

# Travis B. Bryan High School

## IB Diploma Program

### Assessment Policy

In the Bryan Independent School District student achievement is a primary goal. As a data-driven district, a variety of assessments such as formative, teacher-driven activities, Texas state summative assessments, and national/international exams are used to measure student performance.

#### **Philosophy**

Assessment should support curricular goals and encourage appropriate student learning. It should be an authentic demonstration of an understanding of course aims and objectives that calls for critical and creative thinking. Students need to understand the assessment expectations, standards, and practices and these standards should be imbedded in instruction, class, and homework. Assessment helps instructors monitor and evaluate student progress toward meeting Texas, Bryan ISD, and IB standards. Assessments also provide feedback to students, parents, teachers, and other stakeholders and may be used to evaluate the suitability of courses, aiding the school and district to develop short and long term achievement goals.

#### **Principles of Assessment**

Bryan High School administration and staff recognize that both formative and summative assessment play a vital role in the instruction cycle – planning, teaching, assessing, reporting, and reflecting. Formative assessment involves a range of both formal and informal assessment procedures conducted by teachers *during* the learning process to monitor student learning and to provide ongoing feedback that can be used by teachers to modify teaching and by students to improve their learning. Summative assessment involves procedures that evaluate student learning *at the end* of an instructional unit by comparing the assessment to a standard or benchmark. (Information from summative assessments can also be used formatively when students and teachers use it to modify their efforts and activities in subsequent units). Teachers are responsible for designing and providing assessment structures and practices that help students, parents, teachers, and administrators:

Effective Assessment Allows Students To:

- Improve their understanding of the standards of excellence and where their own work stands in relation to the standard
- Recall, adapt, and apply knowledge and skills to new questions and contexts
- Demonstrate a broad range of conceptual understanding and skills
- Demonstrate critical and creative thinking abilities

- Utilize a variety of learning styles and intelligences
- Analyze their own learning and perform self-reflection on their strengths and areas for improvement
- Set goals for their own learning and develop strategies to improve performance

#### Effective Assessment Allows Parents To:

- Monitor evidence of student learning
- Provide detailed feedback on the nature of student's strengths and limitations
- Provide opportunities of support to students and teachers
- Identify teaching practices and lessons that are taking place in the classroom

#### Effective Assessment Allows Teachers To:

- Administer assessment in accordance with district, state, and IB/AP principles and standards
- Provide criteria required for producing a quality product
- Provide timely and clear feedback that is constructive towards current and future learning
- Engage in self-reflection to inform and improve instruction
- Provide for a variety of assessments
- Recognize students' different learning styles and develop assessments to utilize these styles
- Assess in a context that is meaningful, relevant, and motivating to students
- Maintain detailed assessment records
- Analyze data to identify patterns in student performance and needs
- Recognize student's level of English language competency when developing assessments. (See also Travis B. Bryan Language Policy)

#### Effective Assessment Allows Administrators To:

- Support teachers in maintaining and developing assessment skills strategies
- Use student achievement data to set school-wide, departmental, and individual goals
- Maintain detailed assessment records and provide timely feedback to students, parents, and the district
- Provide time for teachers to plan and reflect
- Provide training on data analysis and use

### **Strategies**

Bryan High School teachers employ a number of different practices and instruments to evaluate student progress. Some assessments are informal classroom checks for understanding such as observations, questioning, discussion, exit/admit slips, graphic

organizers, peer/self assessments, practice presentations, visual representations, kinesthetic assessments, individual whiteboards, and think-pair-share. While others involve summative assessments such as unit and semester exams, final projects or papers, a senior recital, or benchmark formal assessments in preparation for state testing. Initial assessments are teacher made and based on the Texas Essential Knowledge and Skills (TEKS) or the AP or IB curriculum outlines. These assessments are followed by common assessments created by curriculum coordinators. These results provide benchmarks for student learning and information about remediation and other curriculum decisions. These assessments are used in a formative way to identify strengths and weaknesses and modify teaching. Final summative assessment occurs at the end of each course. Students participate in semester exams that are part of their grade and provide feedback on the mastery of the class content. In addition students in Texas are required to take end of course state exams in algebra 1, English 1 and 2, biology, and US history. IB and AP testing are also administered as the exit level exams for these courses. IB students, like all other students in Texas, must achieve passing scores on the Texas end of course exams.

