

# **GRAND RAPIDS HIGH SCHOOL IB ASSESSMENT POLICY**

## **INTRODUCTION:**

At Grand Rapids High School, we are committed to providing academically challenging programming that prepares students for life beyond high school.

We believe the International Baccalaureate Diploma Program not only meets the expectations of Minnesota State and District Educational Standards, but also provides a rigorous curriculum recognized by institutions around the world and allows students to gain an understanding and respect of the world in which we live.

This text serves as a resource for students, parents, and staff as it outlines the policies Grand Rapids High School operates under in terms of assessment of student learning and accomplishment. It provides an extensive explanation of the frequently asked questions which come up concerning the IB Diploma Program.

## **ASSESSMENT**

Although popular culture can portray assessment as an “evil” of the educational system, the Grand Rapids High School IB Diploma Program regards it as a significant element of the learning process. For students, assessments provide the opportunity to determine to what degree they have mastered important subject matter and to reflect on areas of strength and areas in need of improvement. This is critical for the intrinsic motivation of students.

For staff, assessments allow them to gauge their student’s degree of mastery of the content of their class and the skills required to go forward. It also allows them to revise their instruction and/or curriculum to meet the needs of the class as a whole, as well as the needs of individual students. Due to the serious nature of assessments, GRHS assumes certain expectations of all students, staff, administration, and parents involved in the IB Diploma Program.

## **EXPECTATIONS OF GRHS IB DIPLOMA PROGRAM STUDENTS**

- Become aware of the IB learner profile, the learning outcomes for IB students.
- Identify challenging goals for their own learning.
- Analyze both formal and informal assessment data to monitor their personal growth.
- End instructional units with self-assessment relative to learning goals.
- Use data to test assumptions about their own learning.

- Become familiar with and abide by the GRHS IB Academic Honesty Code.
- Become aware of the IB belief in international education. IB starts with the belief that the only way to understand someone else's culture is to first be confident in your own. "International mindedness" will be incorporated into all classes.

### **EXPECTATIONS OF HS IB DIPLOMA PROGRAM STAFF**

- Engage in self reflection of their own practice in order to enhance their effectiveness.
- Analyze assessment data to identify patterns of student performance and needs.
- Teach students how to guide their own learning by providing ongoing feedback.
- End instructional units by providing students with clear feedback on the learning goals.
- Use assessments to inform and improve instruction.
- Use assessments that are meaningful and reliable.
- Be aware that assessments can be culturally biased and use multiple assessment strategies to thoroughly evaluate student progress.

### **EXPECTATIONS OF GRHS IB DIPLOMA PROGRAM COORDINATOR AND ADMINISTRATION**

- Support staff's use of multiple assessment strategies.
- Provide student-related data in a timely manner.
- Provide time for teachers to plan and reflect.
- Provide training on data interpretation and use.
- Work to provide time and resources for staff to develop common assessments.
- Use results of performance on school-wide and individual goals to plan for future years.

### **EXPECTATIONS OF GRHS IB DIPLOMA PROGRAM PARENTS**

- Become aware of the pathway choices available at GRHS for their student to attain IB certificates or an IB Diploma.
- Be aware of the rigor involved in the IB Diploma program to help guide their student to make good choices in providing balance in their lives. While the goal of IB is to make sure students lead a well rounded life that include academics, activities, family time, etc..., there are times where decisions on time management will need to be made. It is our belief that this in itself is an important life lesson that parents can help students work through.

## **ACADEMIC SUPPORT AND ASSISTANCE**

Grand Rapids IB Diploma Program staff members understand their role in preparing students to complete the required assessments in their subject area.

With this in mind, teachers develop their curricula with IB assessments at the forefront of their planning and adjust their curricula as data comes back to them indicating a need to adjust. The teaching staff uses formative assessments on a frequent basis including the use of exams from past years to simulate mock IB examinations. These formative assessments are used to determine students' limitations and strengths in obtaining content knowledge and skills and to allow for students to actively contemplate their experience in each class.

IB Diploma Program staff members are also available before or after school on a frequent basis to help students in a one on one or small group session. The IB Diploma Coordinator and GRHS Counseling staff are also available to meet with students and their families to support student academic and program success.

## **IB DIPLOMA PROGRAM ASSESSMENTS**

The IB Diploma Program has three formal categories of assessment. They are internal assessments, external assessments, and end of course examinations. These assessments are summative in nature, high-stakes, and criterion referenced using rubrics established internationally and reviewed on a regular basis by the International Baccalaureate Organization. They are also based on the following aims of IBO:

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 (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 allowance 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. Assessment for each subject must include a suitable range of tasks and instruments/components that ensure all objectives for the subjects that are assessed.

