

Socastee High School

IB Diploma Assessment Policy

Philosophy and principles

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

The SHS IB teachers understand that learning takes place by acquiring new knowledge or by modifying existing knowledge. Furthermore, learning should involve synthesizing different types of information. It is the core belief of the SHS IB instructors that they are facilitators of learning.

The SHS IB teachers accept their role of facilitating the learning process by understanding the criterion-based standards of each course; thereby, implementing a variety of instructional practices and designing appropriate assessments.

The SHS IB instructors view assessment as a partnership with the students they teach. All students are provided the evaluation criteria for each course they study. Furthermore, exemplars and markschemes of student work are shared as well. The criteria and markschemes are used in a variety of important collaborative ways that include a guide for teachers to mark student work and a means for students to evaluate their own work. It is the premise of the SHS IB DP that if teachers and students possess a good understanding of the course criteria and the evaluation process, opportunities for better approaches to teaching and learning can be enhanced.

Assessment practices

Formative Assessment and Summative Assessment

SHS IB instructors employ a variety of assessments in an effort to prepare students for successfully achieving the learning outcomes and summative assessments for the DP subjects.

Examples of formative assessments may include, but are not limited to, the following:

- class discussions

- cumulative examinations
- data-based questions
- debates
- Group 4 laboratory experiences
- group oral presentations
- individual discussions with students
- individual oral presentations
- interpretation of texts in English Literature
- listening tests in Language B
- online discussions
- oral commentaries in English and Language B
- portfolios
- quizzes measuring subject-specific knowledge and skills
- research
- seminars
- topic tests
- writing samples
- applicative projects/projects

The IB internal assessments and external assessments are considered the most cumulative and comprehensive measurements available to our students. The instruction and formative assessments are aligned with the course outcomes. It is in that vein that IB teachers are expected to familiarize their students with the format and expectations of these summative assessments.

Grading/Marking

SHS IB instructors are expected to provide formative and summative assessments that accurately measure the acquisition and application of the criterion-based IB curricula. Regular reporting of the results of these assessments is integral to providing feedback and remediation and is an ongoing expectation as well. It is expected that feedback and remediation can accelerate student growth.

It is the responsibility of the DP coordinator and the teachers to explain the grade boundaries and the markschemes for the internal and external assessment components.

The SHS IB teachers understand that the DP students take a variety of courses and are responsible for myriad assignments and that these students need to be able to plan their work production time more efficiently and to manage requirements for their courses. Consequently, the teachers are expected to submit due dates for major assignments to the IB coordinator for the purpose of having these dates posted on the online IB calendar. Furthermore, IB teachers are expected to regularly solicit information from their students regarding their assignments for other classes and are encouraged to exercise flexibility in their due dates where necessary.

Reporting evaluation

The Horry County School District (HCS) requires teachers to use the PowerSchool software 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 the students and their parents. Parents and students have the ability to access marks regularly through a secure online site.

The HCS requires that teachers weight their assessments accordingly:

- 50% of the final mark for major assessments
- 30% of the final mark for quizzes and minor assessments
- 20% of the final mark for homework and minor quizzes

All South Carolina public school teachers are required to award numerical marks and to report these marks according to the guidelines of the South Carolina State Department of Education (SDE) and the Horry County Schools:

- A = 90 – 100%
- B = 80 – 89%
- C = 70– 79%
- D = 60 – 69%
- F = 59 – 0%

For the purpose of aligning grade boundaries with many other state school systems nationwide as well as providing a common set of grade boundaries used to determine the Grade Point Average (GPA) and state-supported scholarships, the SDE requires that all grade reporting be done so via the Uniform Grading Scale. A copy of the Uniform Grading Scale follows.

Numerical Average	Letter Grade	College Prep	Honors	Extended Quality Points*
65	F	0.500	1.000	1.500
64	F	0.375	0.875	1.375
63	F	0.250	0.750	1.250
62	F	0.125	0.625	1.125
0-61	F	0.000	0.000	0.000
61	FA	0.000	0.000	0.000
61	WF	0.000	0.000	0.000
—	WP	0.000	0.000	0.000

*Extended Quality Points Based on Placement/Potential College Placement

Table A-2: Grade Point Conversion Chart, 10 Point Scale – 2016 and forward

Note: Use this Grade Point Conversion Chart when counselors, registrars, or other school/district administrators need to transcribe grades for courses taken after to 2016.

