

# **The International Baccalaureate Diploma Program**

## **Assessment Policy**



## ACADEMIC LIFE AT NOTRE DAME

The pursuit of continued excellence in education never stops at Notre Dame Prep. Notre Dame constantly strives to improve, to update, and to focus on the needs of students in an ever-changing academic world. While Notre Dame Prep certainly emphasizes the “basics” in education, the school, at the same time, takes a dynamic and innovative approach to teaching and learning including through the use of technology in the classroom.

At Notre Dame Prep, experiential and service-based learning enriches the top-quality teaching in our classrooms. Whether our students serve in a homeless shelter or study water directly in Long Island Sound, they become collaborators and innovators, community builders and confident leaders, compassionate servants and courageous thinkers, passionate artists and problem solvers, and keepers of the faith and agents for change.

### Academic Assessment

Assessment provides students with opportunities to determine the degree to which they have mastered content knowledge and skills and to reflect on their progress, allowing for self-evaluation of strengths and areas for improvement in each subject area. Assessment also provides teachers the ability to determine the degree to which students have attained mastery of content knowledge and skills, revise their curriculum and instruction to meet student needs, and reflect on their own knowledge and skills, thereby strengthening one’s professional practice.

### Principles of Assessment

The administration and staff of Notre Dame Prep recognize the importance assessment plays in the areas of planning, teaching, reporting and reflecting.

Effective assessment allows **students** to: demonstrate a broad range of conceptual understanding and skills, demonstrate critical thinking skills, utilize a variety of learning styles and intelligences, participate in self-assessment and structured peer assessment, analyze their own learning to identify strengths and areas for improvement, and to set goals for their own learning.

Effective assessment allows **parents** to: monitor evidence of student learning, participate in student learning, and provide opportunities of support to students and teachers.

Effective assessment requires **teachers** to: reflect on their teaching practices, use assessments to inform instruction, provide a variety of assessments, recognize students’ different learning styles and develop assessments to utilize these, make students aware in advance of the criteria required for producing a quality product, develop meaningful, real world context assessments, motivate students, analyze data, provide feedback for future learning, and maintain detailed assessment records.

Effective assessment requires **administration** to: support teachers in maintaining assessment skills and in developing new assessment strategies, provide time for teachers to plan and reflect, provide training on data analysis and use, use student achievement data to set school-wide, departmental, and individual goals, maintain detailed assessment records and use these to provide achievement information to students and parents in a timely and ongoing manner.

## Graduation Requirements

| High Honors    |           | Honors         |           | College Prep 1 & 2 |           |
|----------------|-----------|----------------|-----------|--------------------|-----------|
| English        | 4 credits | English        | 4 credits | English            | 4 credits |
| Social Studies | 3         | Social Studies | 3         | Social Stud.       | 3         |
| Math           | 4         | Math           | 4         | Math               | 4         |
| Science        | 4         | Science        | 3         | Science            | 3         |
| Modern Lang    | 4         | Modern Lang    | 3         | Modern Lang        | 2         |
| Computers      | 1         | Computers      | 1         | Computers          | 1         |
| Theology       | 4         | Theology       | 4         | Theology           | 4         |
| Art            | 1         | Art            | 1         | Art                | 1         |
|                |           | Elective       | 1         | Elective           | 2         |
|                | 25.0      |                | 24.0      |                    | 24.0      |

\*Students are required to complete one credit in the Arts (visual, performing or computer technology (Advanced Graphic Design)).

A list of courses is submitted to students before scheduling in the spring. Elective courses selected must have the approval of the Guidance Office. An American Studies (History/English) research paper (junior year) is a graduation requirement. No credit for the course(s) will be given unless paper and project are completed. All financial obligations, attendance & service requirements must be completed for graduation or promotion to the next year. Families are reminded that Notre Dame's *Service to Community* program (ten hours of service per year plus a class project for freshmen, fifteen hours for sophomores, twenty hours for juniors & twenty-five hours for seniors) is a graduation requirement. Seniors must remediate all failures in both required and elective courses before receiving a diploma. All obligations due the school must be completed before senior transcripts will be sent to colleges in June.

### Distinguished Scholars Program

On the basis of elementary/middle school achievement, teacher recommendations, personal interview, and entrance exam scores, a select number of first-year applicants will be invited to pursue their four-year high school education as **Notre Dame Distinguished Scholars**. This High Honors Program is grounded in a challenging and diverse curriculum, featuring interdisciplinary inquiry, independent initiative and a commitment to academic excellence. Studying and learning together in this small group, a community of scholarship and intellectual curiosity will be prepared, on a more advanced level, for future studies and opportunities in higher education.