6. The principal means of assessing student achievement and determining subject grades should be the professional judgment of experienced senior examiners, supported by statistical information.

### **Internal Assessment**

In nearly all subjects at least some of the assessment is carried out internally by classroom teachers, who mark individual pieces of work produced as part of a course of study. Examples include oral exercises in language courses, projects, student portfolios, class presentations, formal essays, practical laboratory work, mathematical investigations and artistic performances. Teachers are trained to use criterion referenced rubrics. Their scoring is moderated by external examiners from around the world to assure international parity.

### **External Assessment**

Similar to internal assessments, external assessments are evaluated according to pre-established criteria in each subject area. However, they are not evaluated by Grand Rapids teachers but are marked externally by IB examiners from around the world. Although similar to final examinations, external assessments allow students to show their work over time without the restrictions of an examination environment. Examples would include world literature assignments of language A1, essays for Theory of Knowledge, and the Extended Essay itself.

### **Program Examinations**

IB Diploma Program examinations are administered in May of each year. They generally occur over a two day period and are administered under strictly controlled conditions. These examinations consist of a variety of assessment methods including short-answer, essay, data analysis, open-ended problem solving, case studies, commentaries and multiple choice. Students must have completed all required internal and external assessments before they are allowed to take exams. Examinations are mailed within 24 hours of completion to external examiners around the world for assessment. The marks received on their exams are combined with the marks earned on internal and external assessments to create a final subject grade. These grades are generally available in July.

## **GENERAL GRADING POLICIES AND PROCEDURES**

GRHS students are graded at the end of each quarter and report cards are available at that time. In addition mid-quarter grades are issued four to five weeks into each quarter. All of these grades are available to students and parents via Parent Portal on the internet. Not only are grades available, but regular updated assignment postings are offered for viewing. Students and parents are also able to view attendance, grades, transcripts, and discipline referrals and results.

**Grade Scale and Grade Point Average**

Cumulative GPA is based on a 4.0 system

Grade	Yields Credits	Regular GPA Points	IB Weighted GPA Points
A	Yes	4.00	4.25
B	Yes	3.0	3.25
C	Yes	2.0	2.25
D	Yes	1.0	1.25
E	Yes	0	0
F	No	0	0
P	Yes	0	0
NP	No	0	0

As an academic intervention for at risk students, counselors with administrative approval may allow students to take a course as pass/fail. This intervention cannot be used to raise a student’s GPA or class rank. Semester grades only are used to compute class rank. Class rank is calculated at the end of each semester and each such ranking is cumulative of all semester grade points earned to date.

**GRADUATION REQUIREMENTS**  
**GRHS Credit Requirements**

**State requirements: 20.5 credits**

- English – 4 credits
- Math – 3 credits
- Electives – 7.5 credits; 1 must be in the arts (visual arts, music, theater, dance, or media arts)
- Social – 3.5 credits
- Science – 3 credits

**Additional ISD 318 requirements: 2.0 credits**

Physical Education – 1 credit

Health (Wellness for Life) - .5 credit  
Money Matters Financial Literacy - .5 credit (*class of 2012*)

**21 State required credits + 2.0 ISD 318 required credits= 23 Credits**

\*Courses that meet the Arts Credit Requirement:

All Art Courses	Website Design I
All Band Courses (except color-guard)	Website Design II
All Choir Courses	Greenhouse/Landscaping
Desktop Publishing	Graphic Communications
Multimedia Mania	Advanced Multimedia Mania

### **Required Assessments for Graduation**

Students are required to pass the GRAD Written Composition test in 9th grade, the MCA-II Reading test in 10th, and the MCA-II Math test in 11th.

### **GRHS IB PROGRAM HONOR CODE**

Our commitment to International Baccalaureate includes a belief in ourselves and in the notion that worthy goals achieved improperly have not been achieved at all. As students committed to achieving the highest individual academic goals possible, we agree as a community that there is no place for malfeasance, dishonesty, plagiarism or cheating in our pursuit of those goals. We understand that this conduct may cause elimination from the program because it is disrespectful not only to our colleagues and teachers but mainly to ourselves. Therefore, participation in the IB Program is a privilege to be honored by strict adherence to the commonly accepted rules of fair and honest conduct in all academics, whether in the IB program or not. We also endorse the concept of unconditional positive human regard in all our classes by allowing for free discussion with full respect for all students and staff voicing opinions.

