

Rocky Mount High School IB Assessment Policy

How are students assessed?

Rocky Mount High School (RMHS) Diploma Program students are assessed using a broad range of assessment formats that reflect the variety and rigor of IB requirements. These include written tasks, oral presentations, laboratory work, performance-based tasks, practice examinations, seminar discussions, portfolios, and projects. Assessment in each IB subject is criterion-referenced: student work is evaluated against clearly defined IB assessment criteria and published rubrics, not in comparison to other students.

Teachers use subject-specific rubrics and assessment descriptors developed by the International Baccalaureate Organization and aligned with IB subject guides. These rubrics encourage students to recognize and use subject-specific knowledge; demonstrate and apply research, critical reading, and writing skills; analyze and evaluate information and arguments; justify ideas with appropriate evidence; and create original responses and solutions. Assessment tasks are designed to support the development of the IB Learner Profile and Approaches to Learning (ATL) skills, including thinking, communication, self-management, research, and social skills.

Diploma Program courses are offered at Higher Level (HL) and Standard Level (SL), in accordance with IB regulations. Over the two-year program, students may register for no more than four HL courses. Assessment tasks in both HL and SL courses are designed to prepare students for their internal and external IB assessments while also supporting ongoing learning and reflection.

What are IB exams like?

IB Diploma candidates sit externally assessed examinations in each IB subject in May of their senior year, following two years of study in that subject. These examinations are designed by the International Baccalaureate to assess both subject knowledge and higher-order critical thinking skills developed over the two-year course. Exam papers typically offer students some choice of questions and tasks so that they can demonstrate their understanding of key concepts, content, and skills in different ways.

IB examinations are intended to provide students with an opportunity to show what they know and can do, rather than to highlight what they do not know. In each subject, final grades are based on a combination of external examinations and internal assessments, with external examinations carrying the largest share of the weighting (up to approximately 70–80% in many subjects, depending on IB subject regulations). Internal assessments (IAs) are distinctive features of IB subjects and are completed under teacher guidance at school. The IAs are marked by the subject teacher using IB criteria, then moderated by IB to ensure global consistency and fairness.

All IB assessments follow the same global standards and procedures. Examiners are selected and trained by the International Baccalaureate to evaluate candidate work accurately, consistently, and with high levels of integrity. This global external quality assurance process is a key feature that underpins the credibility and recognition of IB results worldwide.

How are students graded?

Each IB Diploma subject is graded on a scale from 1 (lowest) to 7 (highest), in line with IB regulations. To be eligible for the full IB Diploma, candidates must normally complete six IB subjects, earn a minimum total of 24 points (with at least 12 points coming from their HL subjects), and meet all additional requirements established by the IB. The maximum possible total from the six subjects is 42 points.

In addition to success in their subjects, Diploma candidates must complete all components of the IB core: Theory of Knowledge (TOK), the Extended Essay (EE), and Creativity, Activity, Service (CAS). TOK and the Extended Essay are each awarded a grade of A–E, and together can contribute up to an additional three bonus points toward the overall Diploma score.

TOK / EE	A	B	C	D	E
A	3	3	2	2	Failing Condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing Condition				

Candidates must achieve at least the minimum core requirements (for example, no grade E in TOK or the Extended Essay and successful completion of CAS) as stipulated by current IB regulations in order to be awarded the Diploma.

Students who will be attending a UNC system university are eligible to receive college credit at all UNC system universities, subject to each institution's most current IB credit policy.

RMHS Assessment Philosophy

Rocky Mount High School is proud to offer the IB Diploma Program and the rigorous, inquiry-based teaching and learning that it requires. Our assessment philosophy is consistent with the mission and principles of the International Baccalaureate and with the policies of Nash County Public Schools. We believe that effective assessment supports student learning, informs instruction, promotes reflection, and contributes to the development of caring, knowledgeable, and principled young people who are prepared for life in the 21st century.

Assessment at RMHS is used to:

- Provide students with clear, timely, and constructive feedback on their progress and achievement.
- Help students understand criteria for excellence and take ownership of their learning.
- Inform teachers' instructional decisions and guide curriculum refinement.
- Identify patterns in student learning that support program evaluation and improvement.
- Communicate student progress, strengths, and next steps to parents/guardians and other stakeholders.

RMHS IB teachers use a variety of formative and summative assessments to gather evidence of student learning. Formative assessments are used during the learning process to provide feedback and support growth; summative assessments are used to make judgments about student achievement at the end of a learning period. Both types of assessment are aligned with IB criteria and are designed to develop and assess Approaches to Learning skills and the IB Learner Profile attributes.

Communication of Assessment and Reporting

RMHS IB faculty provide regular assessment feedback to students and families in multiple ways, including but not limited to:

- Posting grades and feedback through Toddle and Infinite Campus.
- Communicating updates via agreed school communication tools (e.g., ClassDojo, Toddle).

- Sending periodic announcements and newsletters to stakeholders via Toddle.
- Hosting regular parent information sessions with the IB Diploma Program Coordinator, faculty, and/or administration.
- Issuing progress reports and report cards at established grading intervals.
- Meeting with students and parents/guardians for conferences as needed.

Teachers are expected to provide feedback that is frequent, timely, and constructive so that students can understand their current level of achievement and identify specific next steps. In line with district expectations, grades should be posted within the required time frame, and the overall academic grade should reflect current levels of mastery by the end of the term, giving appropriate weight to later evidence of learning.