### On-Line Courses

Notre Dame Prep has partnered with Virtual High School to provide additional elective options for our students. Students are required to complete all work and pass these courses, just like a traditional course. Students are assigned a class period during the day to work on this on-line course and are expected to complete their work on this course during this time. Students are required to have motivation and discipline for these courses. Students taking an AP on-line class are required to take the AP exam. Failure to pass an on-line course will require the student to remediate the credit. Students must have a GPA of 3.0 or higher in order to be eligible to elect to take an on-line course. If students are enrolled and then subsequently drop an on-line course, future enrollment in an on-line course is not guaranteed. If a student drops an on-line course after the semester add/drop period is

over (usually one week after the start of the semester) or fails the course, families will be billed for the cost of the course: \$200 per course, plus (if applicable) \$75 AP fee and \$125 AP material fee.

### **AP Program**

Notre Dame Prep participates in the Advanced Placement Program, which is sponsored by The College Board and administered by the Educational Testing Service. Advanced Placement offers secondary school students the opportunity to participate in challenging college-level work and to receive college credit. Notre Dame Prep provides advanced placement in several subject areas and all course syllabi have been approved by the College Board. AP examinations are administered in May. Test results are sent to colleges designated by the student. Success on these examinations can mean the awarding of college course credit. Students taking on-line AP courses must take the appropriate AP exam.

All students enrolled in an AP course are required to take the AP exam in May. Failure to take the AP exam will result in Honors level credit being given for the course.

### **IB Assessments**

IB assessments are criterion-referenced, not norm-referenced. This means that the method of assessment judges each student in relation to identified standards and criterion rather than against the work of other students.

#### *Internal Assessment in the Diploma Programme*

Internal Assessment allows some of the student assessment to be carried out by teachers over the duration of the course. Teachers mark individual pieces of work and this grade counts as a percentage of the student's overall IB score. A sample of the teacher-marked work is sent to a moderator who then evaluates the teacher's application of the grading rubrics. After moderation, the grades are printed and stored in a binder in the IB Coordinator's office.

#### *External Assessment in the Diploma Programme*

External Assessment refers to work that is conducted and overseen by teachers or proctors, and then graded externally by examiners. Other areas of the program which are externally moderated are the Personal Project, the Extended Essay, English A1 World Literature essays, Language B essays and the Theory of Knowledge (TOK) essay. After moderation, the grades are printed and stored in a binder in the IB Coordinator's office.

#### *Predicted Grades in the Diploma Programme*

The Predicted Grade (PG) is the teacher's prediction of the grade the candidate is expected to achieve in the subject, based on all of the evidence of the candidate's work and the teacher's knowledge of the IB standards. Predicted grades are submitted to the IB Coordinator for recording.

### **Notre Dame High School Academic Grading Information/ [IBDP Grading 7-1](#)**

|                 |              |                                          |
|-----------------|--------------|------------------------------------------|
| <b>95-100</b>   | Exceptional  | <b>7 (DP 96-100 Excellent)</b>           |
| <b>90-94</b>    | Outstanding  | <b>6 (DP 90-95, Very Good, Superior)</b> |
| <b>85-89</b>    | Very Good    | <b>5 (DP, Good)</b>                      |
| <b>80-84</b>    | Good         | <b>5 (DP, Very Satisfactory)</b>         |
| <b>75-79</b>    | Average      | <b>4 (DP 76-79, Satisfactory)</b>        |
| <b>70-74</b>    | Satisfactory | <b>3 (DP 70-73 Passing)</b>              |
| <b>65-69</b>    | Passing      | <b>2 (DP-Failure)</b>                    |
| <b>Below 65</b> | Failing      | <b>1 (DP below 64 Failure)</b>           |
| <b>I</b>        | Incomplete   |                                          |
| <b>W</b>        | Withdrawn    |                                          |

### **International Baccalaureate Diploma Program (DP) Scoring**

For most courses, written examinations at the end of the DP form the basis of the assessment. This is because these examinations have high levels of objectivity and reliability.

Externally assessed coursework, completed by students over an extended period under authenticated teacher supervision, forms part of the assessment for several programme areas, including the Theory of Knowledge essay and the Extended Essay.

In most subjects, students also complete in-school assessment tasks. These are either externally assessed or marked by teachers and then moderated by the IB. In the DP, students receive grades ranging from **7 to 1, with 7 being highest**. Students receive a grade for each DP course attempted.

A student's final diploma result score is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance including successful completion of the three essential elements of the DP core.

### **Honor Roll**

**In recognition of student achievement, the following honors are awarded each marking period.**

**HIGH HONORS**      **3.65 GPA** with no grade below **85**.  
**HONORS:**            **3.25 GPA** with no grade below **80**.

An "F" received for Service Hours will prevent a student from attaining Honor Roll status.

