A. C. Flora High School

International Baccalaureate World School
One Falcon Drive
Columbia, South Carolina 29204 USA
803.738.7300

POLICY: ASSESSMENT

Assessments in the International Baccalaureate Diploma Programme at Flora, created by its faculty, are based upon aims and objectives set forth in the IB Diploma course guides. As students enter the Diploma Programme at Flora, they experience "rubric style" assessments in the classroom that mirror the IB assessments that are relevant to each course. Multiple strategies are employed to continually improve the direction for both teaching and learning. Students are also actively engaged in individual/group presentations, experimentation, and traditional assessments to demonstrate attainment of course objectives.

Assessment Practices

Effective assessment allows students to demonstrate a wide range of conceptual understanding. These assessments are designed to provide unbiased, significant, and regular opportunities for students to demonstrate mastery of concepts and skills. All assessments are designed to be valid, consistent, comprehensive, and relevant across the curriculum.

To inform teaching and learning, a variety of formative and summative assessments, including multiple-choice type quizzes and tests, short and extended responses, essays, research papers, projects, portfolios, class discussions, group and individual oral presentations, individual orals, multimedia presentations, performances, historical investigations, experimental investigations, response journals, and reflection logs and portfolios are used as measures of the student's progress.

A.C. Flora teachers realize that each student has different needs and abilities. Therefore, they use varied instructional strategies to cater to the varied needs and abilities of our students. Differentiation of instruction occurs constantly as a means for assisting students in demonstrating understanding of content being taught. This approach is crucial in the development of formative assessments in order to concentrate on and emphasize the development of each student's higher-order cognitive skills of critical thinking and creativity.

Students engage in continuous peer- and self-assessments throughout the coursework in an effort to develop a variety of useful strategies to use as they work to increase their understanding of new concepts. Through this process, they also learn how to determine the quality of the coursework as it relates to the well-defined criteria set forth in IB's assessment rubrics. A.C. Flora's assessments are criterion-referenced similar to IB's assessments. Therefore, our assessments are utilized to determine whether students have mastered specific skills or concepts based on specific standards and criteria.

Internal Moderation/Quality Checks

To ensure the validity and reliability of internally marked assessments, teachers in shared IB courses participate in group moderation in order to calibrate their scoring. In addition, teachers use IA feedback provided by the IB to improve the accuracy of their internal assessment scoring. Teachers also use IB-provided specimens to ensure their grading is consistent with IB's expectations.

Formative Assessments

Formative assessments are intended to assist the learning process by providing feedback to the learner. This information can be utilized to determine areas in need of additional study in order to improve future student performance. Therefore, formative assessments allow teachers to gauge student progress toward meeting the IB standards.

Summative Assessments

Summative assessments play an important role in determining the final letter grade a student receives in an IB course as well as evaluating their readiness for their IB exams. Teachers will administer at least one mock IB assessment every grading period and will convert the achievement levels attained on the IB rubric into point totals that can be entered into the Power School electronic grade book. For portfolio-based components, teachers will give feedback based on the IB rubric for that component. In this way, students can become more familiar with IB assessments and the assessment criteria and develop an understanding of their mastery of the curriculum. When administering IB papers, teachers use recently published grade boundaries released by the IB to determine what grade on the 7-point scale students have earned.

Electronic versions of mark schemes and examinations from previous sessions are available for teacher use and, in some subjects, test banks are available for teacher use.

For the state of SC, all students must complete a United States History end-of-course assessment to satisfy SC graduation requirements. Our IB students complete this assessment during their 11th grade year.

Teachers are encouraged to post assignment deadlines and test dates on the ManageBac calendar. This allows the IB faculty to see when assessments are planned and avoid overloading certain days to the extent it is possible. Exam weeks are an exception as it is expected that students will be tested in every class.

Grading and marking

Recording and Reporting Grades and Providing Feedback

Teachers update grades in Power School on a weekly basis, and students and parents can view their grades at any time. Teachers use written and verbal feedback to encourage student progress, identify their needs, determine achievement, and assist in maintaining accountability. Students are encouraged to reflect on the feedback provided by their teachers and seek additional assistance when needed. The school administration provides deadlines to encourage teachers to grade in a timely manner and supports teachers as needed.

