



Fairhope High School International Baccalaureate Assessment Policy

The Assessment Policy: Its Development and Intention

A team that includes teachers from the various subject areas of the Diploma Programme (DP), students from both the junior and senior years, and a parent with children in the Diploma Programme have developed the Fairhope High School Assessment Policy for the school's International Baccalaureate Diploma Programme. There have been contributions from the school's administration and guidance from our school's IB Coordinator. The policy is reviewed each academic year as a part of our ongoing development as an IB World School. The quality of education that we offer our students and communication that we provide to all members of our academic community is the part of our commitment and continued improvement of our DP.

The Assessment Policy and Fairhope High School

We acknowledge our direct connections and responsibilities to the International Baccalaureate Organization (IBO) and its philosophies as our students within the programme seek to earn the diploma from IBO. This diploma carries worldwide distinction as students graduate and seek acceptance to colleges and universities that will continue their preparation in local communities, the nation, and the world. Our Baldwin County Public School system has a vision for all of us "to foster a nurturing environment with high expectations for students to achieve their potential and graduate with countless opportunities." It is Fairhope High School's mission "to develop a secure community of future-focused thinkers who are compassionate, reflective, socially principled, and open minded." The alignment of our local school's philosophy with the beliefs and goals of the IBO creates a seamless foundation. We are then able to build policies so that the important work of teaching and learning enables achievement for our students and enlarges the pride that we place in our students, faculty, and programme.

The Assessment Policy: Its Purposes

Assessment, a key component of effective classroom practices, is a part of the ongoing evaluation. In this process, students have an opportunity to determine the degree they have mastered content knowledge and reflect on their progress, perceive strengths, ascertain weaknesses on their progress and devise ways to improve. Teachers are provided feedback through these assessments, whether they are formative, summative, internal, or external. As teachers evaluate student mastery of knowledge and skills, they are able to revise their curriculum and thus support student learning and inquiry.

This document is a guideline for our IB Diploma Programme Assessment Policy, outlining the policies and practices surrounding the gradations and ultimate marks that score achievement for our students. It is a living document that will be reflected upon, reviewed, and updated yearly by

its constituents when it is necessary to do so for accuracy and timeliness. It is designed to assist students, teachers, and parents in their various roles as vital members of the learning community that creates the Fairhope High School IB Diploma Programme.

IB Diploma Program Specific Assessments

The formal IB Diploma Programme assessments fall into three categories: internal assessments, external assessments, and course-end examinations (see International Baccalaureate Diploma Programme Assessments Section of this document). These assessments are summative in nature and evaluated according to criterion-referenced rubrics established and regularly reviewed by the IBO. Throughout an IB course, teachers use formative assessments to determine students' strengths and limitations in accessing the required content knowledge and skills, provide needed support in making progress toward mastery and to allow for students to actively engage in and reflect upon their educational experience in each class. While preparing students for the summative assessments, teachers in each subject area use a variety of formative assessments to scaffold students' development of content knowledge and skills.

International Baccalaureate Diploma Programme Internal Assessments

Internal assessments are pieces of students' work that are evaluated by their content teacher who gives the assessment a score which may then be moderated by external examiners to ensure international parity aligned to the IB assessment criteria in that subject area. Examples of internal assessments include oral examinations in Group 1, Language A (English) and Group 2, Language B (World Languages), projects and portfolios in Group 5, Mathematics, presentations in Theory of Knowledge, practical laboratory work in Group 4, Science, artistic performances and presentations in Group 6, Arts. Internal assessments often allow for greater student flexibility in exhibiting their acquired knowledge and skills according to IB criterion-referenced rubrics as well as the opportunity for students to show their work over time and outside of the restrictions of the examination environment.

International Baccalaureate Diploma Programme External Assessments

External assessments also enable students to show their work over time and outside of the restrictions of the examination environment. Similar to internal assessments, external assessments are evaluated according to the established subject area criteria. External assessments are not evaluated by the subject area teacher, however, but are marked externally by IB examiners. Examples of external assessments include the Extended Essay, World Literature essays for Group 1, Language A (English), Theory of Knowledge essays, Musical investigations in Group 6, Arts and more. External assessments are heavily focused on the quality of a finished written product in the IB subject area.

