



Academy of Richmond County - Assessment Policy

for the International Baccalaureate Diploma and
Career-related Programmes

About this Document

The purpose of this document is to serve as a guide and reference to students, parents, teachers, and staff of the Academy of Richmond County's International Baccalaureate (IB) Diploma (DP) and Career-related (CP) Programmes. In addition to establishing a research-based philosophy of assessment, this document also serves as a practical reference on the practices and procedures associated with formative and summative assessment in the IB DP and IB CP at ARC both through the course of everyday instruction as well as how the Academy ensures that all formal

Philosophy¹

It is the goal of the Academy of

è Reads, signs, and submits the student academic honesty policy/honor code expectations and agrees to uphold all components of said documents.

Teacher Responsibilities¹

è Provide multiple opportunities for students to show mastery.

è Analyze formative and summative assessment data to identify patterns and trends in student learning.

è Work with Guidance and Head of School to develop a master schedule that gives teacher time to plan and reflect on assessment and student learning.

è Plan and oversee a meeting schedule that affords teacher time to vertically and horizontally collaborate.

è Analyze whole school data trends and plan professional development time and opportunity to set and match achievement goals.

è Monitor assessment data to identify struggling students and assist in planning remediation strategies.

è Communicate our school's assessment policy to all stakeholders.

è Ensure that all official IB assessments are administered appropriately and submitted in a timely manner.

Grading Scale

It is the policy of the Richmond County School System (RCSS) that beginning with the graduating cohort of 2018, grades will be reported to postsecondary institutions on a 4.0 scale rather than the 100 point scale. In addition, all IB and AP courses will receive ~~one~~ extra weight (5.0) in lieu of a 5 point addition to the 100 point scale.

Teachers of IB courses are encouraged wherever possible to align grades scales on assignments and assessments on a scale which matches the official grading schema of their particular IB course and assessments, and to use rubrics for those assignments and assessments adapted from or modeled on official IB assessment rubrics from the relevant course guide. At the end of each quarter, these points should be

Assessment Policy Revisions

The Assessment Policy for the Academy of Richmond County shall be revised a minimum of once every 2 years. The Assessment Policy may be revised at any time at the discretion of the IB Coordinator in collaboration with a representative selection of teachers involved in the IB Diploma Program at ARC. Assessment Policy Appendices shall be revised any time the relevant hexagon groups undergo a curriculum review, so that the policy reflects current curriculum and assessment practices from the IBO.

Appendix A: Group 1 Grading and Assessment Guide

Formative Assessments and Benchmarks:

All formative assessments in English

Appendix B: Group 2 Grading and Assessment Guide

Language B

Formative Assessments & Benchmarks

To check oral readiness, students are required to complete oral presentations, Picture bell ringers, tertulias about topics and/or debates. Oral emphasis is checked on a daily basis. On all oral presentations students are responsible to ask and answer any questions in the target language from the instructor.

Official external assessments are administered and submitted in May by the IB Dean.

IA procedures and timeline

During both years, students actively practice oral presentations, tertulias, debates and picture bell ringers.

Pictures for IA's are selected by instructors based on core themes: cultural diversity, customs and traditions, leisure, science and technology, and health. Students will see the pictures for the first time during their individual sessions. In mid-March, students are given interview times of 25 minutes to complete their Internal Assessment. Each student will go to the media center and select one of two pictures provided by the teacher based on the IB Language B requirements. The student has 15 minutes to prepare their oral presentation based on the picture they have selected. Next, students proceed to record their IA's with their instructor during the last 10 minutes. Two instructors work with the students, one timing the 15 minute session and the other recording.

After recording, instructors predict the students' grade using the Individual Oral and the best of interactive oral graded in class. Instructors use IB rubrics for oral assessments.

IB recordings and documentation are given to the IB dean to upload to the IB portal during the first week of April.

Appendix C: Group 3 Grading and Assessment Guide

History

Formative Assessments & Benchmarks

Quarterly Benchmarks Assessments will be given following the Paper 1, Paper 2, and Paper 3 format. These benchmarks will serve as a

means that the historical investigation provides a particularly good opportunity for students to engage with topics that are of personal interest, or topics related to their own local or national history.

Junior Year

Students will spend 90 hours on the topic: History of the Americas. This topic will be the basis for external assessment Paper 3.