Responsibilities of RMHS IB Faculty

RMHS IB faculty are committed to:

- Designing meaningful learning experiences and assessments that align with IB subject guides and school/district standards.
- Using IB assessment criteria and rubrics and familiarizing students with these tools.
- Providing detailed, criterion-referenced feedback about students' strengths and areas for growth.
- Offering opportunities for student self-assessment and peer assessment to support reflection and ATL skill development.
- Using assessment data collaboratively to refine instruction, differentiate support, and plan assessments to balance student workload and minimize undue stress.
- Communicating assessment expectations and results clearly to students, parents, guardians, and the IB Diploma Program Coordinator.
- Upholding the IB Academic Integrity Policy and district academic honesty expectations in all assessment practices.

New IB faculty receive support through IB-approved professional development and mentoring from the DP Coordinator and experienced colleagues to ensure consistent implementation of IB assessment principles and practices.

Assessment Practices

Homework

IB students are expected to engage consistently in homework and independent study to consolidate and extend classroom learning. As a general guideline, teachers aim to assign no more than approximately 30 minutes of homework per IB class on school nights (Monday –Thursday), recognizing that demands vary throughout the year (e.g., during Internal Assessment and exam preparation periods). Students are responsible for managing their time and developing effective study habits, and parents/guardians are encouraged to support a productive environment for homework and revision.

Academic Eligibility for Athletics and Extracurriculars

RMHS follows Nash County Public Schools' policies regarding academic eligibility for athletics and extracurricular activities. Students must maintain passing grades in the required number of courses to participate in athletic competitions and designated extracurricular clubs and activities. The IB Coordinator and counselors work collaboratively with coaches and sponsors to support student balance and wellbeing.

Relative Weight of Grading Categories

It is RMHS policy that all assessments will be weighted at 35%. All IB courses feature a reflection category weighted 10%. Adhering to the framework of district grading policies, departments determine appropriate grading categories (e.g., formative work, summative assessments, projects, labs) that reflect the nature of their IB subjects. All teachers within a department use common grading categories and weightings to promote consistency and fairness.

In line with best practices and district expectations:

- A variety of formats are used for both formative and summative assessments.
- No single assessment type (e.g., a unit test) is weighted so heavily that it disproportionately determines a student's overall grade.
- Teachers consider language proficiency, learning support needs, and accommodations when designing and assessing tasks.
- Grades reflect the level of mastery of course standards and IB assessment objectives, with particular emphasis on recent evidence of learning.

Late Work

The RMHS IB faculty follow the Nash County Public Schools late work policy while emphasizing responsibility, communication, and equity. Students are expected to submit work on time; however, we recognize that individual circumstances may occasionally prevent this.

Key principles include:

- Late work may be accepted with a reduced maximum score, at the teacher's discretion and in accordance with district policy.
- Students with documented extenuating circumstances should work with teachers (and, when appropriate, the IB Coordinator or counselor) to establish adjusted due dates.
- Requests for extensions should be made in advance whenever possible, and students are expected to adhere to revised deadlines.
- The late work policy is not intended to excuse missed IB or district deadlines for major assessments such as internal assessments or externally moderated tasks, which must meet IB submission requirements.

Reteach, Relearn, and Reassess

RMHS supports a growth mindset by providing structured opportunities for students to improve their understanding and demonstrate increased mastery.

- When assessment results indicate that a student has not yet met learning expectations, the student is encouraged to meet with the teacher to develop a plan for reteaching and relearning targeted concepts and skills.
- Reassessment opportunities focus on specific areas of need and may take a different form from the original assessment.
- When appropriate, reassessment results can replace or modify original grades so that reported achievement reflects current levels of mastery.
- Reassessment opportunities are available to all students under clearly communicated conditions, in a way that is manageable and equitable.

- Teachers gather sufficient evidence of learning over time and avoid practices that would prevent students from demonstrating later improvement.

Students who are not meeting academic expectations may be placed on a Directed Plan by the DP Coordinator to monitor progress and provide additional support and communication with families.

Make-Up Work and Incompletes

Students are responsible for identifying and completing work missed due to absence. Typically, students are granted at least one school day to make up work for each day of an excused absence, in accordance with school policy. When an assessment or assignment has been announced in advance, students are normally expected to complete it on the first day of return, unless alternative arrangements have been made.

In cases where a student has incomplete work at the end of a grading period, the student must consult with teachers to determine how and when required work will be completed. Incompletes must normally be resolved by the end of the grading period, unless an extension is approved by administration. Final semester grades are based on the evidence of learning available at the grading deadline.

Academic Integrity and Related Policies

All assessment practices in the IB Diploma Program at RMHS are governed by the IB Academic Integrity Policy, the school's academic honesty expectations, and district policies. Students must submit authentic work and appropriately acknowledge the ideas, words, and work of others. Alleged breaches of academic integrity will be investigated and addressed in line with school and IB procedures, which may include consequences at both the school and IB levels.

Language development and inclusive education are central to assessment. RMHS implements the IB Language Policy and accommodations policies (e.g., for students with IEPs or 504 Plans) to ensure that assessment conditions are fair, accessible, and in line with IB access arrangements and reasonable adjustments.

Policy Review and Professional Learning

The RMHS IB Assessment Policy is a living document. IB faculty review all IB-related policies, including assessment, at least annually—typically at the beginning of each school year. Teachers and the IB Diploma Program Coordinator reflect on the effectiveness of current assessment practices, consider IB updates, and propose revisions as needed. The DP Coordinator finalizes revisions in consultation with faculty and administration and ensures that the updated policy is shared with students, families, and staff.

New IB teachers receive mentoring, collaborative planning time, and access to IB-approved workshops to support consistent implementation of this policy and of IB assessment principles and practices.

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