### **Texas State Mandated Assessments**

#### **End of Course Tests**

- Algebra I,
- English I
- English II
- US History
- Biology

#### **Optional Tests Taken by Bryan High Students:**

PSAT (preliminary SAT exam administered in grades 9, 10, 11)

SAT (college readiness exam)

ACT (college readiness exam)

TELPAS – Texas English Language Proficiency Assessment System

AP Exams (advanced placement examinations, 9-12).

### **Recording and Reporting**

According to EIA (local), the Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

In accordance with this policy, the following guidelines have been established.

## **Grades**

In Bryan ISD grades are assigned as an indication of the level of academic development in a particular course. According to school board policy (June 2015), the purpose of daily grades is not to evaluate a student's final achievement of a topic but to determine progress toward mastery of the stated objective. These grades help determine the student's progress in the learning process, diagnose any problems, and aid in getting the help needed to learn the material. Therefore, if a student scores below 75 on a daily assignment and works to master those same objectives that were assessed on the daily assignment, it is recommended that the grade be changed to reflect mastery of those objectives before the end of the six weeks. Daily grades should be based on individual student performance and not on whole class performance and behavior. Homework is an example of a daily grade and should not make up the entire category. The purpose of homework is to practice, prepare, and extend the classroom learning. Students should be able to complete homework assignments on their own or with minimal parental support. A student's economic status should not impede his or her ability to successfully complete or score well on a homework assignment. Student's daily grades shall not be penalized for disciplinary reasons.

The purpose of major grades is to evaluate student mastery of the information or skills. Major grades evaluate mastery of objectives, understanding, and district objectives. Students' grades shall not be penalized for disciplinary reasons. In courses for high school credit, assignments and assessments taken as major grades (see examples below) should be the same by campus within a course

The list below provides examples of typical daily and major grades. Although this list contains several examples, it should not be considered an all-inclusive list.

Examples of Daily Grades	Examples of Major Grades
Homework	Compositions
Journals	Lab reports
Lab activities/reports	Performances
Learning Centers/stations	Portfolio (These can be original works or works to show mastery after a reteach/reassess)
Notebooks	Presentations
Oral assessment	Research Projects
Practice Items	Special projects with rubric
Quizzes	Tests
Writing Process	District Based Assessments
Computer Activities	

	Writing Process
--	-----------------

**Missing Assignment Grades:** Missing assignments shall be assigned the grade of ‘M’. The grade of M indicates that the assignment is missing. The M grade will count as a zero in the student’s average.

**Homework:** Homework is for the purpose of independent practice, extension, and enrichment of topics covered in class. Assignments must be related to state/local/international curriculum standards. While students should be able to complete homework assignments, parents are encouraged to oversee the assignments. Homework will not be assigned or created as a consequence for misbehavior. A student’s lack of resources should not impede his or her ability to successfully complete or score well on homework assignments. Grades should also be posted in a timely manner. Faculty members are expected to collaborate to ensure the total time allocation is not excessive. Principals are expected to ensure that collaboration is occurring.

**Late Assignment/Late Work:** The Late Assignment/Late Work penalties apply only to students who are in attendance, but fail to turn in work on time. Late work penalties will be **no more severe** than those listed below:

Daily Grades	Major Grades/Long Range Projects
<p>Maximum Penalty:</p> <ul style="list-style-type: none"> <li>• <b>The <i>teacher may use discretion</i> regarding the extension of the late work rule due to extenuating circumstances.</b></li> <li>• Late daily work will be accepted with a penalty of up to 10 points off a 100 point scale, which means up to 10 points per day, or if another scale is used, no more than 10% off for each school attendance day late.</li> <li>• Late work must be submitted within the grading period.</li> </ul>	<p>Maximum Penalty:</p> <ul style="list-style-type: none"> <li>• <b>The <i>teacher may use discretion</i> regarding the extension of the late work rule due to extenuating circumstances.</b></li> <li>• On long-range major projects or announced tests where the due date is established well in advance, the student may be penalized up to 10 points on a 100-point scale, or if another scale is used, 10% per day for each day beyond the due date.</li> <li>• Late work must be submitted within the grading period.</li> <li>• Every effort should be made to complete the work for partial credit</li> </ul>

**Retest/Reassessment:** Reassessment should be offered to allow a student another chance to show mastery after he/she has failed an exam. After reteaching occurs, the reassessment option may include a formal or informal measure deemed appropriate by the teacher/course level for evaluating the skill or concept. The teacher will make every effort to allow the student to be reassessed as soon as possible. A reassessment must be completed prior to the next exam.

