LSW ASSESSMENT POLICY

Reviewed June 2026

Academic and Grading Information

ACADEMIC LETTER

Any student enrolled in and receiving credit for a minimum of 5 courses during a semester who has attained at least a 4.0 weighted grade point average during any semester will receive an academic letter. Fall semester qualifiers will be recognized in the spring at the Academic Achievement Awards ceremony. Spring qualifiers will be recognized during the following year's ceremony. FINAL CLASS RANKINGS AND GRADE POINT AVERAGE (GPA): Final class rankings will be based on eight semesters of coursework.

ADVANCED STUDIES AND RECOGNITION PROGRAM

The Advanced Studies and Recognition Program offered by Lee's Summit West High School is based on the premise that the school system has a responsibility (1) to challenge highly motivated and academically talented students, (2) to increase students' opportunity for admission to leading institutions of higher learning, (3) to enhance the students' possibilities for receiving placement and credit in college for advanced work completed in high school, and (4) to provide recognition for achievement which will increase the chances of consideration for financial aid toward college. The Advanced Studies and Recognition Program encompasses the following:

- Honors courses
- College courses for credit
- Advanced Placement (AP)
- International Baccalaureate Program (IB)

Courses taken in the Advanced Studies and Recognition Program receive extra weightedness in the grading system. Students enrolled in the Advanced Studies courses receive a weighted value of .50 on a 4.0 scale. Students enrolled in the IB and AP courses will receive a weighted value of 1.0 on a 4.0 scale. Students enrolled in college credit or Honors courses receive a weighted value of .66 on a 4.0 scale. Students enrolled in IB and AP courses are required to take IB/AP exams to receive weightedness in the course. (*Lee's Summit West, 2024-25 Student Handbook*)

GRADE REPORTING

Students are issued a six and twelve-week progress report each semester and a final semester grade at the end of each 18-week semester. Students and parents are reminded that the six and twelve-week progress reports indicate the progress of the student at the time the report is issued and that a cumulative grading system is utilized for the semester.

ASSESSMENTS

In order to achieve the purposes of the student assessment program, the district requires all enrolled students to participate in all applicable aspects of the assessment program. The student will receive progress and semester grade reports on the following dates:

- Six Weeks
- Twelve Weeks
- End First Semester
- Six Weeks
- Twelve Weeks
- End Second Semester

Grade cards are distributed to students during the school day for the first five grading periods only. The final grade card is mailed to the home address. Grading System. The high school uses a four-point system of grading (A=4, B=3, C=2, D=1, F=0) with a minus and plus option.

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

Grading Scale
The following standardized grading scale is used:
A = 95 -100 C = 73-76
A- = 90 - 94 C- = 70-72
B+ = 87 - 89 D+ = 67-69
B- = 80 – 82 D = 63-66
B = 83 – 86 D- = 60-62
C+ = 77 - 79 F = 59 & below (No Credit) (*Lee's Summit West, 2021-22 Student Handbook*)

LSW Consistent Grading Practice Policy
Missing Work: In order to consistently and accurately reflect a student's individual grade in the grade book, all missing work will reflect the grade of "0" whether represented with a number or a code. There are no departmental differences as the grade in the grade book must reflect the current coursework at any given point.
Extra Credit: Extra credit may only be given for work done that pertains directly to the curriculum. Extra credit should not raise a semester grade more than 4%. Extra credit opportunities must be offered to the entire class. Extra credit should not require the purchase of any materials.
Required Projects: Some courses have required projects. A required project is defined as one of such importance that it must be completed if credit for the course is to be given. Failure to complete a required project will result in a semester grade of F.

COURSE WITHDRAWAL
Any student wishing to withdraw from an IB class must meet with the IB Coordinator, counsel or, course instructor, and their parent. (*Lee's Summit West, Student Handbook*)

IB ASSESSMENT ()

Date Due	Task/event
March	• Extended essay orientation during TOK • Create a Google folder named Last Name EE. Share it with Ms. Hauck and your advisor. All EE work should be stored in this folder. • Set up turnitin.com access. • Access EE Schoology Course.
April	• Choose a research subject, advisor, and research question. Then, submit an EE electronic copy of the signed agreement form to Ms. Hauck.
April-May	• Read the requirements for your EE subject: Biology, Chemistry, English, History, Physics. • If conducting a science experiment, consider these tips.