Numerical Average	Letter Grade	College Prep Weighting	Honors Weighting	Extended Quality Points*
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

Numerical Average	Letter Grade	College Prep Weighting	Honors Weighting	Extended Quality Points*
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
0-50	F	0.000	0.000	0.000
50	WF	0.000	0.000	0.000
50	FA	0.000	0.000	0.000
-	WP	0.000	0.000	0.000
-	P	0.000	0.000	0.000
-	NP	0.000	0.000	0.000
-	AU	0.000	0.000	0.000

*Extended Quality Points Based on Placement/Potential College Placement

Inclusive Education

Accommodations provided for students who have a 504 Plan or an Individual Education Plan will ask students and parents for permission to receive the same accommodations for IB assessments as well. School counselors will screen DP students through a program called Extent in which the documentation of accommodations is listed.

Language Policy

English-language learners are encouraged to participate in the SHS DP. IB faculty may differentiate their assessments to accommodate students who are developing a proficiency in English. For example, students may be allowed to use a dictionary for all assessments with the exception of Language B. Assessments in French or Spanish may be allowed as needed and appropriate as well.

Roles and responsibilities

It is the role of the DP coordinator in collaboration with the SHS DP teachers to implement, evaluate and review the assessment policy.

It is the role of the SHS curriculum specialist to support the DP coordinator in his/her efforts to implement the assessment policy.

During the staff development days each year in August, IB teachers will have the opportunity to review the Assessment Policy. Proposals to evaluate and/or review of the assessment policy may take place in regularly-scheduled DP faculty meetings or in a specially-called meeting at the discretion of the DP coordinator or at the request of the DP faculty as well.

The procedure for evaluating or reviewing the Assessment Policy will be determined as a collaborative endeavor of the DP coordinator and the DP instructors. Under the direction of the DP coordinator, the IB faculty will be asked to provide suggestions for updating the policy. Following input by the DP faculty, it is expected that a popular vote from a quorum of the DP faculty will be required to amend the Assessment Policy.

The Socastee High School IB faculty share the IB grade boundaries and markschemes for all papers, IAs, and externally assessed work. To the extent possible, these marks are shared with the DP students.

The values of the grading policy are outlined in the *2019-2016 HCS Parent Student Guide* of the HCS. Furthermore, comprehensive guidelines are included in the *2019-2020 Horry County Schools Policy Manual* and the *Administrative Procedures South Carolina Uniform Grading Policy of the SDE*. The SHS IB assessment policy is meant to complement the assessment policies of the SDE and the HCS as it serves the unique needs of its students, teachers, and parents.

Homework

The SHS IB DP teachers recognize that the typical DP student's schedule is replete with IB subject and IB core requirements. Furthermore, the DP IB teachers understand that the academic, social, and personal needs of the DP student must be considered.

It is in this vain that the SHS IB DP teachers are committed to:

- planning instruction and instructional activities in a manner that will most effectively use the time available to IB DP students;
- consciously and selectively assigning homework that has a direct link to the course objectives and outcomes;
- avoiding major assignments during the preparation period of examinations that typically begins in mid-April;
- avoiding major assignments to be completed during holidays.

Links to the Assessment Policy with other documents

Academic Honesty

IB faculty, the coordinator of the EE, and the media specialist provide detailed instruction for required referencing and citations. Academic honesty expectations are communicated clearly. Authentic student-generated work is highly valued and praised. Submission of work may be screened by IB students and faculty via plagiarism-detection programs.

Sources

Diploma Program: From Principles to Practice. International Baccalaureate Organization, 2015.

Handbook of Procedures 2017. International Baccalaureate Organization, 2017.s

International Baccalaureate Programme: A Guide to Assessment, Online Curriculum

Parent and Student Guide, <https://www.horrycountyschools.net>, Horry County Schools,
2019- 2020

Uniform Grading Policy, <https://ed.sc.gov/>, South Carolina Department of Education
2020