High school students who score 75 or below will be given an opportunity to retest in order to earn up to a 75. If the reassessment is administered, the higher grade must replace the lower one with a maximum grade of 75. Students will have only one opportunity for reassessment per failing test grade. The reassessment option is not available for semester exams or district STAAR simulations.

**Extra Credit:** Extra credit must be related to the TEKS/AP or IB objectives in that subject. If Extra Credit is offered, it must be made available to all students in that course by campus. Extra Credit or grades may not be given for clerical tasks such as giving a student “100” for bringing canned goods, Kleenex, fundraising, etc. If the extra credit assignment creates a financial or transportation burden on the student, an alternative extra credit will be given.

#### **Edgenuity Six Weeks Courses**

A course taken in Edgenuity (an online intervention program) can replace a failing grade for that same course for a specific six weeks. The Edgenuity grade will replace the failing grade up to a 75%. The Edgenuity teacher will submit the grade earned for the Edgenuity course to the teacher of record on an Edgenuity Course Grade Form. (Edgenuity cannot be used to replace failing grades in AP or IB courses).

#### **Edgenuity Semester Courses**

Grading for a course taken in Edgenuity for credit recovery will remain the same. When a course is completed the grade is posted on the transcript.

#### **Make-up work for all absences:**

Students shall be expected to make up assignments and tests after absences. Within this framework, the maximum time allowed shall be determined at the discretion of the teacher according to the individual circumstances with a minimum of 1 day for each day of absence plus at least one day to complete and turn-in make up work for full credit. A penalty may be assessed for any assignments or tests not made up within the allotted time. A student shall be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher. If the assignment was made prior to the absence, the teacher may require the work the day the student returns.

#### **School-Sponsored Activities:**

Students should make every effort to gather and complete work prior to a school-sponsored absence. Time allowed for make-up work due to a school-sponsored activity should be in accordance with the make-up work for all absences. (See section entitled: **Make-up work for all absences:**)

The district shall not impose a grade penalty for make-up work after an absence because of suspension.

**Minimum Number of Grades:**

For each six-week report card period, the minimum number of grades to be used in calculating the six-week average for each core subject and/or course is as follows:

**Grades 6-12:**

	Math	Science	Social Studies	Language Arts	Electives
Daily Grades	10	10	10	10	10
Major Grades	3	3	3	3	3

At least **2 daily grades (including graded homework) must be recorded in Teacher Access Center, the online grading system, per week** until the minimum number of grades is met. Due to school holidays, testing schedules, and other special circumstances, deviations from this requirement will occur with administrative approval. **By the end of the 3<sup>rd</sup> week progress report, at least 1 major grade must be recorded in the online grading system. At least 2 major grades must be recorded in the online grading system by the end of the 5<sup>th</sup> week of the six weeks. Each major grade must be a separate grade.** Each major grade should only count once in order to avoid penalizing students unreasonably for the same assignment.

All grades taken shall be recorded in the electronic grade book for grade levels K-12 within a week of being collected. However, major projects, research papers, and similar student work may take longer than a week to grade due to the nature of the grading process. Grades in the electronic grade book are accessible to teachers, parents and students.

At the end of three weeks, formal progress reports are issued to all students. Students receive a summary grade at the end of each 6-week period. Final grades are determined at the end of the semester.

## Grading Scales

Grades may be calculated on Daily and Major Grades in one of the following methods:

1. **Numerical grades:** A 100 is the highest grade that can be recorded. The lowest passing grade is 70. The grading scale is:

A = 90-100

B = 80-89

C = 70-79

F = Failing (Below 70)

## 2. Transfer Grades\*

### Grade Equivalents:

Grade equivalents: (To be used for Transfer-In Grades only)

A+ = 100	C+ = 79
A = 95	C = 77
A- = 90	C- = 75
B+ = 89	D+ = 74
B = 85	D = 72
B- = 80	D- = 70
E = 95	F = 65 (Failing 69 and Below)
S = 85	WF = 65
N = 75	WP/P= 85
U = 65	

### Intra-District Transfers:

Students that have transferred from one Bryan ISD campus to another or have transferred from one class to another within the same campus are considered intra-district transfers.

