

**Atlantic Community High School
International Baccalaureate Programme
Assessment Policy for Students, Families and Staff**

Philosophy

At Atlantic Community High School (ACHS), we believe and expect that all students have the ability to their fullest potential. As the ACHS International Baccalaureate Programme staff, we promise to expose students to a rigorous and challenging curriculum that is aligned to the standards, practices, and content expectations of the IB Middle Years, Career-related and Diploma Programmes, as well as the established State and District Education Standards. We also promise to provide students with as much time and expert instruction as is needed for students to achieve at high levels in each of their classes. What we require from students is their best effort in class and their initiative to seek out assistance from a variety of resources when needed. Working together we can provide all students with a first-class and internationally recognized education.

This document outlines the policies employed to address the assessment of student learning and achievement in the Atlantic Community High School IB Programme. As such, our Assessment Policy serves as a guideline for our students, families, and staff. Within the following pages, there exists an extensive explanation of assessment in our IB Programme. Moreover, the policies within seek to align the important work of teaching and learning that occurs within the Atlantic Community High School IB Programme, ACHS as a learning community, and Palm Beach County Public Schools as a school district.

General Expectations of Assessment

Assessment in its various forms is a critical component of the educational journey. Assessment provides students with opportunities to determine the degree to which they have mastered content knowledge and skills, and to reflect on their progress, allowing for self-evaluation of strengths and areas for improvement in each subject area. Assessment also provides teachers the ability to determine the degree to which students have attained mastery of content knowledge and skills, revise their curriculum and instruction to meet student needs, and reflect on their own knowledge and skills, thereby strengthening professional practice. Due to the essential role of assessment – whether formative, summative, internal, or external – certain expectations are assumed by those committed to the Atlantic Community High School IB Programme.

Expectations for the Atlantic IB Diploma Programme Student:

According to the IB Learner Profile, “The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.” With this in mind and in accordance with the attributes of an IB learner, students at ACHS strive to:

- engage their natural curiosity through inquiry and critical thinking skills,
- acquire in-depth knowledge that explores connections across content areas and communities,
- apply critical thinking skills to a wide range of issues through reasoned and ethical decisions,
- communicate ideas and information through collaboration with others and presentation of work to various audiences,
- act with a sense of integrity, honesty and respect through accepting responsibility for one’s actions,
- expand one’s understanding and appreciation of varied perspectives, cultures and histories,
- demonstrate a personal commitment to make a positive impact on our local, national, and global communities,
- exhibit courage and independence through searching out new ideas and experiences,
- attend to personal well-being through seeking intellectual, physical, and emotional balance, and
- reflect on one’s educational experiences and progress through acknowledgment of strengths and areas for improvement to support one’s educational and personal growth.

Expectations for the Atlantic Community High School IB Programme Faculty and Staff:

While students are at the center of the educational experience, ACHS IB Programme teachers engage students within that experience according to the established IB principles and practices. As members of our learning community, the staff at ACHS strives to:

- model inquiry, research and independent thinking skills through life-long learning,
- demonstrate in-depth content knowledge and skills that develop connections across multiple content areas within our school, local, national, and global communities;
- apply critical and creative thinking skills to curriculum development and instruction of content that informs reasoned and ethical decisions,
- communicate ideas and information to students, families, and colleagues while collaborating with all members of our learning community to enhance student educational experience and achievement,

- demonstrate integrity, honesty, and respect by accepting responsibility for one's content standards and practices as well as the educational philosophy of the IB Programme,
- incorporate an understanding and appreciation of many different perspectives, cultures, traditions, and histories to assist students in evaluating varying points of view,
- show empathy and respect for students, families, colleagues, and community members while making a positive impact on our local, national, and global communities,
- exhibit courage and independence while embedding new ideas and experiences into the educational experience for students,
- attend to personal well-being through seeking intellectual, physical, and emotional balance, and
- reflect on one's professional practice and engage in professional development to meet the needs of our students.

Conditions for Enrollment in the Atlantic Community High School IB Diploma Programme:

The ACHS IB Programme, authorized in 1990, offers a complete liberal arts program of study that is internationally recognized and college preparatory in nature. Students who are highly motivated, who seek an accelerated and diverse learning experience, and who wish to, through their education, help create a better and more peaceful world are encouraged to enroll in the IB Programme at ACHS. In order to support students in their educational experience as well as their progress toward a high school diploma, for students seeking to enroll in the IB Programme, the following conditions apply:

1. Students shall have successfully completed any necessary prerequisites before enrolling in an IB Diploma Programme course.
2. Students shall maintain a 2.5 ("B") average in an IB Diploma Programme course to be considered for enrollment in the second year of that IB Diploma Programme course. Teacher recommendations for placement in HL or SL classes are strongly considered.
3. All students enrolled in an IB Diploma Programme course at the examination level are expected to complete the requirements for the course, including any Internal Assessments, External Assessments, and the scheduled examinations in May.
4. All students enrolled in IB Diploma Programme courses are expected to uphold high standards of academic integrity as established by the ACHS Academic Honesty Policy. Students compromising the academic integrity of themselves or their peers may be withdrawn from the Programme.
5. Once registered for examinations, if a student fails to complete required enrollment for the course, complete required Internal and/or External Assessments or sit for the

registered May examinations, the student will owe ACHS the full amount of the examination registration.

