

ASSESSMENT POLICY



Winter Park High School
INTERNATIONAL BACCALAUREATE PROGRAMME

As a member of Orange County Public Schools, Winter Park High School's mission is to lead students to success with the support and involvement of families and the community. As an IB World school our vision includes "being the top producer of successful students in the nation" and "educate students who graduate as life-long learners and responsible, productive citizens of our changing world." By gathering and analyzing data from formative and summative assessments in various forms, the students, teachers, administrators, and parents can evaluate the students' progress toward reaching their learning goals. All of our administrators and IB teachers are committed to the use of criterion-based assessments that are supported by the following principles:

Principles:

All students can learn.

Assessments of various types determine the effectiveness of teaching

- Assessments can and should take various forms and methods.
- Assessments monitor the progress of student learning
- Both students and teachers should be involved in assessment
- Student learning is evaluated using predetermined criterion rather than comparisons to published averages or norms
- Assessment by IB allows administrators, teachers, students, and parents to evaluate their students' progress relative to state, national, and worldwide performance
- Effective assessments provide feedback to teachers, students, and parents in order to improve/revise instruction in the classroom and student study habits
- Assessments should reveal what the student knows and understands
- Assessments should be used to help parents understand and support what is going on in the classroom
- Assessments should allow all stakeholders to see evidence of learning
- Parents and students have access to students' grades using Skyward.

Purposes of Assessment

Assessments of any form are designed to be indicators of learning. They should support and encourage student learning by providing feedback, and they should measure achievement through the objectives for each subject. All assessments within Winter Park High School are designed to focus on content knowledge, academic growth, and the development of skills that will promote student success in high school and in future endeavors. The assessments are designed and implemented with the intention of meeting standards of the International Baccalaureate Organization, the State of Florida and the School District of Orange County Public Schools. Results of the assessments are used to inform parents, teachers, and students as to levels of mastery and proficiency. Assessments should offer students a variety of means to demonstrate levels of proficiency and should be designed in a way to highlight strengths while also exposing deficiencies to target for improvement. We expect our students to be life-long learners. This passion starts in the classroom daily with each teacher. In order for the students to be knowledgeable inquirers, we want them to be thinkers, and this is monitored through various types of assessments. From formative to summative, students are evaluated based on benchmarks, rubrics, and criteria from both state and IB expectations. Success on IB Assessments, both internal and external, is critical. As such, classroom assessments will be designed to ensure student preparation. Teachers are encouraged to account for the following as guiding principles when determining class grades:

Content:

Mastery of academic content is essential in all courses. It is assessed through formative and summative assignments such as essays, tests, quizzes, papers, and presentations.

Skills:

Content knowledge is complemented by academic skills, which will enable long-term success.

Academic skills are assessed through various methods including: projects, presentations, labs, classroom discussions/Socratic Seminars, and Internal Assessments.

Growth:

Learning is an ongoing process and students will demonstrate various levels of mastery at different times. As such, assessments should incorporate means and opportunities for students to revise knowledge over the course of the year.

Admission Assessment:

Potential candidates must complete an online application to gain admittance to Florida Pre-IB program (9th and 10th) or the diploma or career program. The application process requires students to complete the application, to have a 3.0 GPA, and to have completed Algebra 1 (rising 9th) or to be on the path to complete Algebra II by the time they enter the DP cohort. They must also provide a self-interview video and three teacher recommendations.

Formative Assessment:

Formative assessments such as exit slips, bellwork, practice problems, writing opportunities, anticipation guides, and Google-form quizzes are used on a daily basis within our school to measure what the students' knowledge and experience may be in order to know how to proceed with the lesson and learning goals. Teachers use a variety of assessment forms to monitor student learning. Based on the results of the formative assessments, students, parents, and teachers can evaluate the student's learning and make the necessary adjustments.