Grade information for these students will be obtained from the *Classwork* screen, located in the [Teacher Access Center \(TAC\) student drawer](#).

Teachers will use this grade information to assign the student a “walk-in-grade” for assignments prior to the student’s enrollment in the class. For intra-district transfers, Teacher Access Center has built in functionality for moving grades. Refer to the TAC help



documents for instructions on how to utilize these features. In cases where this functionality is not available, the “walk-in-grade” should be entered manually for the assignments due prior to the student’s enrollment in the class.

### **Out of District Transfers:**

Teachers will use grade information from the previous district, if provided, to assign the student a “walk-in-grade” for assignments prior to the student’s enrollment in the class by manually keying in the “walk-in” grade for all assignments. Teacher discretion should be used in instances where course work grades are not received from the previous district.

\*For transfer grade situations not addressed above, questions should be directed to the campus lead counselor who will then contact the Director of Counseling Services.

### **Calculating Progress Report & Six Week Averages**

#### **Report card and/or progress report average:**

Numerical grades will be reported on a scale of 0 to 100 with 70 as the passing standard.

#### **Grades 9-12**

In grades 9-12, the following percentages apply for report card grade calculation:

	Basic* or Regular Courses	Academic Courses ** (Honors, Pre-AP/IB)	Advanced Courses** AP/IB
Daily Grades	40%	30%	20%
Major Grades	60%	70%	80%

\* Unless otherwise determined by a student’s IEP goals and objectives.

\*\* Deviations from these percentages must be course specific, district-wide, and approved at the district level. (see appendix attachment)

### **Calculating Yearly Averages**

#### **High School Courses:**

The semester grade high school work from which a Carnegie Unit of credit is earned shall be calculated from the six-week grades and the final exam. The average of the six-week grades shall count as 80% of the semester grade and the final exam shall count as 20% of the semester grade.

For level I foreign languages that are taught in a two-year sequence in the middle school, the

average of all six-week grades shall count 80 percent of the semester grade.

Students who do not take semester examinations shall not receive course credit as a result of not completing the course requirements. If a student misses a semester exam, it shall be the teacher's responsibility to provide a copy of the exam and an answer key for the makeup test. It shall be the Principal's responsibility to establish a makeup date for the final exam.

When a student fails the first semester of a two-semester course, semester averaging will be used. The two semesters will be added together and divided by two to obtain an averaged semester grade. Semester averaging will only be used when the student fails the first semester, passes the second semester, and the average of the two grades is 70 or above.

Semester grades are posted on official student transcripts at the end of each semester, which are available to students upon request and are sent to universities and scholarship programs as requested.

### **End of Course Tests and Course Credit:**

The following scenarios will determine credit recovery for High School courses with End of Course Exams, such as English I, English II, Algebra I, Biology I, and U.S. History:

- If a student fails the course and the End of Course test, he or she will re-take the course, receive acceleration, and re-take the End of Course test.
- If a student passes the course and fails the End of Course test, he or she will receive acceleration and re-take the End of Course test.
- If a student fails the course and passes the End of Course test, he or she will be eligible for credit recovery through summer school or a lab class.

### **Final Exams:**

Exemptions from semester exams shall be allowed in accordance with the following criteria:

A student's grade classification at the beginning of the year shall determine the number of exemptions for which the student is eligible.