6. Students enrolled in the IB Programme are expected to meet the state/district graduation requirements as well as the Diploma or Career-related Programme expectations.

7. All students enrolled in the IB Diploma Programme are encouraged to take a World Language during their junior and senior years to develop proficiency in their chosen language of study. To be prepared for International Baccalaureate examinations, students should reach a minimum of four years of instruction in a World Language. However, some stronger language students do test out during their junior year.

8. All students enrolled in the IB Diploma Programme are expected to enroll in the Theory of Knowledge course, complete an Extended Essay, and engage in the CAS program to meet the requirements of the IB Diploma Programme Core. Additionally, all students enrolled in the IB Career-related Programme are expected to enroll in the Personal and Professional Skills class, complete the Reflective Project, Service Learning, and Language Development to meet the requirements of the IB Career-related Programme Core.

9. Should a student wish to exit the IB Programme, a request to exit must be received in writing. A conference with the IB Coordinator, the student and a parent/guardian shall occur. The IB Counselor will also be included in the exit conference. To minimize disruption to the student's educational experience, this conference should occur in September, January or June.

Grading Policies and Procedures for Atlantic Community High School

Grading Schedule

Students at Atlantic Community High School receive a report card at the end of each quarter. Progress reports are issued after approximately 3 weeks and 6 weeks during each quarter. To ensure timely receipt of the report card, each student should make sure the Student Services Office has his/her current address.

Student/Family Access to Information

Students at Atlantic Community High School are regularly provided opportunities to review their progress and reflect on their mastery of content knowledge and skills. Teachers maintain regularly updated assessment records, available for Atlantic Community High School students to review through regular grade postings in class or through the Student Portal found at [mysdpbc.org](https://www2.palmbeachschools.org/mysdpbc.org). Atlantic Community High School also offers parents the opportunity to view their child's attendance, grades and transcript at Atlantic Community High School by way of the online Parent Portal at <https://www2.palmbeachschools.org/focuslanding/>

Finally, students and families are encouraged to contact their teachers with questions or concerns related to student progress. Teacher email addresses are available on the Atlantic Community High School website ([link](#)).

Grade Scale and Grade Point Average

Generally speaking, students can expect a standard grade scale in their classes. Any deviation from a standard grade scale will be noted in the course title for each honors, AICE, AP, and IB course. When calculating the GPA, the following values are used:

Letter Grade	Regular Point Value	Honors Point Value	AP/AICE/IB Value
A	4	4.5	6
B	3	3.38	5
C	2	2.25	4
D	1	1.13	3
F	0	0	0

Standard Grade Scale:

- A = 90 - 100%
- B = 80 - 89.9%
- C = 70 - 79.9%
- D = 60 - 69.9%
- F = less than 60%

Scoring and Assessment Policies for the IB Diploma Programme

International Baccalaureate Diploma Programme Scale:

Unlike the standard grade scale used at Atlantic Community High School, the International Baccalaureate Programme uses the following numerical scale in each individual subject area:

- 7 - Excellent
- 6 - Very good
- 5 - Good

- 4 - Satisfactory
- 3 - Mediocre
- 2 - Poor
- 1 - Very Poor

Teachers communicate the equivalencies of IB grading scales to letter grades and percentage grades that students are familiar with. They may use the IB Grade Scale Matrix below in their grading to familiarize students with the grading scale used for their Internal Assessments, May Examinations, Extended Essays and Reflective Projects.

Letter Grade	Grade Scale	IB Grade
A	95-100	7
A - / B+	88-94	6
B	85	5
C	75	4
C -	70	3
D	65	2
F	55	1
F	0	0

Additionally, the assessments for the Theory of Knowledge course as well as the Extended Essay and Reflective Project follow the following letter grade system:

- A - Excellent
- B - Good
- C - Satisfactory
- D - Mediocre
- E - Elementary
- N - No grade

IB scores are determined through the criterion-referenced rubrics established by IB's standards and practices in each content area. Multiple components are assessed to specific criterion, and are then combined to determine the final score. Each subject area has its own defined internal and external assessments in addition to the subject area examinations administered in May of each year.

Students in the ACHS's International Baccalaureate Programme may find they earn higher grades in school than in their IB subject exams; the reverse may also be true. A variety of variables, including but not limited to classroom policies, use of formative assessments as learning and instructional tools, and the role attendance plays in classroom expectations may result in variance between the school-based grades and those earned by the student through the IB assessments.