Summative Assessment:

Summative assessments are given at the end of a teaching unit or concept for the purpose of evaluating mastery. Teachers use a variety of assessment methods such as oral presentations, projects, portfolios, and paper and/or computer based tests in order to assess the level of mastery demonstrated by the student. For use in our district's grading software, results are converted to percentage grades and then recorded in Skyward, which is the electronic grade reporting system used by Orange County Public Schools.

Homework:

Homework may either be classified as formative or summative and should be provided for the purpose of supporting student learning or demonstrating achievement. Homework should accomplish a specific learning goal and support academic growth. It should be purpose-driven and linked intimately with the aims of the coursework at hand. Teachers should maintain a manageable amount of homework so as to not overwhelm students. Significant advanced notice should be provided for all major projects.

Mock IB Assessments:

Exams should be marked in accordance to the IB marking guidelines for each course.

Grades should be awarded based on the 1-7 scale used by IB to determine a student's overall IB score using published mark scheme. This 1-7 scale will then be translated to an appropriate grade following guidelines set forth by Orange County Public Schools. While scoring can vary slightly from teacher to teacher, since the state of Florida recognizes that a score of 4 is considered a passing grade on the final IB external assessments, this score can

have a minimum value of a 70 C when translated to a teacher's district gradebook. Teachers will provide students with feedback regarding their progress.

Internal Assessment (IB):

Internal assessments are mandatory assessments completed during IB courses in the 11th and 12th grade that focus on skills as well as the subject content. These assessments are graded by the classroom teacher using the rubric published by IB. The internal assessment scores are submitted to IB for moderation to ensure all internal assessment scores worldwide are consistent. Examples of this type of assessment include, but are not limited to, oral presentations, science lab reports, math investigations, and other major projects. Internal assessments can serve as both classroom assignments which contribute to the students' school grades as well as assignments that contribute to the students' IB score for that subject. See IB Diploma later in this document for more information.

External Assessment (IB) :

Students in grades 9 and 10 will take state benchmark assessments such as FAST Reading and Writing, Biology I, Algebra I, and Geometry EOCs. These assessments are used to evaluate student proficiency in the subject areas and in some cases award class credit. External IB assessments are mandatory assessments that are completed during the 11th and 12th grade that are not scored by the classroom teacher. These assessments are IB exams that are administered during the May testing session and essays that are sent directly to IB examiners for evaluation. It is very important to note that students must take the external assessment (IB exams) on the assigned test date. Unlike AP exams, there are no alternative test dates given for IB exams. See IB Diploma later in this document for more information.

Orange County Public Schools Grading Procedures

The grading scale for Orange County Public Schools including Winter Park High School is as follows:

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

Below 60% = F

Communicating student achievement is very important at Winter Park High School. In order to keep parents and students up to date on grades and progress monitoring, we utilize an electronic grade book, Skyward. Students and parents can check grades at their convenience any time, day or night, during the school year. Parents are encouraged to check their students' progress on a weekly basis and they are given notices throughout the grading period via phone calls, newsletters, and emails reminding them to monitor their students' progress. All parents are notified through the automated phone system when progress reports should be checked on Skyward and when formal report cards are available online.

In addition to electronically monitoring student progress, parents are notified of student achievement and progress during conferences between the student, parent, teacher, and guidance counselor. They can also request copies of their students' official transcript which records all semester grades for all subjects taken at the high school level.

OCPS Grading Policy:

- Teachers may use percentage grades, points, letter grades, or any combination of methods.

- Students shall be made aware of the teacher's grading policy on the syllabus, at the beginning of the semester or whenever they enter that teacher's class for the first time.
- Each student will receive a yearly grade for full year classes, which will be determined by averaging the two semester grades equally.
- The grade should include, but not be limited to, such life skills as preparation, class participation, and teamwork. (A "life skill" grade can be incorporated into each grading period and will not exceed 10% of the total grade.) The syllabus should reflect the criteria and procedures for the "life skill" grade.
- Teachers should have a minimum of one (1) assessment per week with no less than nine (9) assessments per grading period. These assessments should be recorded on Skyward on a weekly basis so parents and students can view them.
- Grades should reflect academic progress and cannot be influenced by discipline or behavior issues.
- Extra credit, if given, must be based upon an academic assignment.
- Students withdrawing from WPHS are to be assigned specific letter grades. These grades are to be placed on the withdrawal form prepared by the guidance department.