If all other eligibility criteria have been satisfied, a student shall be eligible for a maximum number of semester exemptions according to the following:

**EOC tested courses are not eligible for exemptions at the end of the fall semester.**

Grade	Fall Semester	Spring Semester
9	n/a	4

10	n/a	4
11	2	4
12	2	7

A student in grades 9–12 with three absences during the semester must have a grade average of 90–100 in the course in order to be eligible for exemption. A student in grades 9–12 with two absences during the semester must have a grade average of 80–89 in the course to be eligible for exemption. A student’s excused absence in grade 11 or 12 to visit an accredited institution of higher education shall not count against his or her eligibility for exemptions. [See FEA]

A student who has violated the Student Code of Conduct during the semester shall not be eligible to be exempt from any semester exams. (See Travis B. Bryan Academic Honesty Policy)

## **Graduation and End of the Year:**

### **Senior Status**

The name of any senior who is in danger of failing a class shall be removed from the eligible graduation list during the final semester of the year. Each teacher shall be responsible for notifying the appropriate office of the need to remove a student’s name prior to the beginning of semester exams. When a student’s performance on the final exam is significantly different from his or her performance during the semester and would result in a failing average, the principal shall have the authority to require the student to retake a final exam prior to participation in graduation ceremonies.

## **IB Diploma Program Requirements**

### **IB Assessments**

IB Assessments are criterion-referenced assessments. Each student is assessed in relation to identified standards and criterion rather than against the work of other students.

Students, parents, and staff are made aware of the IB assessment criterion by:

- Teachers’ shared course curricula, scope and sequence, and syllabi
- Teachers’ direct instruction
- Informational meeting provided by the IB Coordinator
- IB Examination meetings provided by the IB Coordinator for all grade 11 and 12 students preparing for IB examinations

- Bryan High School web site
- IBO website

## **Responsibilities Regarding Learning and Assessments in an IB course**

### **Student responsibilities**

- Students are responsible for their own learning.
- Students analyze their own learning (based on IB rubrics) and perform self-reflection on their strengths and areas for improvement.
- Students set goals for their own learning and develop strategies to improve performance with the goal of continuous improvement.
- Students are responsible for maintaining academic honesty.
- Students may be asked to keep personal data folders providing records of their progress and achievements.
- Students are responsible for completing homework in a timely manner so it can be reviewed and analyzed.

### **Teacher Responsibilities**

- Summative assessment is concerned with measuring students' understanding and application of concepts, skills, and course content against Diploma Program assessment criteria. Because of the high stakes nature of this assessment process it is essential that IB teachers fully understand the principles and practices that the IB uses to conduct summative assessment *and* communicate those expectations to students so they know how they will be judged at the end of the course.
- Teachers are responsible for reading and implementing the information contained in the IB subject guide that explains the assessment model and practices for their particular subject.
- Teachers must use their knowledge of IB summative assessment expectations and practices to design and provide formative assessment structures and practices, including daily practice, class discussions, teacher observations, classroom assignments, presentations, homework, and quizzes that help students improve their performance.
- Teachers should encourage effective dialogue and feedback on what students have/have not understood in the lesson. This information can guide future lesson planning, individualize instruction, and encourage students to take responsibility for their learning.
- The teacher uses detailed assessment criteria (rubrics) to allow students to analyze their own work and peer-evaluate others. In IB classrooms the teachers may use the 7-point grading scale; these may be translated to a 100-point scale that correlates with the Bryan ISD system. The teacher will also provide a score on a 7 point grading scale in addition to 100 point scale at the end of each semester (based on the

the candidate's work up to that point), so that students may more accurately track their progress in IB terms.

- Teachers prepare summative assessments, including tests, projects, major papers that conform to IB standards.
- Teachers are responsible for assessing student work, recording grades, and discussing achievement issues with parents, students, administrators, and counselors. Teachers will collaborate at least once a month to discuss student achievement, cross-curricular ideas, and assessment.
- Teachers are required to use turnitin.com to authenticate student work.
- Teachers will submit grades and internally/externally assessed work to the IB Coordinator in a timely manner as indicated on the Travis B Bryan IB Teacher Calendar.
- Teachers analyze data from formative and summative assessments (including the papers returned from IB through a Category 2 Enquiry Upon Results and a 5 year analysis and report of student IB scores), determine their own strengths and weaknesses, and develop a plan of action.
- Teachers are required to take attend professional development opportunities offered by IBO.
- Teachers are required to modify student work in accordance with modifications specified in ARD, 504, ELL. (See Travis B. Bryan Language Policy and Language Policy)

#### **District-level Responsibilities**

- Subject area coordinators provide assistance in developing lessons and assessment instruments.
- Subject area coordinators may also design district level common assessments.
- Subject area coordinators assist in the collection, dissemination, and analysis of results of benchmark exams to determine improvements.