Students will take quarterly benchmarks of the content material and practice writing historically researched papers.

Students will spend 15 hours researching and writing the Internal Assessment.

Senior Year

External Assessment Procedures

IB exams, Papers 1, 2, and 3, will be taken in May of the senior year under the administration of the IB Dean. Final IB scores will be calculated using the following weights as described in the I.B. guide:

Simple Experiment Study 20%

Paper 1- 35%

Paper 2- 25%

Paper 3- 20%

Paper 1 consists of six questions in two sections, Paper 2 will consist of two essay questions and Paper 3 will consist of an essay question based on qualitative research methods.

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Appendix D: Group 4 Grading and Assessment Guide

Sciences

Formative Assessments & Benchmarks

Quarterly Benchmark Assessments will be given following a paper 1 or paper 2 format serving as a summative assessment for the students' mastery of year 1 concepts cumulatively. These benchmarks will be used to drive student revision and review leading into final exams Junior year and External Assessments Senior Year.

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Research(10 hours),andTheGroup4 Project(10 hours)over the courseof the two years. SLstudents will participate in 40 hours andHLStudentswill spend60 hours on practicalactivities,excludingtime requiredfor writing up their work. Studentperformance

The title and statement of task for the students' Internal Assessments due the first week in November with the detailed plan at the end of the first week in November. The data collection, which includes getting the permission slips from other teachers or individuals, collecting data from various sources, classes etc. and the classtime given to work on data collection will be due before the students are out for Thanksgiving break. The rough draft is due the day the students get out for Christmas Break. This will allow the teacher time to grade with

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Appendix F: Group 6 Grading and Assessment Guide

Music HL

Formative Assessments & Benchmarks

By the end of each student's junior year each student will demonstrate understanding of foundational music theory by completing assigned units of musictheory.net in preparation to analyze the two prescribed works required to complete the final listening paper and to analyze the pieces for the Musical Links Investigation. Also, each student will produce eight minutes of live recorded performance and one three-minute composition and a reflective statement, applying knowledge of the musical elements. The composition and performances are assessed using the composition and performance rubric provided in the IB Music Guide. Formative assessments include weekly goal-oriented practice charts for performances with teacher feedback.

In the first two months of the senior

Students are individually assessed in two areas for internal assessment. The two areas are creating and performing. Creating includes three three-minute compositions, using all the musical elements studied throughout the course. Periodic written tests and individual feedback are given. The final product is assessed using the summative assessment provided in the IB Music Guide. Individual live twenty-minute student performances are recorded during recitals and weekly practice charts with goal setting for future practice sessions are used in preparation for those recordings. The final recording is assessed using the performance rubric found in the IB Music Guide. The compositions and performances are on individual CDs with each IB-assigned student number on the CD. The IB dean requests from IB the candidates who are randomly chosen for external moderation. The individual student samples selected will be mailed by the IB dean by mid-March to meet the April 15 deadline.

EA Procedures and Timeline

Students are individually assessed by two elements for external assessment. The two elements are the Musical Links Investigation and the Listening Paper. The Musical Links Investigation is prepared by each student using knowledge of

Appendix G: Core Grading and Assessment Guide

Theory of Knowledge

Formative Assessments & Benchmarks

By the end of each student's Junior year, each student will complete one presentation following all official guidelines for a TOK Presentation, serving as a summative assessment for the students' second semester of junior year (i.e., final exam) as well as a formative assessment aiding the Senior TOK instructor in guiding instruction for year 12. This presentation will be assessed using the official TOK

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Extended Essay Research Process during the first semester of the Junior Year. Drafts are submitted to Mentors for grading 2nd semester of the Junior Year and will count as a summative assessment grade for the 2nd semester of the Junior Year. Final Extended Essay Papers are submitted for scoring first semester of the Senior Year. All drafts and the final essay are submitted to turnitin.com to help assess the authenticity of the student's work. All papers are written using MLA format and citation style.

Extended Essays are graded using the IB Rubrics outlined in the Extended Essay Guide. Mentors from

All CAS requirements must be completed by the third week of April. For more information, see the CAS Handbook.

If a student's CAS requirements are not met, the student will not be eligible to earn an IB Diploma or will walk as a recognized IB graduate.