WESTLAKE ACADEMY
IB Continuum World School
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# Secondary Grading Policy

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*This policy is located in the Parent Student Handbook. For inquiries, please contact the section (MYP/DP) coordinator.*

# MIDDLE YEARS PROGRAMME OVERVIEW




Westlake Academy delivers the MYP in Grades 6 through 10. The MYP helps students develop critical thinking skills, become independent, work collaboratively, and take a disciplined approach to academic endeavors. It also seeks to provide students with an international perspective and foster a commitment to service.

**In the MYP, students study eight subject groups:**

| | |
|---|---|
| Language and Literature | Language Acquisition |
| Individuals and Societies | Sciences |
| Mathematics | Arts |
| Physical and Health Education | Design |

## Conceptual Learning

In the MYP curriculum framework, students engage with a defined set of key and related concepts. Exploring concepts leads students toward a deeper understanding of the subject group, appreciation of ideas that transcend disciplinary boundaries, and engagement with complex ideas, including the ability to transfer and apply ideas and skills to new situations (Erickson, 2008).

## Global Contexts

The six global contexts provide the starting points for inquiry into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding, and global engagement. The global contexts provide common perspectives within and across the disciplines and ground the studies in real-world contexts.

The MYP identifies six global contexts for teaching and learning that are developed from and extend the PYP's transdisciplinary themes. They are:

| PYP Transdisciplinary Theme | MYP Global Context |
|---|---|
| Who we are | Identities and Relationships |
| Where we are in place and time | Orientation in Space and Time |
| How we express ourselves | Personal and Cultural Expression |
| How the world works | Scientific and Technical Expression |
| How we organize ourselves | Globalization and Sustainability |
| Sharing the planet | Fairness and Development |

## The Personal Project

In the final year of the MYP, Grade 10, each student must carry out an individual project on a topic of particular interest to the student. The project is intended to be the culmination of the student's experiences within the MYP. All students must fulfill the Personal Project requirements with a passing score to earn their MYP certificate and meet Westlake Academy's graduation requirements. Failure to do so will result in the student continuing to work on the project until successfully completed.

The personal project encourages students to practice and strengthen their ATL skills, consolidate prior and subject-specific learning, and develop an area of personal interest. The personal project provides an excellent opportunity for students to produce a truly personal and often creative product/outcome and to demonstrate a consolidation of their learning in the MYP. The project offers many opportunities for differentiation of learning and expression according to students' needs. The project's personal nature is important; the project should revolve around a challenge that motivates and interests the individual student. Each student develops a personal project independently.

Students are expected to meet deadlines and submit deliverables as posted in Toddle. Deadlines and deliverables include but may not be limited to:

- Personal Project Proposal

- Setting up and sharing process journal
- A minimum of three documented supervisor meetings
- Regular updates in the process journal
- Evidence of the product goal
- Report draft
- Final report
- Signed academic honesty form
- Preparation for the Personal Project Exhibition

These deadlines and deliverables are intended to support students in self-management and successful completion of the Personal Project. The self-management required by the Personal Project prepares students for the type of self-management required for success in the Diploma Programme.

The following consequences will apply to students who do not meet deadlines or submit deliverables on time for the Personal Project:

- First missed deadline: Email to parents and students assigned after-school detention
- Two more missed deadlines: Email the parents and students assigned to Saturday school for each missed deadline. The student is not eligible for the "Personal Project with Distinction" designation on their MYP certificate.
- Ineligibility for participation in athletics until deadlines are met.
- Additional support may be recommended during advisory time.

Personal Project is a graduation requirement at Westlake Academy. Students who do not successfully complete the Personal Project during 10th grade will not receive the MYP certificate and must make it up independently during the summer between 10th and 11th grade. If it is still incomplete at the start of the 11th grade year, students must attend Saturday school until completed, and DP privileges will be withheld.

Questions? Please contact Mrs. Katie Estrada at kestrada@westlakeacademy.org.