## **National Honor Society**

The National Honor Society is a nationwide organization that recognizes exceptional secondary school honor students. Students are chosen by the majority vote of a five-member faculty selection committee on the basis of **scholarship, leadership, service and character**. To be eligible for membership, the candidate must be a member of the junior or senior class and have attended Notre Dame Prep for one semester. **Scholastically**, a student must achieve a cumulative grade point average of at least 3.7 GPA for the previous four (4) semesters (GPA is unweighted) or six (6) semesters for candidates in their senior year. Attendance (absences and tardies) will be reviewed as part of the student's scholarship record. **Leadership** is based on active participation in two (2) or more school and community activities. Membership alone in a club/organization/project does not guarantee acceptance into the National Honor Society. Candidates must have participated in the activities of the organization. The **service** requirement obligates students to participate in three (3) or more service projects in the school and community. **Character** is measured in terms of integrity, behavior, and cooperation with both faculty and students.

Membership in the National Honor Society is both an honor and a responsibility. Members are expected to continue to demonstrate the qualities of *scholarship, service, leadership and character*. Failure to do so, including a violation of the NDP Honor Code, can result in warnings and dismissal by the faculty council. Deficiency in any or all of the above can disqualify a student from membership.

Notre Dame Prep is also affiliated with the French, Spanish, and Tri-M Music Honor Societies.

## **Academic Assessment Records**

### **Plus Portals/ Rediker**

Teachers record all of their class grades and post homework assignments on Plus Portals. It is expected that all parents and students will monitor Plus Portals on a regular basis in order to check test grades, homework assignments and submissions, and overall class progress on a consistent basis.

### **Formative and Summative Assessments**

Formative assessments take place every day in the classroom and summative assessments take place approximately every two weeks in the Diploma Programme. Formative assessments may take the form of a quick check for understanding, an exit slip, rubrics, lab reports, graphic organizers, or a short quiz. They will sometimes be recorded in Plus Portals if there is a way to enumerate the grade. Summative assessments take the form of tests, essays, projects, lab reports, or presentations. These are awarded enumerated grades and recorded in Plus Portals.

### **Progress Reports**

All grades in Plus Portals are in "real time" and a current marking period average is shown. It is an important parental and student responsibility to check Plus Portals on a regular basis. The faculty and school assume that parents are keeping track of their student's academic progress using this valuable service. The school also issues a summarized progress report approximately every two weeks during the marking period. These progress reports are sent to parent and student emails.

### **Report Cards**

Report cards are issued electronically four (4) times per year.

### **Academic Failure**

Failure is not usual for the student who works to full capacity. Students failing two or more subjects or with a GPA below 70 will be placed on academic probation for a period of time to be determined. There are many reasons why a student, during a given marking period, may not perform up to his/her ability level. The school is committed to providing guidance to help these students develop academic improvement plans. A parent/teacher, counselor/student conference may be held in an attempt to help the student resolve academic problems.

- Students who fail a course(s) MUST make up the failure(s) in summer school before advancing to the next school year. This includes Theology.
- Students with three or more failures for the year will be withdrawn from Notre Dame.
- All failures in both required and elective areas (including online courses) must be remediated before promotion to the next grade. Seniors must remediate all failures in both required and elective areas before receiving a diploma.
- Students who take a seventh class and fail this additional course (an elective) must ultimately remediate this credit. Any remediation plan other than summer school must be approved by the administration.

### **Incomplete Grades**

Incomplete grades on a student's report card signify that a student, for a justifiable reason, has been unable to complete his/her work in that particular subject. An extended period of two weeks may be given to the student with administrative approval. At the end of this period, a mark will be recorded in place of the incomplete grade. If work is not made up during this period, a zero will be recorded. An incomplete grade will be received if the junior research paper is not completed. The junior research paper must be completed before promotion to senior year.

### **Make-Up Work and Tests**

Make-up work and tests missed due to legitimate absenteeism must be completed within seven school days of a student's return to school. It is the student's responsibility to contact his/her teachers for any work that is due. Any exception to this policy must be with the approval of the Administration.

### **Academic Integrity**

The principles of academic integrity are a cornerstone upon which our community rests. They are at the heart of the intellectual integrity of the school. In order to maintain academic integrity, Notre Dame High School requires that all work be entirely the result of one's own effort. Plagiarism, cheating, or other forms of academic dishonesty will not be tolerated in any form or to any degree. All members of the community are responsible for the integrity and honesty of their work. Students must review Notre Dame's Academic Integrity policy as outlined in the Student Handbook.

### **Guidance and Counseling Services**

The Guidance Office is available to assist students to discover and develop their aptitudes, interests, and opportunities so that they may enrich their lives and attain their maximum potential whether it is in further education or immediate entry into the world of work. Counselors work with students, administration, faculty and families as an integral part of the educational program.

The staff works to encourage self-discipline along with the development of Christian attitudes and ideals; to help students towards a realistic and positive self-image along with an appreciation of the uniqueness of others; and, finally, to supply students with pertinent information and supportive help in order to learn decision-making skills.

Counselors serve as intermediate personnel in advising students with behavioral and personal problems as well as course scheduling problems. The Guidance Department also has a Social Worker to assist students as well as a College and Career Counselor to assist students with the college application process and career opportunities.