Our district calculates grades based on a 100-point scale, with grades ranging from A to F.

- A=100-90,
- B=89-80,
- C=79-70,
- D=69-60,
- F=59 and below.

Percentages for computing grades are as follows:

- *Minor Grades (homework, class work, quizzes) - 40%,*
- *Major Grades (tests, projects, practice papers) - 60%,*

Interim reports are issued at the half-way point in each nine-week quarter. Report cards are issued at the end of each quarter. Individual parent and/or students conferences are held on an as needed basis. Teachers communicate with the Coordinator and Guidance staff as the need arises.

Once graded, IB assessments are converted from the 7-point scale to our district's 100-point scale using the conversion table below:
7 = 99-100
6 = 92-98
5 = 84-91
4 = 77-83
3 = 70-76
2 = 60-69
1 = Failing grade

Computing student Grade Point Averages

Computing Grade Point Averages (CGPA) Note: These CGPA Charts are for REFERENCE ONLY as counselors and registrars' transcript grades for courses taken prior to 2016. All South Carolina public schools will use the same formula to compute GPAs. GPA is calculated as the sum of total quality points divided by the sum of credits attempted with that answer rounded to 3 decimal places, as shown:

10-Point Scale (2016-present)

STUDENT EXAMPLE

Course Taken	Numeric Average	Quality Points	Credits
English 1	91	4.100	1.0
Algebra 1	87	3.700	1.0
Physical Science	94	4.400	1.0
Human Geog H	83	3.800	1.0
Physical Education	92	4.200	0.5
French 1	84	3.400	1.0

COMPUTATION

Quality Points	credits	Quality Points
4.100 X	1.0 =	4.100
3.700 X	1.0 =	3.700
4.400 X	1.0 =	4.400
3.800 X	1.0 =	3.800
4.200 X	0.5 =	2.100
3.400 X	1.0 =	3.400
TOTALS	**5.5**	**21.500**

21.500 ÷ 5.5 = 3.909090 rounded to 3.909

GPA computations will be rounded to the nearest thousandth of a point (see the examples above). The establishment of criteria for determining honors graduates, including the valedictorian or salutatorian, is a local decision. Local boards may establish earlier cutoffs (e.g., the seventh semester of high school, the third nine weeks of the senior year) when ranking students for any local purpose. However, class rank for LIFE Scholarships is determined at the conclusion of the spring semester of the senior year.

Flora courses are reported according to the *South Carolina Uniform Grading Scale* which includes IB courses. College level courses (AP, IB, and Dual Credit) are weighted, which means that they carry an additional 1.0 quality point. For example, a percentage point of 90 (A) calculates as 5.0 quality points towards an IB student's GPA. **Extended Essay/CAS will carry Honors weighting when computing grade point averages. TOK courses carry IB weighting.**

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

Homework

Homework is assigned when appropriate or when practice is required. However, homework is not assigned once IB exams start. Also, IB teachers do not assign homework over vacation periods (i.e., Thanksgiving, Christmas and Spring breaks) during the regular school year.

IB Assessments and Results

International Baccalaureate Diploma students complete internal assessments which are initially marked by teachers and then moderated externally. In May of each year, formal IB external assessments are sent electronically to the IB. Students submit six courses for assessment. The combination of these assessments results in a score of 1 (lowest) to 7 (highest) or a grade of "A" to "E" for Extended Essay and Theory of Knowledge. Three additional points can be earned in the combined result for Extended Essay and Theory of Knowledge. The diploma is awarded to students who gain at least 24 points (12 of which must come from HL courses). Students must also fulfill all requirements related to the Creativity, Activity and Service Programme. The highest total that can be earned is 45 points.

Results are released to students beginning 1200 hours GMT on July 6 following the May exam session. Access to results is available at http://candidates.ibo.org using an alphanumeric personal code (Ex. Abc123) and personal identification number (Ex. TH34MPC4). The IB Coordinator will distribute the login information to students before the exam session begins. Candidates should not reveal their personal information to others. Before graduating, students will indicate to the coordinator which university should receive their results, and the coordinator will indicate in IBIS where students' results should be sent.