International Baccalaureate Diploma Programme Examinations

The final category of summative assessments is the subject area examinations, administered in May each year. Examinations occur under strictly controlled conditions and often over a two day period for each subject area (the afternoon and the following morning). The examination papers consist of a variety of assessment vehicles including short-answer, essay, data-analysis, open-ended problem solving, case studies, commentaries, and multiple choice. In order to sit for the examinations, students must complete all required internal and external assessments for the subject area. Examinations are mailed, within 24 hours following the examination, where marks

are then combined with marks earned on the internal and external assessments to create the final subject grade.

According to the IB Diploma Programme Assessment: Principles and practice, “assessment of the DP (Diploma Programme) is high stakes, criterion-related performance assessment . . . based on the following aims:”

1. DP assessment should support the curricular and philosophical goals of the program, through the encouragement of good classroom practice and appropriate student learning.
2. The published results of DP assessment (that is, subject grades) must have a sufficiently high level of reliability, appropriate to a high stakes university entrance qualification.
3. DP assessment must reflect the international-mindedness of the program wherever possible, must avoid cultural bias, and must make appropriate allowances for students working in their second language.
4. DP assessment must pay appropriate attention to the higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding, and application).
5. Assessments for each subject must include a suitable range of tasks and instruments/components that ensure all objectives for the subject are assessed.
6. The principal means of assessing student achievement and determining subject grades should be the professional judgement of experienced senior examiners, supported by statistical information.

IB Diploma Programme Grade Scale

The International Baccalaureate Diploma Programme uses the following numerical scale in each individual subject area.

7 -Excellent 6 -Very Good 5 -Good 4 -Satisfactory 3 -Mediocre 2 -Poor 1 -Very Poor

Additionally, the assessments for the Theory of Knowledge course, as well as the Extended Essay, follow a letter grade system as seen below.

A -Excellent B -Good C -Satisfactory D -Mediocre E -Elementary N -No grade

IB grades are determined through the criterion-referenced rubrics established by the IB’s standards and practices in each content area. Multiple components are assessed to specific criterion and are then combined to determine the final grade. Each subject area has its own defined internal and external assessments in addition to the subject area examinations, which are administered in May of each year.

Fairhope High School Diploma Programme candidates may find they earn higher grades in school than in their IB subject areas; the reverse may also be true. Variables such as classroom policies or the use of formative assessments as learning and instructional tools, may result in variances between the school-based grades and those earned by the student through the IB

assessments. The individual course syllabus for each classroom as well as school expectations may influence school-based grades. Teachers recognize their role in preparing students to successfully complete the required IB subject area assessments. Components for the curriculum for each discipline are developed according to the relevant IB subject area assessment criteria with the IB assessments in mind.

Section A.2 of the Diploma Programme Assessment Procedures states the following as the conditions for the award of the IB Diploma:

A.2.2.1 Core requirements

- DP category candidates must study six subjects, plus the three core subjects—EE, TOK, and CAS. They must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations.
- They must meet all of the additional requirements—see section A2.2.2
- They must meet all of the requirements within a maximum of three examination sessions.
- Candidates who successfully meet these conditions will be awarded the diploma.
- Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma.

The IB diploma is awarded based on performance across all parts of the DP.

- Each subject is graded 1—7, with 7 being the highest grade.
- These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.
- TOK and EE are graded A—E, with A being the highest grade. These two grades are then combined in the diploma points matrix shown below, to contribute between 0 and 3 points to the total.
- CAS is not assessed but must be completed in order to pass the diploma. See section A2.2.2.
- The overall maximum points from subject grades, TOK, and EE is therefore 45: $((6 \times 7) + 3)$.
- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

A.2.2.2 Additional requirements

There are a number of additional requirements for the award of the diploma. The additional requirements for the award of the diploma are as follows:

- CAS requirements have been met.
- There is no “N” awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register four HL subjects, the three highest grades count.)
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL).

- The candidate has not received a penalty for academic misconduct from the final award committee.

