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# *William T. Dwyer High School*

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## ***INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM***

### ***ASSESSMENT POLICY***

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#### **School Profile**

William T. Dwyer High School (WTDHS) located in Palm Beach County, Florida is a four-year college preparatory high school for grades 9-12. WTDHS was established in 1991 and currently has six academy programs; Army JROTC, Construction, Culinary Arts, Early Childhood Teacher Education, Finance, and the International Baccalaureate. There are approximately 2,200 students enrolled in WTDHS.

Currently there are one hundred and seventy-seven 9<sup>th</sup> and 10<sup>th</sup> grade students enrolled in WTDHS Pre-IB courses designed to provide foundational knowledge and skills for students that aspire to matriculate into the IB Program.

#### **The International Baccalaureate Diploma Programme**

Students that are accepted into the WTDHS Pre-IB Program in grades 9 and 10 are eligible for IB diploma candidacy in grade 11. In addition to WTDHS Pre-IB Program, we encourage all students entering 11<sup>th</sup> grade to consider enrolling in the IB Diploma Programme. A minimum cumulative grade point average of 3.0 is required, after the first semester of the sophomore year, to enter the IB Diploma Programme.

IB juniors are registered, by the IB Coordinator, for the May exam session and may take a maximum of three standard level exams. Performance in each subject is graded on a scale of 7 (highest) to 1 (lowest). Each IB subject contains a diverse set of assessments combined to award a maximum grade of 7. Students will take a total of six exam subjects and satisfy the following requirements to receive an IB Diploma:

<b>Diploma Requirements</b>	<b>Criteria</b>
3 SL & 3 HL exam subjects <b>OR</b> 2 SL & 4 HL exam subjects	- Minimum score of 24 points (overall) - Score of 4 or above on each exam - Minimum of 12 points on 3 HL exams (16 points for 4 HL exams) - Minimum of 9 points on 3 SL exams
* Theory of Knowledge course	Prescribed title & exhibition – Grade of A (highest) to E (lowest)
* Extended Essay	Up to 400 word independent research essay – Grade of A (highest) to E (lowest)
Creativity, Action and Service (CAS)	18 months of consecutive services documented evidence

\* Students must receive a grade of at least D in both TOK and Extended Essay to receive the IB Diploma.

### **Assessment Philosophy**

Teachers of students in grades 9 and 10 provide focused instruction on state benchmarks designed to assist students to pass the state standardized exams (PBPA, FSA, USA) in Reading, Mathematics, Science and Writing. Teachers also use benchmarks for Advanced Placement (AP) and Cambridge International (AICE) subjects in these grades to prepare for AP and AICE exams in April and May. IB Teachers use international benchmarks to design instructional practices and multiple forms of formative assessment to maximize student success on IB assessments. All teachers assign homework and class work that are aligned with the state (PBPA, FSA, USA), national (AP, AICE) and international (IB) benchmarks.

Summative assessments, i.e. unit tests and mock AP, AICE, or IB exams give teachers data to assess student progress to that end. Quarter and semester grades are the result of completion of formative and summative assessments in the classroom that provide information on student attainment of skills and knowledge on IB topics. Final semester exams are typically mock IB exams.

The Administration, Department Chairs, and IB Coordinator are responsible for communicating and implementing the assessment policy to school stakeholders. The assessment policy will be reviewed every two years to update and refine practices by the Administration, Department Chairs, and IB Coordinator.

### **Assessment Practices**

#### **Grades**

Student progress reports are issued for parents and student midway through the quarter to indicate areas of strength, areas that require improvement and the current grade average. Teachers are required to notify parents when a student's grade drops to "D" and/or a drop of two letter grades. Student report card grades are issued quarterly.

Student grades are based on a combination of test grades, homework assignments, and class work and not on a single project. Grades must be updated every two weeks on the electronic grading system (SIS) so that individual student's progress reports can be checked by counselors and administration and used to advise parents during conferences; students and parents also have access to monitor grades in SIS.

## **IB Diploma Assessments**

Students complete internationally benchmarked criterion – referenced assessments, referred to as Papers, administered in a highly secured test environment in April and May. In most cases, an IB subject has 1-3 Papers. In addition, the scores from internal and external assessments assigned in the classroom are factored into the IB grade to achieve a maximum of 7. The IB Organization strongly mandates that students submit authentic and quality work products for consideration.

### **Internal Assessment**

Internal assessments are mandatory assignments woven into classroom teaching that focus on skills more so than subject content. These assessments are graded by the classroom teacher and are subject to an IB rubric. The internal assessment scores are submitted to the IB examiners for moderation. For moderation, samples of internal assessments are submitted, by request, to IB examiners to assure standardization in grading practices from school to school. Examples of internal assessments include, but are not limited to, oral presentations, science lab reports, math portfolios, and major projects. Internal assessments serve as graded classroom assignments, as well as, assignments that contribute to the student's IB grade.