Academic Support and Assistance:

ACHS' IB Programme teachers recognize their role in preparing students to complete the required IB subject area assessments. As such, teachers develop and adjust their curricula, according to the relevant IB subject area assessment criteria, with the IB assessments in mind. Summative assessments –assessments to evaluate the degree to which a student has mastered content knowledge and skills – occur once or twice in an academic term. Summative assessments may take the form of mock IB examinations using exams from years past.

The formal IB Diploma Programme assessments fall into three categories: internal assessments, external assessments, and course-end examinations. These assessments are summative in nature and evaluated according to criterion-referenced rubrics established and regularly reviewed by the IBO. Throughout an IB course, teachers use formative assessments to determine students' strengths and limitations in accessing the required content knowledge and skills, provide needed support in making progress toward mastery, and allow for students to actively engage in and reflect on their educational experience in each class.

Additionally, before, during, and after school tutorial sessions are available enabling students to get one-to-one or small group support in meeting the course expectations. Many teachers make themselves available through other means such as email, text, and on-line support to assist students in their educational experience. The IB Coordinators and Counselors are available to meet with students and their families to support student academic success as well.

International Baccalaureate (IB) Diploma Programme Assessments

According to the IB Diploma Programme Assessment: Principles and Practice, assessment of the Diploma Programme (DP) is high-stakes, criterion-related performance assessment based on the following aims:

1. DP assessment should support the curricular and philosophical goals of the programme, through the encouragement of good classroom practice and appropriate student learning.
2. The published results of DP assessment (that is, 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 programme 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 subject 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.

International Baccalaureate Diploma Programme Internal Assessments

Internal assessments are examples of student work that are evaluated by their content teacher. The teacher gives the assessment a score, which may then be moderated by external examiners to ensure international parity aligned to the IB assessment criteria in that subject area. Examples of internal assessments include oral examinations in Group 1, Language A (English) and Group 2, Language B (Spanish, or French); original fieldwork in Geography (Group 3); projects and portfolios in Group 5, Mathematics; practical laboratory work in Group 4, Science; artistic performances and presentations in Group 6, Arts and presentations in Theory of Knowledge. Internal assessments often allow for greater student flexibility in exhibiting their acquired knowledge and skills according to IB criterion-referenced rubrics, as well as the opportunity for students to show their work over time and outside of the restrictions of the examination environment.

International Baccalaureate Diploma Programme External Assessments

External assessments also enable students to show their work over time and outside of the restrictions of the examination environment. Similar to internal assessments, external assessments are evaluated according to the established subject area criteria. External assessments are not evaluated by the subject area teacher, however, but are

marked externally by IB examiners. Examples of external assessments include the Extended

Essay; World Literature essays for Group 1, Language A (English); Theory of Knowledge essays; and Art Exhibition in Group 6, Arts. External assessments are heavily focused on the quality of a finished written product in the IB subject area.

International Baccalaureate Diploma Programme Examinations

The final category of summative assessment is the subject area examinations, administered in May each year. Examinations occur under strictly controlled conditions and often over a two day period for each subject area (the afternoon and the following morning). The examination papers consist of a variety of assessment vehicles including short-answer, essay, data-analysis, open-ended problem solving, case studies, commentaries and multiple choice. In order to sit for the examinations, students must complete all required internal and external assessments for the subject area. Examinations are mailed within 24 hours following the examination to external examiners around the world for assessment. Examination marks are then combined with marks earned on the internal and external assessments to create the final subject grade.

Ensuring Effective Use of Criterion-Referenced Rubrics in the ACHS IB Programme

All teachers in the ACHS IB Programme receive training in the IB standards and practices within their content area. Through this training, teachers learn about their subject area criteria, how to use the criteria for instruction and assessment, and strategies for making the assessment criteria accessible and understood by students in the programme. A variety of professional development opportunities including the Programme Resource Center and MY IB, collaboration with other subject area teachers around the state, and review of examiner feedback to inform curricular and instructional revisions, further support teachers in their use of the assessment criteria. In circumstances where multiple teachers teach the same subject area, teachers should collaborate regularly to ensure that use of assessment criteria is consistent.

ACHS IB Programme Assessment Calendar

Formal assessments in IB subject area courses occur throughout the school year over the two years of the Diploma Programme. Assessment benchmarks and deadlines are communicated through course syllabi and the annual academic calendar. To aid in balancing student workload, the ACHS IB Programme teachers agree to have all major

assessments administered or due at different times. If a conflict arises, IB Programme teachers seek to make adjustments with each other to make the necessary accommodations.

The annual calendar provides students, families, and staff with final deadlines for required IB assessments in each subject area. Draft deadlines and individual component deadlines can be found in each subject area teacher's syllabus. Students are encouraged to review deadlines with their subject area teachers over the course of the school year as slight adjustments may occur due to revisions in timelines, emergency school closings and other extenuating circumstances.

The Assessment Policy is an ever evolving document that was most recently reviewed on February 2, 2022 by the IB Coordinators, IB Counselors, and members of the IB Student Body. This policy will be reviewed once a semester by the aforementioned committee.