#### **Building Administrators and Counselors Responsibilities**

- Building administrators and counselors provide support and evaluation of the assessment process at the building level and analyze data to determine improvements.
- Building administrators in conjunction with the IB Coordinator ensure exam security and a suitable location for IB exams
- Counselors review transcripts to ensure that Bryan ISD and IB requirements are met.
- Counselors review students four year plans for proper placement in IB courses.

#### **School Board and Superintendent**

- The superintendent and school board members receive periodic reports on benchmarks and summative assessments and analyze data to determine improvements.
- The superintendent and school board review and amend grading and assessment policies.

### **IB DP Coordinator's Responsibilities**

- The IB Coordinator works with teachers to ensure they fully understand their own subjects' latest requirements and assessment procedures, noting any new policy changes.
- The IB Coordinator interviews teachers and students regarding the previous year's calendar and student preparation for IB assessments to create a calendar to ensure that DP requirements are met and make curricular modifications and adjustments.
- The IB Coordinator publishes a newsletter for parents, students and staff detailing changes to any policy.
- The IB Coordinator coordinates CAS and oversees the Extended Essay.
- The IB Coordinator registers students as examination candidates.
- The IB Coordinator enters data in the IB information system (IBIS) including predicted grades.
- The IB Coordinator support students with assessment access requirements.
- The IB Coordinator administers and oversees IB May testing, including exam security.
- The IB Coordinator assists students with enquiry upon results requests and university receipt of results.
- The IB Coordinator ensures a clear and unified approach in planning to include IB 'approaches to teaching and learning' activities.
- The IB Coordinator ensures that the standard to which coursework is marked is established and monitored.
- The IB Coordinator assists teachers in purchasing the supplies and equipment needed to effectively teach and assess their course.
- The IB Coordinator ensures that teachers have received appropriate IB authorized training.
- The IB Coordinator serves on the committee to review the assessment policy.

### **IB Internal Assessments**

Internal assessment allows student assessment to be carried out by IB teachers over the duration of the course. Teachers mark individual pieces of work, and this grade counts as a percentage of the students' overall IB score for that course. A required sample of the teacher-marked work is sent to an IB moderator who then evaluates the teacher's application

of the grading rubrics. Teachers are required to submit Internal Assessment scores to the IB DP Coordinator prior to submission to the IBO. Teachers are informed of the student sample selected to send to IB.

Currently only one teacher is involved in teaching each IB course. However, since internal assessments are collected by subject, not by teacher, and are sent for moderation as school samples, not as class samples, if there were multiple teachers of a subject, there would need to be standardization of their markings. Teachers observe each other's classes and collaborate on unit planning and common assessment; so that any moderation adjustment would be equitable for all students concerned.

The calendar dates for the completion of the Internal Assessments are governed by the Bryan High School IB calendar. This calendar is provided to students and is posted on the Bryan High website. It is designed to fairly provide equitable distribution of internal assessment over grades 11 and 12 to reduce stress on students and allow time for teachers to provide feedback on drafts, check the authenticity of the work, mark the final pieces of work, and prepare moderation samples in an organized fashion. The calendar is designed with input from teachers and feedback from students graduating from the program.

### **IB External Assessment**

External assessment refers to work that is conducted and overseen by examination invigilator (proctors) and is then sent to IB examiners to be graded externally. External assessments are internationally benchmarked, which balances valid measurement with reliable results. These external assessments are primarily end-of-course examinations, but also include work such as the Extended Essay, English A1 Written Assignment, Languages Other than English Written Assignments, and the Theory of Knowledge essay.

The Extended Essay, the culminating project of the Diploma Program, begins in the junior year and is completed during the senior year. The process for the EE is part of an independent study skills class, while guidance and evaluation are provided by each student's individual EE supervisor. Details are provided in the Extended Essay Handbook.

Travis B. Bryan High School adheres to the External Assessment due dates as determined by the IBO. Students and parents are provided an IB examination calendar which is posted on the Bryan High website.