## MYP Service as Action Levels of Service

| Level One | Level Two | Level Three | Level Four |
|---|---|---|---|
| Isolated service: experiences not directly inspired by units of inquiry. | **Ongoing service:** experiences that are not directly inspired by units of inquiry. | **Service as action:** experiences that are initiated and organized by a student or teacher that is inspired by a unit of inquiry. | **Service as Action Leadership:** experience, initiated, organized, and led by a student directly inspired by a unit of inquiry. |

| | | | |
|---|---|---|---|
| 1 point per service experience | 4 points per service experience | 6 points per service experience | 8 points per service experience |

- All MYP students must meet the Service as Action requirements for their grade levels.
- In the 10th grade year, earning 18 service points is required for the MYP Certificate.
- Students who meet the requirements are eligible for the MYP Service as Action award:

| Grade(s) | Service requirement award | Distinguished service award |
|---|---|---|
| **6th** | 10 | 18 |
| **7th** | 12 | 18 |
| **8th, 9th, and 10th** | 18 | 25 |

- Students document service experiences and reflections in Toddle.
- Students should enter the service by four checkpoints (checkpoint dates posted in Toddle).
- Students will receive feedback at each checkpoint (Toddle).




Through Service as Action, students should:

- Become more aware of their strengths and areas for growth.
- Undertake challenges that develop new skills.
- Discuss, evaluate, and plan student-initiated activities.
- Persevere in action.
- Work collaboratively with others.
- Develop international-mindedness through global engagement, multilingualism, and intercultural understanding.
- Consider the ethical implications of their actions.

Questions? Please contact Sarah Stack at sstack@westlakeacademy.org.

Service as Action & Personal Project Website: http://bit.ly/WA_MYP

## MYP Service as Action

The MYP service requirements encourage students to build authentic connections between what they learn in the classroom and what they encounter in the community. All MYP students are expected to engage in meaningful service activities in which they work with others in a shared commitment to the common good. Through Service as Action, students should:

- become more aware of their strengths and areas for growth;
- undertake challenges that develop new skills;
- discuss, evaluate, and plan student-initiated activities;
- persevere in action;
- work collaboratively with others;
- develop international-mindedness through global engagement, multilingualism,
- and intercultural understanding, and
- consider the ethical implications of their actions.

To encourage meaningful and authentic service, MYP students will be held accountable through a leveled point system for their service experiences rather than through a system of counting hours.

## Middle Years Programme (MYP) Guidelines

The MYP assessment results are reported in two ways:

1. MYP criterion-related assessment as required by the International Baccalaureate Organization.
2. Percentage grades as required by the state of Texas.

## MYP Criterion-related Assessment

Assessment in the MYP is criterion-related, reflecting contemporary educational theory regarding assessment. Each subject in the MYP has its assessment criteria: age, level, task-specific, and based on core learning aims and objectives. In recent years, educational assessment has moved away from comparing a student's achievement against that of other students because this normative model for assessment has provided students with continuously negative perceptions about learning.

**The use of criterion-related assessment does the following:**

Compares student achievement with predetermined criteria that, over time, provides greater consistency in maintaining and raising standards. This method of student assessment helps learners plan their next steps for learning and set goals for improvement.

**What should grades tell us about students?**

- What things do they know and know how to do?
- How well can they apply what they know?
- Whether they are ready to move on?
- Whether they've reached a standard?
- What level their work is at?
- Can they solve real-world problems?
- What are their strengths, and what are identified areas of growth?
- Have they improved during the marking period?

Knowledge and skills are assessed using the following criteria specifically designed for each subject. These criteria form the basis of student reporting. Teachers communicate to parents and students descriptors for the level of achievement for each criterion. Each subject has four distinct criteria, marked

on a 1-8 scale, which is then translated to the 1-7 overall achievement levels.

(*Please see the assessment criteria chart below*)