		Theory of knowledge (TOK)				
Extended essay	Grade awarded	A	B	C	D	E or N
	A	3	3	2	2	Failing condition
	B	3	2	2	1	Failing condition
	C	2	2	1	0	
	D	2	1	0	0	
	E or N	Failing condition				

Figure 9
Figure 9 Award of points for TOK and the EE

Grading Policies and Procedures at Fairhope High School

Internal Assessment Calendar

The faculty at Fairhope High School maintains an internal assessment calendar to help make the IB Juniors and Seniors aware of EE deadlines, internal assessments, external assessments, and more. The current IA Calendar can be found at the following link: <http://bit.ly/2lQmXLc>.

Grading Schedule

Students at Fairhope High School receive progress reports at regular intervals during the school year. The progress reports are handed out every four and a half weeks. Report Cards are issued to all students at the end of each quarter.

Student/Family Access to Information

Students at Fairhope High School are provided opportunities to review their progress and reflect on skills learned. Teachers maintain consistently updated assessment records, available for Fairhope High School students to review through regular grade postings in class or through the Student Portal found at <https://inow-baldwinco.asc.edu/InformationNOW/Login.aspx?ReturnUrl=%2finformationnow%2feurl.axd%2f7ffab7e05b80c041864aeb35c6fcd0b4>. Parents are able to use the same portal to review student progress. If parents or students have questions concerning their progress, they are encouraged to contact their teacher.

Grade Scale

The grading scale for Baldwin County Public Schools is defined as follows:

- A: 90-100
- B: 80-89
- C: 70-79
- D: 60-69

F: 0-59 (no credit)

Grade Point Average

A grade point average (GPA) is a scale assigning a numeric value to student grades. The unweighted GPA is computed by dividing the total number of grade points received by the total number of credits or hours of course work taken. The weighted GPA is designed to reflect the varying skill required for different level courses. The weighted GPA scale assigns higher quality points for grades earned in difficult courses (numerical grades remain unaffected). The **weighted GPA** is printed on the student transcript for the purposes of college admission and scholarship applications only.

Unweighted GPA Point Scale

Grade.....	Quality Point Value
A	4.0
B.....	3.0
C.....	2.0
D	1.0
F.....	0.0

International Baccalaureate course weighted GPA point scale adds either 0.5 or 1.0 to the quality point value for the grade earned in that course according to the following table:

AP IB Test Prep (All Subjects), ½ credit/1 credit
 Add 0.5 to the quality point value for the grade earned in that course
International Baccalaureate Course Weights

Course Title	Course #	Add	Course Title	Course #	Add
Alg II/Trig IB Prep	210017	0.5	IB Music HL 11	280026	1.0
Biology Honors IB Prep	220012	0.5	IB Music HL 12	280026	1.0
Eng 9 Honors IB Prep	200006	0.5	IB Music SL	280054	1.0
Eng 10 Honors IB Prep	200010	0.5	IB Physics HL 11	220076	1.0
Geometry IB Prep	210011	0.5	IB Physics HL 12	220076	1.0
IB Biology HL 11	220016	1.0	IB Pre-Calculus SL 11	210029	1.0
IB Biology HL 12	220016	1.0	IB Spanish SL 11	270159	1.0
IB Biology SL	220015	1.0	IB Spanish SL 12	270160	1.0
IB Calculus SL 12	210031	1.0	IB Stat & Intro to Cal SL12	210031aa	1.0
IB Chemistry HL 11	220065	1.0	IB Theatre HL 11	280082	1.0
IB Chemistry HL 12	220065	1.0	IB Theatre HL 12	280082	1.0
IB Chemistry SL	220066	1.0	IB Theatre SL	280081	1.0
IB English HL 11	200022	1.0	IB Theory of Knowledge 12	230095	1.0
IB English HL 12	200022aa	1.0	IB Theo of Know/Indep 11	230095	1.0
IB Film SL	280083	1.0	IB Visual Art SL	280105	1.0
IB Film HL 11	280084	1.0	IB Visual Art HL 11	280106	1.0
IB Film HL 12	280084	1.0	IB Visual Art HL 12	280106	1.0
IB French, B, SL	270029	1.0	Spanish I IB Prep	270153	0.5
IB French B, HL	270030	1.0	Spanish II IB Prep	270154	0.5
IB Hist HL	230034	1.0	World Hist Hon IB Prep	230014	0.5
IB Hist HL II	230034aa	1.0			
IB Math Analysis SL 11	210028	1.0			