### **IB Predicted Grades**

The Predicted Grade (PG) is the IB teacher's prediction of the grade the candidate is expected to achieve in the subject, based on all of the evidence of the candidate's work and the teacher's knowledge of the IB standards. A PG may be used:

- By the IBO in grade award meetings when considering a student's grade distributions and the performance of individual candidates.
- By the IBO as a basis for review of student work if the grade award varies significantly from the predicted grade.
- By universities as an evaluation tool in determining the suitability of an applicant and as a basis for making conditional offers.

Teachers are required to submit Predicted Grades to the IB DP Coordinator prior to required submission to IB. The IB Office will not release Predicted Grades to students or parents. Teachers are not required to release Predicted Grades to students or parents.

### **International Baccalaureate Grading Scale**

While each subject area has a set of specific grade descriptors, the following is provided as a general descriptor for all courses:

- 7 Excellent performance, conceptual awareness and insight
- 6 Very good performance, detailed knowledge
- 5 Good performance, using subject specific terminology
- 4 Adequate performance and understanding
- 3 Limited performance and understanding
- 2 Superficial performance, knowledge and understanding
- 1 Rudimentary performance, very limited understanding and knowledge

### **IB Examinations**

IB Examinations at Bryan High School are conducted in strict accordance with IB regulations.

School and district staff invigilate (proctor) all IB exams. All invigilators must undergo training to review exam procedures and policies. Teachers are not allowed to invigilate exams for their classes. Security for exams is the responsibility of the IB Diploma Program Coordinator and Bryan High School administration. Exams and exam materials are secured in a locked cabinet in a locked secure room in the school.

### **IB Diploma Passing Regulations**



In order to achieve the IB Diploma a candidate must fulfill certain requirements; at its most basic a candidate must achieve at least 24 points from their combined grades in six subjects, together with their grades for Theory of Knowledge and the Extended Essay, and completion the Creativity, Activity, Service (CAS) element. However, requirements stated in the *General Regulations: Diploma Programme* help to ensure a diploma reflects sufficient breadth in achievement across subjects and the core. The **requirements** and the **failing conditions**, an interpretation of the requirements, are listed in the Handbook of Procedures for the Diploma Program and are shown for a candidate's results on the IB information system (IBIS). Students will be provided with a hard copy of the current failing conditions and codes and the theory of knowledge/extended essay matrix at the beginning of each year in the program, at the time of May testing, and a digital copy can be found on the IB website. The coordinator will also discuss the grading requirements in a meeting at the beginning of the school year. Performance in each of the six Diploma subjects is graded on a scale of 1-7, with 7 being the highest. A maximum of 3 bonus points is awarded for combined performance in Theory of Knowledge and on the Extended Essay. The maximum possible score is thus 45 points. The minimum score for a candidate to earn their IB Diploma is 24 points. (*IB Diploma Programme – Simplifying the Diploma Requirements and Failing Conditions*, a publication of the International Baccalaureate Organization, United Kingdom: IBO. Feb 2014).

### **IB Academic Honesty**

All students accepted into the Bryan High School IB Program are required to read, accept, and sign the school's Academic Honesty Policy. A copy of the signed policy is kept in the student's IB file until graduation. During the student's enrollment in the IB program, any infraction of the Academic Honesty policy is dealt with by the course instructor and/or the IB Coordinator. Parents are notified of Academic Honesty infractions. If the infraction is serious enough, the student may be removed from the IB Diploma Program and enrolled in traditional courses. The IBO may also have their own sanctions. (See Travis B. Bryan Academic Honesty Policy for further clarification).

### **Candidates with assessment access requirements**

It is the belief of IB and Bryan High School that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. The inclusive assessment arrangements are intended to reduce the adverse effects of a candidate's long-term challenge (s) when demonstrating his or her level of attainment. The inclusive arrangements are intended for candidates with the aptitude to meet all assessment

requirements leading to the award of the diploma or course results. The IB aims to authorize inclusive assessment arrangements that are compatible with those normally available to the candidate concerned. The IB DP Coordinator is required to provide information on the candidate's usual method of working in the classroom. The IB and Bryan High treat all information about a candidate as confidential. The IB does not flag or denote in any way the results of a candidate for whom inclusive assessment arrangements have been authorized. Bryan High cannot inform an examiner of a candidate's condition nor can teachers make any adjustments when marking a candidate's work.

