schoology, and Gmail (@g.horrycountyschools.net) for communication with IB Faculty.

### **Assessment Policy Review**

The DP Coordinator will collaborate with AHS DP Faculty members to implement, evaluate, and review the assessment policy. This group will amend the policy as needed. The building administration is responsible for the formal evaluation of teachers, which includes adherence to IB principles and practices. Furthermore, teachers will participate in collaborative planning sessions each year to review and reflect on assessment practices and results to ensure the best possible outcomes for students.

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*The assessment policy reflects guidelines found in the Horry County Schools District Policy Manual 2023 and Programme Standards and Practices, Culture through Policy Implementation Standard 3, and Approaches to Assessment Standard 4.*