Academic Integrity Policy

International Baccalaureate (IB) students attending Fairhope High School have been accepted into a program that encourages independent-minded students. This includes the advocating for and upholding of a standard of academic integrity so that each individual student is able to produce authentic academic work. By confirming coherence to the honor policy, students in the

IB Diploma Programme are to have the necessary resources to cultivate and maintain the intellectual and creative skills to advance towards an academic independence needed for a successful work ethic, an enduring perspective, and the scholarly insight needed for endeavours after high school. Students who enroll in the IB Diploma Programme in Baldwin County agree to the following honor code: <http://bit.ly/2IO7481>. In addition to this honor code, Fairhope High School students also sign that they agree to follow the Academic Honesty Policy. This policy can be found at the following link: <http://bit.ly/2nxGNeA>.

Use of Turnitin.com

Fairhope High School has a site license with Turnitin.com, an academic resource that helps students develop written work free from plagiarism or academic malpractice. Students and teachers will use Turnitin.com as a tool to help with assessment submission and academic integrity.

Inclusive Access

The IB believes that all candidates must be allowed to take their examinations under conditions that are as fair as possible. Where standard examination conditions and assessment procedures would put candidates at a disadvantage and would prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of access arrangements may be authorized.

Candidates may need access arrangements due to learning support requirements such as:

- **learning disabilities**
- **specific learning difficulties**
- **communication and speech difficulties**
- **autism spectrum disorders**
- **social, emotional, and behavioral challenges**
- **physical and sensory changes**
- **medical and mental health difficulties, including temporary medical conditions (with onset or occurrence up to three months before IB examinations offered in May)**
- **additional language hearing.**

However, access arrangements are not restricted to students with identified challenges. They should be provided to any student who requires support and where the need can be justified based on the eligibility criteria articulated in the *Access and Inclusion Policy*.

Homework Policy for Diploma Candidates

The addition of homework to the classroom experience is for the purpose of reviewing material and reinforcing ideas covered previously. In addition to this, homework offers students the opportunity to develop self-discipline, organizational skills, and independence. Homework is assigned regularly because of these factors, and its addition to the classroom experience should be expected.

Documentation

Students are advised to use an agenda when recording homework. An online calendar may also be a useful tool for students to use. **All students are responsible for keeping up with and**

doing their homework. Teachers are also advised to record the assignments in order to later confirm what has been allocated and what will need to be assigned in a future setting.

Amount

The amount of homework per subject will vary from class to class. However, the teachers will advise students of the amount and time needed for assignments. Requirements and suggested times will be noted in the teacher’s syllabus. Students in the program may expect between 15 and 20 hours of homework each week, and in order to make homework timing and scheduling as efficient as possible, teachers are encouraged to:

- Provide students with an appropriate timeline for research, presentation, exam, and other important due dates;
- Schedule homework according to the following chart:

Time	Day (s)
5-45 minutes of homework	1 day ahead
45-75 minutes of homework	2-3 days ahead
Over 75 minutes of homework	3 days ahead

Teachers and students will need to communicate effectively in order to collaborate on appropriate times for homework, and doing so encourages the parties, especially the latter, to cultivate an independent learning approach as well as an organizational mindset.

Fairhope High School Assessment Schedule

Throughout the program, formal assessments in IB subjects are given. To prevent many tests from being scheduled on any one particular day, subjects have been allotted certain days of the week. Further planning of exams may be communicated verbally or through the course syllabi given at the beginning of the year. Even though multiple subjects are allotted on certain weekdays, teachers are advised to not allow students to take more than two formal assessments on any given day. It is the policy of the Baldwin County Board of Education that teachers post a minimum of one grade per week in each of the main categories (assessments, inside of class work, outside of class work).