## MYP Assessment Criteria

| **Language and Literature (English Classes)** | | | **Mathematics Criteria** | | |
|---|---|---|---|---|---|
| Criterion A | Analyzing | Maximum 8 | Criterion A | Knowing and understanding | Maximum 8 |
| Criterion B | Organizing | Maximum 8 | Criterion B | Investigating patterns | Maximum 8 |
| Criterion C | Producing text | Maximum 8 | Criterion C | Communicating | Maximum 8 |
| Criterion D | Using language | Maximum 8 | Criterion D | Applying mathematics in real-world contexts | Maximum 8 |
| **Language Acquisition (Spanish or French Classes)** | | | **Design Criteria** | | |
| Criterion A | Listening | Maximum 8 | Criterion A | Inquiring and analyzing | Maximum 8 |
| Criterion B | Reading | Maximum 8 | Criterion B | Developing ideas | Maximum 8 |
| Criterion C | Speaking | Maximum 8 | Criterion C | Creating the solution | Maximum 8 |
| Criterion D | Writing | Maximum 8 | Criterion D | Evaluating | Maximum 8 |
| **Individuals and Societies Criteria (Social Studies)** | | | **Physical and Health Education Criteria** | | |
| Criterion A | Knowing and understanding | Maximum 8 | Criterion A | Knowing and understanding | Maximum 8 |
| Criterion B | Investigating | Maximum 8 | Criterion B | Planning for performance | Maximum 8 |
| Criterion C | Communicating | Maximum 8 | Criterion C | Applying and performing | Maximum 8 |
| Criterion D | Thinking Critically | Maximum 8 | Criterion D | Reflecting and improving performance | Maximum 8 |
| **Sciences Criteria (Sciences, Biology, Chemistry)** | | | **Arts Criteria (Music, Theater, Visual Arts)** | | |
| Criterion A | Knowing and understanding | Maximum 8 | Criterion A | Investigating | Maximum 8 |
| Criterion B | Inquiring and designing | Maximum 8 | Criterion B | Developing | Maximum 8 |
| Criterion C | Processing and evaluating | Maximum 8 | Criterion C | Creating or Performing | Maximum 8 |
| Criterion D | Reflecting on the impacts of science | Maximum 8 | Criterion D | Evaluating | Maximum 8 |

| Interdisciplinary Criteria (Two classes together) | | | Personal Project Criteria (10th Grade Students) | | |
|---|---|---|---|---|---|
| Criterion A | Disciplinary Grounding | Maximum 8 | Criterion A | Planning | Maximum 8 |
| Criterion B | Synthesizing | Maximum 8 | Criterion B | Applying Skills | Maximum 8 |
| Criterion C | Communicating | Maximum 8 | Criterion C | Reflecting | Maximum 8 |
| Criterion D | Reflecting | Maximum 8 | | | |

## MYP Grade Conversion for State of Texas Reporting

During the five years of the programme, all schools offering the MYP must communicate student achievement in each subject group to parents. To determine the final achievement level in each student's criteria, teachers must gather sufficient evidence from various assessment tasks to enable them to make professional and informed judgments. Due to Texas requirements, achievement levels for each criterion are converted to numerical grades. For the 2025-26 school year, each individual assignment will be given a criteria-based grade (1-8), then converted into a percentage for the gradebook.

Please see the chart below to understand how teachers determine criteria-based boundaries based on descriptors, and how these are converted to percentage grades in the gradebook.

| Percentage Conversion | | | |
|---|---|---|---|
| **Grade** | **Criteria based boundaries** | **MYP % Conversion** | **Grade Descriptor** |
| 1 | 1 | 50 | Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills. |
| 2 | 2 | 58 | Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills. |
| 3 | 3 | 65 | Produces work of an acceptable quality, but it is not sustained. Communicates a basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations. |
| 4 | 4 | 75 | Produces good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative |

| | | | |
|---|---|---|---|
| | | | thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations. |
| 5 | 5 | 83 | Produces generally high-quality work. Communicates reliable understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations, and, with support, some unfamiliar real-world situations. |
| 6 | 6 | 90 | Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence. |
| 7 | 7 | 96 | Produces high-quality, frequently innovative work, Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations. |
| | 8 | 100 | Produces exceptional, innovative work. Communicates insightful, refined understanding of complex concepts and contexts. Consistently applies sophisticated critical and creative thinking with depth and originality. Expertly transfers knowledge and skills independently and confidently in novel and complex real-world and interdisciplinary scenarios. |

**When transferring rubric scores to Gradebook, teachers should use the above percentages, e.g. a 6 on a summative assessment would translate to a 90%.*

# DIPLOMA PROGRAMME OVERVIEW




The International Baccalaureate Diploma Programme (DP) is a two-year curriculum for 11th- and 12th-grade students. It prepares students for a university setting and encourages them to ask challenging questions, learn how to learn, develop a strong sense of their own identity and culture, and build the ability to communicate with and understand people from other countries and cultures.

The curriculum contains six subject groups with three core requirements. Students study six subjects, one from each of the subject groups. Typically, each course lasts two years of the DP, with three subjects studied at a higher level (HL) and the remaining three studied at standard level (SL). At Westlake Academy, a prerequisite for all DP courses is that a student is fulfilling the requirements of being a full diploma candidate, as outlined above. Moreover, passing year one of a DP course is a prerequisite to take year two of that course.