Consequences for individual violations of academic honesty could include any of the following:

1. Teachers not giving credit for the work in question.
2. Teachers notifying parents/guardians.
3. Discipline by school administration.
4. Removal of the student from the IB program.
5. Conference held with the parent/guardian and student.

### **GRHS IB PROGRAM ASSESSMENT CALENDAR**

Revised 2/27/13 by IB PLC Committee

To help balance student workload, the IB Diploma Teachers agree to have all major assessment due dates align with the schedule below. If variations need to be made to accommodate staff schedules or individual teacher needs, teachers will consult with their coworkers to ensure overloads do not occur.

<b>Mondays</b>	<b>Tuesdays</b>	<b>Wednesdays</b>	<b>Thursdays</b>	<b>Fridays</b>
Econ/History World Languages TOK	English Science	Math World Languages TOK	English Econ/History	Math Science

The following calendar is meant to help students, faculty, and parents to visualize final deadlines across the IB program. These deadlines are approximate and individual teachers will provide students with exact dates each year.

<b>Month</b>	<b>Group and Assessment</b>	<b>Deadline (Submission Turned Into)</b>
<b>SEPTEMBER</b>	<b>RESULTS</b> IB sends certificate results, diploma results and diplomas to Grand Rapids High School. GRHS Mails them to last known address of student	<b>First week of September</b>
<b>OCTOBER</b>	<b>REGISTRATION</b> Last day to register for May IB exams	<b>October 20<sup>th</sup></b> <b>(Mr. Christy)</b>
<b>DECEMBER</b>	<b>GROUP 4- CHEMISTRY HL</b> Group 4 Project	<b>December 5<sup>th</sup></b> <b>(Mrs. Ewen)</b>
	<b>GROUP 6- FILM STUDIES SL</b> Presentation	<b>December 13<sup>th</sup></b> <b>(Mr. VanDrunen)</b>
	<b>TOK</b> TOK Essays	<b>December 20<sup>th</sup></b> <b>(Mr. Christy)</b>
<b>JANUARY</b>	<b>GROUP 1- ENGLISH A1 HL</b> Junior Individual Oral Presentations	<b>January 12<sup>th</sup></b> <b>(Ms. Dowling)</b>
	<b>GROUP 4- PHYSICS HL</b> Final IA Paper	<b>January 12<sup>th</sup></b> <b>(Mr. Olson)</b>
	<b>GROUP 1-ENGLISH LIT HL</b> English Lit Oral Commentaries	<b>January 12<sup>th</sup></b> <b>(Mrs. Asplund)</b>

	<b>TOK</b> TOK Presentations	<b>January 12<sup>th</sup></b> <b>(Mr. Christy)</b>
	<b>GROUP 3- GEOGRAPHY SL</b> Field Work	<b>January 19<sup>th</sup></b> <b>Mr. Northard</b>
	<b>GROUP 6- FILM STUDIES SL</b> Independent Study	<b>January 26<sup>th</sup></b> <b>(Mr. VanDrunen)</b>
<b>FEBRUARY</b>	<b>GROUP 4-BIOLOGY SL</b> Group 4 Project	<b>February 1<sup>st</sup></b> <b>(Mrs. Lindstrom)</b>
	<b>EXTENDED ESSAY</b> Final Draft	<b>February 2<sup>nd</sup></b> <b>(Ms. Dowling)</b>
	<b>GROUP 2- GERMAN SL and AB INITIO</b> Written Assignment	<b>February 15<sup>th</sup></b> <b>(Mrs. Rohling)</b>
	<b>GROUP 4- CHEMISTRY HL</b> Final IA Paper	<b>February 16<sup>th</sup></b> <b>(Mrs. Ewen)</b>
	<b>GROUP 1-ENGLISH LIT HL</b> English Lit Final Written Assignment	<b>February 23<sup>rd</sup></b> <b>(Mrs. Asplund)</b>
	<b>GROUP 3- GEOGRAPHY SL</b> Field Work	<b>February 26<sup>th</sup></b> <b>Mr. Northard</b>
	<b>GROUP 3- EUROPEAN HISTORY HL</b> Historical Investigations-Final Draft	<b>Feb 28<sup>th</sup> (Mr. Hyduke)</b>
	<b>GROUP 2-SPANISH SL/HL</b> Written Assignment	<b>February 28<sup>th</sup></b> <b>(Mrs. Stevens)</b>
	<b>GROUP 6-VISUAL ART</b> Process Portfolio	<b>February 28<sup>th</sup></b> <b>(Ms. Cole)</b>
<b>MARCH</b>	<b>GROUP 5- MATHEMATICS SL</b> Project for Mathematics SL	<b>March 1<sup>st</sup></b> <b>(Mr. Hofstad)</b>
	<b>GROUP 5- MATH STUDIES SL</b> Project for Math Studies SL	<b>March 1<sup>st</sup></b> <b>(Mr. Avenson)</b>

