



Shawnee Mission East High School:
An International Baccalaureate World School
Assessment Policy



PURPOSE:

This assessment policy outlines the policies and procedures necessary for assessing the quality of student work and their learning at Shawnee Mission East High School. This document is to be used in conjunction with the International Baccalaureate Programme Honesty Policy and Admission Policy which are both signed by every IB student upon acceptance into the program. Both of these documents are published on our website at www.shawneemissionib.com. These two documents provide a guide for our overall assessment policies in the Shawnee Mission East International Baccalaureate Program.

GRADING:

REPORTING: Students are issued grade cards at 9 and 18 weeks (each semester). All students and parents have access to all course grades 24/7 in “real-time” with the implementation of the Skyward grading system and Canvas Learning Management System. These systems are password protected. The district issues particular work days throughout the semester for teachers to complete recording grades so they are as current as possible every 9 and 18 weeks.

GRADING SYSTEM: The high school uses a four point system of grading (A=4, B=3, C=2, D=1, F=0) There are no +/- distinctions.

- Grade A – Excellent
- Grade B – Superior, Above Average
- Grade C – Average
- Grade D – Below Average, yet passing
- Grade F – Failing, work unsatisfactory. Requirements not met. No credit will be issued.

The following standardized grading scale is used:

- A = 100% - 89.5%
- B = 89.4% - 79.5%
- C = 79.4% - 69.5%
- D = 69.4% - 59.5%
- F = 59.4% and below.

Note: A grade of F means the student did not receive credit for the grading period in the course for which the F was received.

Courses taken in the Advanced Placement (AP) and International Baccalaureate (IB) programs, or courses taken that have an “honors” designation, receive the extra weight of

one point in the grading system. Students in these courses may only receive an extra grade point of +1 for earning a grade of A or B. For example, if a student earns a B in a regular class, they receive 3 grade points. If a student earns a B in an AP, IB or honors class, they receive 4 grade points. Grades below a B in an AP, IB or honors course receive the regular grade point with no weight.

IB ASSESSMENT:

Teachers, proctors, IB Coordinator, and students are expected to adhere to IB assessment protocols for all formal assessments both external and internal. Students are expected to adhere to all deadlines as established by any IB classroom teacher, the EE advisor, CAS advisor, and the IB Coordinator. A calendar is provided to students and teachers, posted in Canvas, or on the school IB website and they are responsible for keeping track of deadlines. The IB team works collaboratively to ensure that deadlines are appropriately spaced apart in order to not overwhelm the candidates.

The IB Coordinator works with the AP Coordinator, administrators, and counseling staff to create a calendar of IB test dates in May for final papers so that no student overlaps in testing. Additionally, they secure appropriate testing sites within the building to minimize disruption. The IB Coordinator also secures the invigilators to maintain the IB preferred ratio of student-invigilator. School administrators work with the IB Coordinator to secure testing materials and only provide access to those dealing directly with administering tests. The IB Coordinator also maintains a handbook for invigilators and ensures that materials such as the formula booklets are printed in advance and there is one copy for every student.

SHAWNEE MISSION EAST'S APPROACH TO ASSESSMENTS:

Teachers are committed to a well-rounded approach to assessment including but not limited to group work, presentation, papers, projects, research, and tests. All IB teachers utilize MyIB in order to find appropriate material to share with students to prepare them for their upcoming assessments, e.g. exemplar papers for English A: Literature HL. In addition all teachers use the rubrics provided by IB to create a common framework for their assessment and utilize them in multiple ways throughout the year.. Students are familiar with IB rubrics and how to achieve success within those rubrics. Teachers run their own Internal Assessments with support from the coordinator in terms of receiving time off to moderate grades within a cadre. There is dedicated time provided by the district for Professional Learning Communities (PLC) to meet in order to standardize grading and review past data from summative assessments to inform future teaching. The IB Coordinator runs the IB PLC once a month during which review of expectations and assessments are discussed and within curricular specific cadres IB groups meet to discuss rubrics, exemplar assessments for review, and moderate grades as needed.

Formative and Summative Assessment:

Teachers and Staff within the school and IB Program use a variety of formative assessments. These assessment items can vary from in class discussions, tasks, problems, presentations of material, etc. Formative assessment is used to guide and inform instruction to meet the needs of the students. Teachers will review the work and give timely feedback to the students. This allows students the opportunity to reflect on their work and determine areas of growth. Furthermore, students will then use this information to make adjustments to

future work. Formative assessments, feedback and student reflection will all support the student in preparing for summative assessments.

Teachers and staff within the school and IB Program use a variety of summative assessments. These can vary from tests, projects, essays, labs, etc depending on the content area. These summative assessments evaluate student learning against the unit's goals and objectives. They also give students opportunities to apply their learning in authentic, meaningful, and purposeful ways.

Student Expectations for Assessment

Students are expected and encouraged to maintain high attendance rates in order to receive the full benefit of an IB education. They are expected to familiarize themselves with the IB Academic Policy and to adhere to its principles. Students' learning can be shown in a variety of ways, our staff uses various methods of assessments to speak to those abilities and they are expected to engage in the learning process in a respectful and meaningful manner. Students are encouraged to use a calendar and a variety of methods of communication to make sure that assessments deadlines are met. They are also expected to communicate with the teacher or IB Coordinator if the need arises for additional support.

IB POLICY REVIEW (OCTOBER 23, 2025):

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