Students with learning support requirements may need support and arrangements for both teaching and learning. It is the responsibility of the school to meet the student's learning needs. Bryan High school follows the IB guidelines set forth in the Candidates with access requirements handbook. This policy applies to candidates with long term or permanent challenges.

It is the coordinator's responsibility to submit requests for inclusive assessment arrangement using the online application in IBIS 6 months prior to the May examination session (that is November 15) and to provide a copy of the IB Candidates With Assessment Access Requirements policy guide to the student and those teachers involved with the instruction of any student needing learning supports. Two forms of supporting documentation are required to be uploaded to the online application. The first document is a psychological/psycho-educational/medical report from a psychological or medical service and the second is educational evidence from the school.

Some examples of modifications include (but are not limited to): exam papers in braille, larger type or colored paper; access to additional time; access to writing through a scribe or word processor; access to a reader or reader software; the use of communicators or augmentative speech equipment; or access to calculators. (*Candidates With Assessment Access Requirements*, a publication of the International Baccalaureate Organization, United Kingdom: IBO. July 2014.)

[Candidates affected by temporary medical challenges (for example, injury resulting in loss of mobility) or illness during an exam will complete another request in accordance with the procedures outlined in the Handbook of Procedures for the Diploma Programme.] (See also Travis B. Bryan SPEN policy).

Candidates who require inclusive assessment arrangements may have learning support requirements due to one or more of the following:

- Autism spectrum/Asperger's syndrome
- Learning disabilities
- Medical conditions

- Mental health issues
- Multiple disabilities
- Physical and/or sensory challenges
- Social, emotional, and behavioral difficulties
- Specific learning difficulties
- Speech and/or communication difficulties

## **Policy Review**

Because of the school district's interest in continuous improvement, the assessment policy must be reviewed on a yearly basis due to the changing needs of our IB students and to ensure the policy continues to be an active and vital part of the Diploma Program. Students and teachers will be surveyed following the May exams concerning the level of preparedness and any changes they would suggest regarding deadlines, instruction, communication, etc. A committee comprised of the IB Coordinator, subject area teachers, and a building administrator will meet in June to analyze the recommendations, construct a revised calendar, and review and revise the assessment policy as needed. Updates will be posted on the BHS IB website. New teachers will receive instruction on assessment policies by the IB Coordinator prior to the start of school. Teachers, students, parents, and staff will be notified of policy changes during a meeting in August and through a published newsletter.

## **Supporting Documents**

*Candidates With Assessment Access Requirements*, a publication of the International Baccalaureate Organization, United Kingdom: IBO. July 2014.

*General Regulations: Diploma Program*, a publication of the International Baccalaureate Organization, United Kingdom: IBO, April 2014.

*IB Diploma Programme – Simplifying the Diploma Requirements and Failing Conditions*, a publication of the International Baccalaureate Organization, United Kingdom: IBO. Feb 2014.

Travis B. Bryan High School Academic Honesty Policy

Travis B. Bryan Extended Essay Handbook

Travis B. Bryan High School IB Calendar

Travis B. Bryan High School Language Policy

## Travis B. Bryan High School Special Educational Needs Policy

### **Documents Utilized in the Preparation of this Policy**

*Candidates With Assessment Access Requirements*, a publication of the International Baccalaureate Organization, United Kingdom: IBO. July 2014.

*Guidelines for Developing a School Assessment Policy in the Diploma Programme*, a publication of the International Baccalaureate Organization, United Kingdom: IB Publishing, 2010.

*The Diploma Programme: From Principles into Practice*, a publication of the International Baccalaureate Organization, United Kingdom: IB Publishing, April 2015.

*IB Diploma Programme – Simplifying the Diploma Requirements and Failing Conditions*, a publication of the International Baccalaureate Organization, United Kingdom: IBO. Feb 2014.

Assessment Policies from Niwot High School and HEB school district

### **Policy Determination**

The assessment policy was determined by the guidelines of the board of education and the IBO. The IB Coordinator, Advanced Academic Coordinator, the District Content Coordinators, and the Associate Principal have been a part of developing the IB DP assessment policy for Travis B. Bryan High School. Campus and district level administrators administer the assessment policy.

Assessment Policy Last Update Fall 2015