The culmination of the Diploma Programme is a series of externally assessed exams taken in May of the Senior year, which, along with IB coursework produced by the students, determines the award for the Diploma. For more details, see the DP assessment policy below. All Seniors register as full diploma candidates in November of their Senior year and sit for the DP exams in May. The only exceptions to this are a) an Academic Review and Dismissal (ARD) committee determines the student will not be a DP candidate or b) there are documented extenuating circumstances.

## Subject Group and Course Offerings Include:

| | |
|---|---|
| **GROUP 1: Studies in Language and Literature**<br>English A: Literature HL | **GROUP 2: Language Acquisition**<br>Spanish B SL/HL<br>Spanish AB Initio SL<br>French B SL/HL<br>French Ab Initio SL |
| **GROUP 3: Individuals and Societies**<br>History of the Americas HL<br>Economics HL<br>Business Management HL | **GROUP 4: Sciences**<br>Biology SL/HL<br>Chemistry SL<br>Physics SL/HL<br>Environment Systems & Societies SL<br>Computer Science SL |
| **GROUP 5: Mathematics**<br>Mathematics: applications and interpretation SL<br>Mathematics: analysis and approaches SL/HL | **GROUP 6: The Arts/Electives**<br>Visual Arts HL<br>Film Studies HL<br>One additional subject from either group 2, 3 or 4 |

*Please refer to the course catalog for details regarding course descriptions and explanations.

## Core Requirements of the Diploma Programme

- Extended Essay (EE): The extended essay has a prescribed limit of 4,000 words. It offers the opportunity to investigate a topic of individual interest and acquaints students with the independent research and writing skills expected at university.
- Theory of Knowledge (TOK): The interdisciplinary TOK course provides coherence by exploring the nature of knowledge across disciplines, encouraging an appreciation of other cultural perspectives.
- Creativity, Activity, Service (CAS): Participation in the school's CAS program encourages students to be involved in artistic pursuits, sports, and community service work, thus fostering students' awareness and appreciation of life outside the academic arena.

## Additional requirements for the state of Texas

- Students will take the US History End of Course (EOC) exam in May of their Junior year.
- The one semester of United States Government and one semester of Economics which fulfill state requirements are taken in 10th grade.

## Diploma Programme (DP) Assessment Guidelines

In the Diploma Programme, the IBO provides assessments, both internal and the DP exams at the end of the two-year programme. However, teachers will employ their own assessments to successfully steer students through these. The Academy understands that student learning is incomplete without providing

timely and appropriate feedback throughout the two years of the DP learning process. Descriptive feedback is provided in the form of formative and summative student assessments.

Formative and summative assessments are inherently linked, and teachers use their knowledge of IB summative assessment expectations and practices to help students improve their performance. Formative assessment provides feedback and information during the instructional process, allowing teachers to alter instruction to meet students' immediate needs. According to the IBO, "Summative assessment is concerned with measuring student performance against Diploma Programme assessment criteria to judge levels of attainment" (Guidelines for Developing a School Assessment Policy in the DP 1). The Academy's goals for summative assessments are to support student learning and contribute to determining an achievement level. In the DP, students will take a minimum of two summative assessments each quarter. Summative and formative assessments are weighted fairly and equitably. IB criterion-based rubrics that are subject-specific (and are given to students with direct instruction of the rubric before the summative assessment is completed) are used to determine levels of achievement. Grades for formative and summative assessments are entered into the gradebook on a 0-100 scale.

## Assessment in the Diploma Programme (DP) by the International Baccalaureate Organization

**Internal Assessment**
Internal assessment work will be assessed and graded by the WA teacher. This mark is based on the rubric provided by the IBO. All Westlake Academy teachers receive IB training in the internal assessment process. Examples include oral exercises in language subjects, projects, student portfolios, class presentations, practical laboratory work, mathematical investigations, and artistic performances.

**External Assessment**
Some assessment tasks are conducted and overseen by teachers without the restrictions of examination conditions but are then marked externally by examiners. Examples include essays for Theory of Knowledge and Extended Essays. However, externally marked examinations form the greatest share of the assessment for each subject because of the greater degree of objectivity and reliability provided by the standard examination environment in May of the Senior year.

# SECONDARY GRADING POLICY OVERVIEW

## Grading Categories and Weights

All subjects in the MYP and DP will have two categories in the electronic gradebook with the corresponding weights:

- Formative 40%
- Summative 60%

These formative and summative assessments result in a cumulative grade at the end of the semester. Assessment is a natural part of classroom processes and not a set-aside process that detracts from teaching and learning in the classroom.

