



King's Fork High School (KFHS) Diploma Programme Assessment Policy



Philosophy of Assessment

We believe grades at KFHS should support and encourage the student learning process by giving students timely feedback on mastery of content and skills, development of foundational work habits (Approaches to Learning skills), and students' effort and engagement in the classroom community. We believe grades provide essential information for teachers to guide instruction, parents to help support their students' improvement and for students to recognize their successes and opportunities for growth. We believe that assessments should be integrated into teaching and learning, and that assessments should promote the development of higher order thinking skills as well as monitoring student progress with more basic skills. We believe that assessment should support the school's mission. Teachers are intentional about designing assessments that allow students to demonstrate the aspects of the IB Learner Profile and that promote a deep understanding of content by setting inquiries in real-world and international contexts. We believe that grades should be based on a variety of assessments, including homework, notebook checks, classwork, tests, projects and performance assessments. We believe that effort and participation shown in areas such as homework should be an important part of students' grades. Grades should support the holistic development of the whole student by including components that encourage students to take ownership over their learning process, including their organizational skills, work productivity, originality and collaboration. We believe that students should be involved in the assessment process through self-reflection and goal-setting.

Assessment Practices

King's Fork High School grades all diploma students using the IB's 1-7 grading scale occasionally. The rubric below describes performance at each achievement level. 1 Minimal achievement in terms of the objectives. 2 Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support. 3 Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support. 4 A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation. 5 A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight. 6 A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight. 7 A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.

IB assessments are criterion-referenced, not norm-referenced. This means that each student's performance is judged against a set of standards that are identified in advance and not against the performance of other students. The student marks that determine whether a student earns the IB Diploma come primarily from the summative exams that students sit at the end of each course in the DP. These exams are designed to be criterion-referenced performance assessments. Prior to these final exams, however, teachers must engage students in assessment for learning. Our teachers use a wide variety of assessment strategies to provide students with rich feedback. In all DP courses, teachers use the published DP internal assessment rubrics as well as teacher-developed rubrics in determining the students' final 1-7 grade for achievement. The details of each teacher's grading policy are published in the course syllabi, published on the course Teacher Pages and distributed to families at Curriculum Night. The grades that students earn in class are based on all of their work in class, which includes the internal

assessments as well as other assignments, projects and presentations. In addition to an achievement grade, all high school students receive an Effort Grade for each course each marking period. Effort grades provide feedback on how a student is performing in aspects of the class that support the acquisition of knowledge. Although what is specifically evaluated on an effort grade may vary between classes depending on the nature of the subject, effort grades generally include homework completion, class participation and conduct, note taking, etc. That being said, the criteria for each course are clearly published in the course syllabus. Effort grades utilize the following scale: Grade Descriptor Outstanding (O) 94-100 % Student participates in class activities and completes class assignments to the best of his or her ability without needing to be prompted; is punctual or early in turning in fully completed homework assignments and projects; goes beyond the stated requirements for assignments. Satisfactory (S) 81-93 % Student occasionally requires prompting to participate in class activities and discussions and to complete class assignments; complete homework is almost always submitted punctually. Minimal (M) 65-80 % Student requires consistent prompting to participate in class activities and complete class assignments; homework is submitted inconsistently and/or is incomplete. Unsatisfactory (U) 0-64 % Student does not participate in class activities and discussions; frequently fails to submit class and homework assignments or submits assignments that are incomplete or late.

The TOK course and the extended essay are not graded on a 1-7 scale, but instead use the following scale: A Excellent B Good C Satisfactory D Mediocre E Elementary N No grade

Seat hours

IB candidates are required to have 150 seat hours in subsidiary level (SL) courses and 240 hours in higher level (HL) courses. Failure to meet this requirement can lead to failure of the course and/or removal from the course.

Grade Reporting to Families

King's Fork High School uses an online grading software program called TAC. Parents are able to access their student's grades at any time through the Parent Portal. Grade reports are sent home every six-eight weeks, with cumulative grade for achievement and effort recorded at the end of each semester. The final grade forms the basis for the student's transcript.

Parent/Student Conferences

Twice per year, parents and students come together for formal conferences. It is an opportunity for teachers, parents and students to problem-solve together to improve the student's performance.

Diploma Programme grading policies and Earning the IB Diploma

This information is made available to all IB families at the start of their student's junior year. It is the responsibility of the parent to read over the regulations and sign the document to indicate that they agree to abide by its terms. Student marks for each course are determined by the IB scoring the student on both internal and external assessments. This process ensures consistency across the IB world. 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 (TOK) and on the Extended Essay. The maximum possible score is thus 45 points. Students who display satisfactory levels of performance across all subject areas, earn at least 12 points in their higher level (HL) courses and achieve a minimum of 24 points (out of a possible 45) are awarded the IB diploma. All others receive a certificate of results for the subjects examined.

Suffolk Public Schools Grading Policy

A ten (10) letter grading key is used on a large part of the work done by students to report scholastic progress in the following ranges:

			<i>Point Value</i>		
Letter Grade	Score Range	Progress Statements	General	Honors and Pre-IB+ (0.5)	Advanced Placement and Dual Enrollment+(1.0)
A.	100-93	Outstanding progress, superior work	4.0	4.5	5
A-	92-90		3.7	4.2	4.7
B+	89-87		3.3	3.8	4.3
B.	86-83	Good, better than average progress	3.0	3.5	4
B-	82-80		2.7	3.2	3.7
C+	79-77		2.3	2.8	3.3
C.	76-73	Average progress	2.0	2.5	3
C-	72-70		1.7	2.2	2.7
D+	69-67		1.3	1.8	2.3
D.	66-63	Poor, but passing	1.0	1.5	2
D-	62-60		0.3	0.8	1.3
F.	below 60	Unsatisfactory	0.0	0.0	0.0

I.	<p>Incomplete – work must be made up*</p> <p>*Make-Up Work</p> <p>Students’ make-up work should be provided by the teacher and returned to the teacher within four school days (regardless of odd/even schedule) of the student’s return to school unless otherwise established by an agreement between the teacher, student, parent, and IB coordinator. Students should expect to return the work after no more than one day if they expect to receive full credit for the work. The highest earned grade will decrease by one each day within the four-day limit that the student takes to turn the work in.</p>
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