### **External Assessment**

External assessments are not graded by the classroom teacher and are administered in the April/May exam sessions. External assessments are administered on WTDHS's campus. The external assessments, or papers, are mailed within 24 hours, to designated IB examiners by the IB Coordinator. Examiners provide a grade and general feedback on international student performance. Examples of external assessments that are not considered papers are extended essays, World Literature papers, and Theory of Knowledge prescribed title essays.

## **Cheating and Plagiarism Policy: IB assessments**

The *IBO Handbook of Procedures* states that "the candidates are responsible for ensuring that the final version of any work is authentic. Candidates themselves must bear the consequences if they submit any work for assessment that is not their own, regardless of whether the plagiarism was deliberate or a careless act. The same principle applies to collusion."

**Level Two:** Violations are severe and will be handled by the teacher, the IB Coordinator, and the Principal. Level two violations include (but are not limited to):

- Taking information from another source that is not properly attributed to use in an IB internal or external assessment.
- Working with other students on an IB internal or external assessment that was meant to be done by an individual
- Duplication of work; to present the same work for different IB assessment components and/or IB diploma requirements
- Taking any part of a test to use or to give to another student

Any student that performs a level two violation will receive the following consequences:

1) the student will receive a zero on the IB assessment, 2) the incident will be documented in the student's discipline file as well as in the student's permanent electronic discipline file, 3) parents and student will be required to come in for a conference and sign a final behavior contract with possible exit to the home school.

**Level two IB internal or external assessment violations also include the following consequences:**

Students that have not signed a statement of authenticity on the cover sheet for a submitted assessment will be subject to a school investigation and the matter will be reported to the IBO final award committee.

Students that have signed a statement of authenticity on the cover sheet for the submitted assessment will be subject to level two violation consequences for plagiarism 1) the IBO will be informed about the students conduct as an alleged act of malpractice, 2) the IB Coordinator will submit relevant documentation and the student can submit documentation to propose a defense, 3) the IBO will deliberate on the student's actions at the final award committee meeting to determine whether a grade will be awarded in the respective subject area.

## **Student Responsibilities**

1. Maintain cumulative grade point average of 3.0 each semester.
2. Strive to achieve characteristics indicated on the [IB learner profile](#).
3. Meet deadlines for classroom assignments, initial and final drafts for IB assessments, and arrive on time for all terminal IB exams, without excuse.
4. Follow deadlines as outlined on the IB assessment calendar.
5. Maintain mentorship relationship for extended essay and CAS requirements.
6. Develop study skills to maximize potential for student success.

7. Arrange meetings and attend tutorial sessions with classroom teachers to gain personalized feedback on academic progress and undeveloped skill set.
8. Apply effort on formative and summative assessments.
9. Be independent thinkers, global problem solvers, time managers, and prudent planners.

### **Teacher Responsibilities**

1. Follow deadlines as indicated on the IB assessment calendar.
2. Submit appropriate documentation to the IB Coordinator by prescribed deadlines, i.e. verification reports, data collection forms, IA samples.
3. Maintain appropriate communication on student progress with IB Coordinator and Administration to adequately monitor student progress.
4. Communicate with students and parents frequently on student academic progress.
5. Focus on the assessment of student learning outcomes more so than covering subject content.
6. Analyze assessment data to identify patterns of student performance and needs.
7. Work in interdisciplinary, vertical and horizontal teams to design and assess instructional strategies and common assessments.
8. Use a variety of instructional and assessment strategies to demonstrate awareness of learning style diversity.
9. Provide timely written and verbal descriptive feedback on student assignments and assessments.
10. Assign meaningful assessments.

### **IB Coordinator Responsibilities**

1. Distribute student assessment data from the Educational Data Warehouse (EDW), Performance Matters, IB exams, etc. to subject teachers.
2. Offer training in interpreting IB summary data to teachers.
3. Arrange IB teacher articulation meetings to plan and reflect on teaching and assessment strategies, in relation to, program improvement and school goals.
4. Observe and encourage teacher observations to promote unity within IB curriculum practices.

### **School Administration**

1. Inspire an atmosphere of assessment of learning and assessment for learning.
2. Arrange policy review meetings with subject teachers to cultivate a culture of dialogue on IB school operations.
3. Coordinate teachers for training in IB assessment practices.
4. Supervise IB registration and testing conditions.
5. Arrange IB student forum meetings to review program goals and policies.
6. Analyze whole school data.
7. Monitor student progress on IB assessments and classroom performance.

8. Monitor teacher instructional strategies, grading practices and assessment strategies.

## **Communication to all Stakeholders**

The Assessment Policy will be placed on the school webpage under the category “International Baccalaureate Policies” and hard copies of these policies will be distributed to all IB teachers and support staff, and to any who request one by writing to the DP coordinator at [deanna.schneider@palmbeachschools.org](mailto:deanna.schneider@palmbeachschools.org)

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**Please click [HERE](#) to access our Admissions Policy**

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