	<b>GROUP 6-VISUAL ART</b> Art Exhibition and Curatorial Rationale	<b>March 2nd</b> <b>(Ms. Cole)</b>
	<b>GROUP 2- GERMAN SL</b> Language B Individual Oral	<b>March 15<sup>th</sup></b> <b>(Mrs. Rohling)</b>
	<b>GROUP 6- FILM STUDIES SL</b> Production Portfolio	<b>March 16<sup>th</sup></b> <b>(Mr. VanDrunen)</b>
	<b>GROUP 2-SPANISH SL/HL</b> Language B Oral Presentations	<b>March 22<sup>nd</sup></b> <b>(Mrs. Stevens)</b>
	<b>GROUP 4-BIOLOGY SL</b> Final IA Paper	<b>March 23<sup>rd</sup></b> <b>(Mrs. Lindstrom)</b>
	<b>GROUP 6-VISUAL ART</b> Comparative Study	<b>March 23<sup>rd</sup></b> <b>(Ms. Cole)</b>
	<b>GROUP 3- ECONOMICS SL</b> Final Commentary	<b>March 23<sup>rd</sup></b> <b>(Mr. Christy)</b>
<b>APRIL</b>		
<b>MAY</b>	<b>CAS</b> Final Reflections	<b>May 4<sup>th</sup></b> <b>(Mrs. Carlson)</b>
	<b>GROUP 1- ENGLISH A1 HL</b> Grade 11 Written Assignments	<b>May 9<sup>th</sup></b> <b>(Ms. Dowling)</b>
	<b>EXAMINATIONS</b> Exams in each Subject Area	<b>1st through 3rd Weeks of May</b>
<b>JULY</b>	<b>RESULTS</b> Results are available to students on IB website	<b>July 6<sup>th</sup></b>

## **DIPLOMA MAP**

The following chart is meant as a guide on when to take courses that will best meet the requirements of the IB Diploma. If a student has not taken a particular class in a certain year, it does not mean they are unable to obtain the diploma. Students and parents are encouraged to seek out the IB Coordinator, Mr. Christy, to look at individual scenarios.

Revised 2/27/13 by IB PLC Committee

<b>Group</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>1- Language A</b>	<b>Advanced English 9</b>	<b>Advanced English 10</b>	<b>IB English 11 (HL)</b>	<b>IB English 12 (HL)</b>
<b>2- Language B</b>	<b>German 1 or Spanish 1 or Spanish 2</b>	<b>German 2 or Spanish 2 or Spanish 3</b>	<b>German 3 (SL) or Spanish 3 (SL) or Spanish 4 (SL) or Ab Initio</b>	<b>German 4 (SL) Or Spanish 4 (SL) or Spanish 5 (HL) or Ab Initio</b>
<b>3- Individuals and Societies</b>	<b>Advanced Civics and Advanced Geography 9</b>	<b>Advanced US History 10</b>	<b>IB History of Europe 11 (HL) and/or IB Geography (SL)</b>	<b>IB History of Europe 12 (HL) and/or IB Geography (SL) and/or IB Econ 12 (SL)</b>
<b>4-Sciences</b>	<b>Principles of Engineering or Physical Science 9</b>	<b>Biology or College Prep Biology</b>	<b>IB Biology (SL) and/or IB Physics 1 (HL) and/or IB Chem 1 (HL)</b>	<b>IB Bio (SL) and/or IB Physics 2 (HL) and/or IB Chem 2 (HL)</b>
<b>5-Math</b>	<b>Geometry or Algebra I</b>	<b>Algebra II or Geometry</b>	<b>Pre-Calc (SL) or Algebra II</b>	<b>Calculus (SL) or Pre-Calc (SL)</b>
<b>6-Arts or Electives</b>			<b>IB Studio Art (SL) or IB Business and Management (SL) or IB Elective (Additional course in group 3 or 4)</b>	<b>IB Studio Art (SL) or IB Business and Management (SL) or IB Elective (Additional course in group 3 or 4)</b>

<b>TOK</b>			<b>Theory of Knowledge 11 (2<sup>nd</sup> semester)</b>	<b>Theory of Knowledge 12 (1<sup>st</sup> semester)</b>
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**Students are recommended to have completed their Phy Ed, Health, Money Matters, and Art requirements by the end of their 10<sup>th</sup> grade year.**