**Formative assessments**

These are tools teachers use during lessons to check how well students are understanding what they're learning. Formative assessments should measure student performance on a specified performance expectation or skill. Formative assessments may be either formal or informal:

Formal formative assessments are entered into the gradebook.

- These are tasks that measure attainment of a specified criteria, performance expectation, or skill.
- There should be at least one formal formative assessment grade entered per week.

Informal formative assessments are ways for teachers to frequently check student level of understanding without assigning a grade in the gradebook unless directly tied to a specified criteria. Informal formative assessments may include:

- Bell ringers and exit tickets
- Small or whole class discussions
- Reflection journals
- Homework

**Summative assessments**

These are tests or projects given at the end of a unit or during a course to measure what students have learned. They are high-quality, rigorous assessments of student achievement within a unit. A student will not take more than two in-class timed summatives on the same day. In the Diploma Programme, a student should not have more than one in-class timed summative if it is also a deadline day for the submission of their IA draft or final version.

| Grade Ranges Per Nine-Week Marking Period | | |
|---|---|---|
| Assessment Type | Minimum Number | Suggested Maximum Number |
| Formative<br>*These grades must be criterion based* | 6 | 12 |
| Summative<br>*Each nine-week period, two criteria must be assessed* | 2* | 3 |

**During the first grading period, which is less than nine weeks, it is possible that only one summative is given.*

In the MYP, a summative assessment may cover more than one criteria (i.e. A and D). As this occurs, a grade for each criteria will be entered. Please see an example below from Language Acquisition:

Ex. Unit 1 Examination (Criterion A - Listening)
Unit 1 Examination (Criterion C - Speaking)

**Fall Semester Exam**
All students will take a semester exam in the Fall, which will count for 20% of their final grade (with the other 80% coming cumulatively from the formative and summative assessments they have taken during the semester). There are no exemptions from these exams. For the semester assessments, students can expect to be assessed on content and skills learned throughout the semester. The philosophy behind this cumulative assessment is to help prepare students for the assessment-centric demands of the IB Diploma Programme. Semester exams are not eligible for retake.

In the Spring semester, no formal semester exam will be administered. Instead, teachers will design summative closure activities that maintain academic rigor and accountability. These may include: continuation of a unit, student portfolios, musical or artistic compositions, written work, creation of solutions or products, questionnaires, research projects, interim/benchmark exams, presentations, or semester reflections. These alternatives allow students to demonstrate growth, understanding, and application of their learning in meaningful ways to close out the school year.

## SECONDARY LATE WORK, MAKEUP WORK, AND RETAKE POLICY

**Homework**
Homework is a regular part of the academic program and is viewed as:

- An avenue to increase and enhance student learning;
- Useful to provide additional drill, practice, and study; and
- A vehicle for teaching and developing personal responsibility.

Parents are encouraged to support the school's instructional program by providing students with an appropriate time and place to complete homework. This will help the student take responsibility for his or her learning.

**Late Work Policy**

As students progress through the Middle Years Programme (MYP) and into the Diploma Programme (DP), it is essential that they complete assignments in a timely manner to receive meaningful feedback that supports their learning and growth. Timely submission also promotes the development of key Approaches to Learning (ATL) skills—including time management, organization, planning, and self-management—which are critical to success in both programs. To support the development of these skills and ensure consistency across all MYP and DP courses, the following late work policy will be implemented:

- A student who does not submit work by the designated due date and time will not be able to receive full credit for that assignment. The late work must be submitted by **the start of the next class period** (e.g. if the work was due for History A-day period 3, the work is due by the next A-day period 3) for a **maximum criterion grade of 5 (*max grade of 80*).**
- If the late work is not submitted by the start of the next class period, the student has **until the start of the next class period to submit the work for a maximum criterion grade of 3 (*max grade of 60*).**
- If the late work has still not been submitted by the **start of the next class period, a grade of 0 will be permanently assigned and a teacher may assign a mandatory tutorial.**
- If a student is absent on the day that the work is due, they must email the relevant teacher to inform them of their absence. A parent/guardian must also contact the school to ensure the absence is excused. The student should then follow the Make Up Work Policy outlined below.
- For students with multiple late-work occurrences (3+) per class in a semester, a teacher may choose to assign a mandatory teacher-assigned tutorial.