	• Refine topic, revise research question (RQ). Oxford University Press has helpful recommendations for RQs. • Watch LSW LMC research tutorial (Screencast and slide show). • Conduct research, take notes (consider using Noodle tools through LMC), refine research question, and compile your reflection notes for the first RPPF. Oxford University Press offers helpful RPPF tips. • Communicate informally with advisor multiple times as you work through the early stages of the process. • Meet with EE advisor once formally to discuss EE requirements. This meeting should occur after you have begun your research and prepared some questions for your advisor.
May	• Submit EE Progress Report to Schoology Assignment in the EE class, placed your copy in your shared EE folder, and email a copy to your advisor. This will be 10% of your spring semester TOK grade and should contain the following: o An annotated Works Cited or Bibliography of potential sources that adheres to the citation format of your subject (e.g. MLA, Chicago-Turabian, APA) and summarizes the content and potential usefulness of each source. o Research notes (paraphrases and quotations with page numbers) from at least two sources you know you will read. (This means you need to read and take notes on your two best sources. If you want to share Noodle Tool notes, let me know and we'll find a way to do that.) o A brief reflection on how you are doing so far. Comment on your struggles, successes, and plans for work over the summer. • Submit first reflection to the RPPF considering IB's requirements. Oxford University Press offers helpful RPPF tips.(In your EE folder, start a doc named RPPF. Type reflections here. Dabalos will help you submit to IB in the fall.)
May-August	• Continue researching and writing. • Email your advisor with questions and progress. Respond to their emails. • Read and respond to Ms. Hauck's emails.
Late summer work days	• If possible, Hauck will host a couple of work sessions during teacher work days (August 18-20 & August 23-24). Stay tuned for specific times and dates. • Email advisor and Hauck a progress report before school starts
September	• Submit signed honor statement to Dabalos. • Pay attention to formatting requirements as you finish your work. • Submit completed rough draft (hard copies to Ms. Hauck and advisor; digital copy to Google folder and turnitin.com).
October	• Advisor returns rough draft comments to candidate. • Candidate meets with advisor to hear comments. • Candidate plans revision. • Candidate writes second reflection for RPPF considering IB's requirements. Oxford University Press offers helpful RPPF tips. (Ms. Dabalos will assist.)
November	• Submit revised draft (hard copies to Ms. Hauck and advisor; digital copy to Google folder and turnitin.com)
December	• Advisor returns second rough draft to candidate.
2nd day of school after winter break	• Submit final paper (hard copies to Ms. Hauck and advisor; digital copy to Google folder and turnitin.com)

January	• Viva Voce Presentation for Ms. Hauck, Ms. Dabalos, advisor, parents, and friends
February	• Write final reflection on RPPF. Oxford University Press offers helpful RPPF tips. (Ms. Dabalos will assist.) • Upload paper to IB website (Ms. Dabalos will assist)

- IA Timelines will be determined by individual teachers. Students are made aware of the timeline for each course. The IB Coordinator will provide a due date when all IA predicted grades must be turned in and when all IA samples for moderation must be ready.

• Predicted grades are generally determined by the individual teachers based on the student's work in the class to that point including the student's performance on the Internal Assessment. If the student is in a two-year HL course, a discussion will take place between the first-year and second year teachers. If more than one teacher is teaching the same course, then they may converse to ensure consistency in how predicted grades are formulated.

• IB teachers use the IB Mark Bands for their subject when assessing some student work. This is then translated into a percentage grade based on the school grading scale identified above. Students are given copies of these mark bands and any other assessment criteria (IA, EE, etc.).

• IB teachers use previous IB Exam questions within their classes for assessment purposes (a unit test or quiz) and/or as a means of reviewing for the IB Exam.

• During the May Examination session, students take their exams in the Lecture Hall. It is a relatively isolated venue. It is large enough to accommodate at least 50 students and maintain adequate space between them. For the IB History Exam, two additional classrooms are used in order to accommodate the additional students.

ASSESSMENT AND PROFESSIONAL DEVELOPMENT AT LEE'S SUMMIT WEST HIGH SCHOOL

- All teachers, including IB teachers, have participated in significant professional development related to assessment over the past five years. Professional development topics include the following:
  - Differentiated Instruction
  - Using formative assessments to prepare for summative assessments
  - Developing appropriate assessments for a variety of types of learning targets
  - Identifying learning standards and targets for courses
  - Creating lessons, formative assessments, and summative assessments that correspond to specific learning targets
  - Integrating research and assessing research skills into all courses
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