The following chart lists the suggested allotted weekdays for formal assessments to be given per subject:

Monday	Tuesday	Wednesday	Thursday	Friday
English Music Art	Math English Music Art	Math History TOK	Science History World Languages TOK	Science World Languages

Expectations related to the IB Diploma Programme Assessment Policy at Fairhope High School

As stated in the IB Mission Statement, “The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help create a better and more peaceful world through intercultural understanding and respect.” IB also recognizes the multifaceted attributes of the type of student who would desire to be a part of this world school and strive to attain the aims of such a mission. Thus, the IB Learner Profile acknowledges that these students are inquirers, thinkers, and collaborators; they are the risk-takers, open-minded yet balanced and reflective as they grow in their knowledge and regard for others and the world.

For the students:

In light of these qualities and goals, Fairhope High School emphasizes for its IB students that they are to:

- Engage their natural curiosity through inquiry and critical thinking skills and communicate their ideas to others;
- Acquire in-depth knowledge that explores connections across content areas and within communities;
- Apply critical analysis to a wide range of issues, offering reasoned consideration to ideas and ethical reflection for decisions;
- Exhibit courage and independence through experiences with new ideas and the development of new understandings;
- Reflect on educational experiences and progress in the program, acknowledging both strengths and areas for improvement as the student proactively supports his or her own educational and personal growth; and
- Attend to personal well-being through planning and organization for the work to be accomplished and goals to be achieved, recognizing that intellectual, physical, and emotional balance require personal effort and the support of a strong community.

For the teachers:

Responsible in a critical way for the development and employment of practices and instruction that will promote the success of the IB candidates in the attainment of these goals, the Fairhope High School IB Diploma Programme teachers will strive to:

- Apply critical and creative thinking skills to curriculum development and model inquiry, research, and independent thinking skills through life-long learning;
- Demonstrate in-depth content knowledge and skills that develop connections across multiple content areas within our school and extending beyond these boundaries to our local and national and world communities;
- Communicate ideas and information to students, families, and colleagues, collaborating in this process with all members of the learning community so that students’ educational experiences are enriched and high levels of achievement may be obtained and proactively seeking and engaging in professional development to meet academic needs;
- Accept responsibility for one’s content standards and practices as well as the educational philosophy of the IB program;
- Incorporate an understanding and appreciation of varied cultures, traditions, and perspectives, assisting students in their evaluation of diverse points of view; and
- Exhibit personal integrity and independence while embedding new ideas and educational experiences into the content of subject-area curriculum and show empathy and respect to

all community members as we seek to convey the ideals that we as Fairhope High School's IB Diploma Programme teachers uphold.

For the Parents:

Fairhope High School has a rich tradition of family and parent support for its students, and the Fairhope High School IB Diploma Programme appreciates the many benefits procured for it through the commitment and contributions of the families of our students. Understanding the pivotal role that parents and guardians have in providing support for their sons and daughters, we encourage parents to:

- Provide a quiet space, internet access, and adequate time for school work;
- Help the student schedule work for projects and assignment due dates by providing an awareness of family events and plans that need to be considered for organizational purposes;
- Offer constructive and positive support to the student without compromising the authenticity of the student's work;
- Encourage the student as he or she tries new things and seeks opportunities for leadership, whether that be through extra-curricular clubs and organizations, sports, or CAS;
- Make teachers, the counselor, or IB Coordinator aware of any event that might impact the student's learning process; and
- Participate in functions and events that constructively support all of our students, the staff, and Fairhope High School's IB Diploma Programme.

Resources

The team that worked to develop the Fairhope High School Diploma Programme Assessment Policy was greatly helped by the consideration of the structure and content of assessment policies designed and written by teams at other International Baccalaureate Diploma Programme schools.

These included the following:

- International Baccalaureate. Baldwin County Public Schools. www.bcbe.org.
- Mountain View High School. "Mountain View High School IB Assessment Policy" rev. September 2015. *Mountain View High School*. IB: IB at MV: Policies & Documents: MVHS IB Assessment Policy. Edublogs. n.d. Web. Feb. 2014. Mountainview.groupfusion.net.
- In addition, resources published by the International Baccalaureate Organization and available through the IB Online Curriculum Center have been consulted. These include the following:
 - *The Diploma Program: From Principles to Practice*
 - *Guidelines for developing a school assessment policy in the Diploma Programme*
 - Diploma Programme Assessment Procedures
 - Diploma Programme Assessment Principles and Practice