**Makeup Work Policy**

Students who have an excused absence may request and receive assignments during their absence. Students who are absent with a medically documented illness, requiring long or frequent periods of absenteeism, may request and receive assignments and directions for at-home work as medically required. Students are responsible for making up all work missed during an absence.

- If a student was absent on the day an assignment was due, the assignment is to be submitted on the next class period when the student has returned. (e.g. if a student was absent on a Monday (A-day) when their Period 3 Spanish assignment was due, they will submit it on the first A-day period 3 following their return to school). Failure to do this will result in the late work policy being enacted.
- If a student was absent on the day an assignment was originally delivered, the student will receive one additional class period to submit the assignment without penalty. (e.g. if a student was absent on a Monday (A-day) when their Period 3 Spanish assignment was given, they will submit it on the second A-day period 3 following their return to school). Failure to do this will result in the late work policy being enacted.
- If a student missed an in-class assessment (formative or summative), it must be made up on their

first day back at school. If the timed assessment is over an hour in length, and arrangements cannot be made for the test to be proctored, the student will make up the assessment in the next available Saturday school.

- If a student has had a lengthy absence that has resulted in multiple missed assignments, they should contact all relevant teachers as soon as possible to create a schedule for the timely make-up of the missing work.
- Students who have planned absences can retrieve assignments in real time via Toddle or other online course management system. Teachers will not provide work in advance.

**Retake Assessment Policy**

A variety of measures will be used throughout the year to test student knowledge and educational attainment in order to accurately determine student progress. In grades 6-12, students will be administered at least one summative assessment per quarter. A student who fails a summative assessment may retake one per subject each semester for a maximum criteria-based grade of 4 (75%) after successfully completing a tutorial session with their teacher (*in the DP the maximum mark that can be entered into the gradebook for a retaken summative assessment is 70%*) . A request for a retake must be made within one week from when feedback was provided.

The retake must adhere to the following rules:

- The original summative assessment was an in-class timed exam. The retake policy does not apply to any other kind of summative. The retake policy also does not apply to semester exams.
- If the mark of the retake is lower than the original, the original mark will stand.
- While the retake exam should be testing the same content and skills as the original, the question(s) in the retake exam itself should be different from the original where this is practically possible.

**Grade Floor Policy**

To ensure that grades reflect a student's effort and progress while maintaining high expectations, the lowest recorded grade for any assignment that is attempted with reasonable effort will be a 50%. This grade floor also applies to end-of-semester grades: if a student has consistently engaged in coursework and attempted required assessments, the final semester grade will not fall below 50%. This policy does not apply to assignments that are missing, plagiarized, or show no genuine attempt to meet basic expectations.

## Secondary Reporting Cycle

Teachers communicate student-learning growth to parents throughout the year by giving frequent and specific feedback. In addition to the opportunities outlined below, many other avenues are available for parents to receive feedback. These include Back to School Night, Academic Information Meetings, presentations for parents, and parent workshops.

| Component | Timeline | Purpose |
|---|---|---|
| Course overview uploaded to Toddle | Beginning of each semester/ school year. | To inform parents of the general course content/material for the coming months |
| Back to School Evenings | Beginning of the school year | To inform the community of general course material and to introduce teaching staff. |
| Progress Reports | Formal progress reports are sent through PowerSchool at the end of the first and third quarters, in addition to other general progress reports.<br><br>September - Progress Report - 4 week<br>**October - Progress Report - 9 week**<br>November - Progress Report - 4 week<br>**January - Report Card**<br>February - Progress Report - 4 week<br>**March - Progress Report - 9 week**<br>April - Progress Report - 4 week<br>**June - Report Card** | To share the success or progress of students with parents. To document students of concern. |
| Semester Report Cards | January, June. Teacher comments on student achievement, learning attitudes, and learning goals are provided. | To share student growth and achievement. |

| | | |
|---|---|---|
| Weekly/Biweekly Updates to PowerSchool Gradebooks | Throughout the school year, teachers provide regular grade and comment updates. | To share student growth and achievement. |
| Parent Conferences | On-going | To share positive feedback or concerns about student learning. |
| Contact through phone calls, emails, Toddle messages, and meetings with parents. Academic Notices (probation, academic misconduct, commendations) | It may occur throughout the year. This provides a record of official communication with parents. The process documents students of concern. | To share positive feedback or concerns about student learning. |
| Curriculum Meetings | It will be ongoing at the beginning of the year, as needed. | To inform parents of IB aims and objectives. |