Grade Books (Electronic):

All teachers must record assignment grades in Skyward. A minimum of nine assignments must be entered each nine weeks. Input grades at least once per week.

Grade Reports:

At the end of each grading period, teachers will submit their grades electronically. Verification of grades will be done by the Assistant Principal of Instruction

Progress Reports:

- At mid-point of each nine weeks' grading period, students will receive a progress report, which will include the following: a grade, the number of absences and tardies, a behavioral checklist, appropriate teacher comments and academic improvement plan.
- Progress report grades will be submitted three days prior to the distribution of progress reports.
- If a student is not failing a class at progress report time, but then begins to do poorly parents must be informed as quickly as possible, either by phone or by written notice. No student will receive an F in any class unless the parent has been notified on the progress report or by follow-up contact by the teacher.

Make-Up Work:

- Missed tests, quizzes, and homework assignments resulting from a period of absences including suspensions should be submitted to the teacher. At the minimum, the period of time to complete the work for excused absences will include the number of days absent plus one. However, consideration should be given to the total number and length of other assignments due.
- Students should be informed of their responsibility to make arrangements with the teacher for make-up work.

Standardized Assessments:

Florida's Assessment of Student Thinking (FAST): Current sophomores must demonstrate competency on the FAST in order to graduate. The FAST measures students' reading and writing. Students respond to multiple choice questions. Writing is assessed separately, and at the time of this writing, we are unclear as to what this assessment will entail. Scores from the FAST, in addition to other data such as drop out rate, mobility rate and school attendance data, determine the school's ranking in the Florida legislative program to "grade" all schools. The criterion for each grade is set by the state and is subject to

College Entrance Exams: SAT and ACT: Every junior and senior has the opportunity to take the SAT and/or the ACT. Although these tests are given by Educational Testing Services, they are administered Saturdays on our campus. Students have the opportunity to take the SAT during school for free twice per year. The ACT is also offered in the spring. Students also have access to a free SAT prep program: Khan Academy.

Preliminary Scholastic Aptitude Test (PSAT): The Preliminary Scholastic Aptitude Test is a forerunner of the SAT. Juniors who have taken the test and score in the top one-half of one percent per state are eligible for National Merit recognition. All sophomores will take this test for practice although scores will not count toward Merit recognition. The PSAT will be offered to all juniors for free on October 12, 2022

Postsecondary Education Readiness Test (PERT): The PERT exam is designed to determine if students are ready to complete college-level work. The exam is offered to junior or senior students who must pass both the Math and the English/Reading portions of the exam in order to be exempt from taking College Readiness Math and/or Reading courses in the senior year.

Diploma Requirements at WPHS	Criteria
3 SL & 3 HL subjects	Minimum score of 24 points overall Minimum of 12 points earned on HL exams Minimum of 9 points earned on SL exams
Theory of Knowledge	
Extended Essay	4000 word essay Grades earned: A to E
CAS	18 months of documented hours

For each IB Course, students will receive a score of 1-7 from the IBO. This score will be a reflection of the mastery of material as evidenced by student performance on Internal and External Assessments.

Scores are described in the following manner:

7-Excellent 6-Very Good 5-Good 4-Satisfactory 3-Mediocre 2-Poor 1-Very Poor

Students must receive a grade of at least D in both Theory of Knowledge and Extended Essay. If a student earns less than 24 points, receives a score of 1 on any HL subject, or receives two or more scores of 2 in any subject or level, they cannot earn the IB Diploma. Students can earn a maximum of 42 points if they earn a score of 7 on each of the 6 subject areas can earn an addition 3 points based on their grades on both their TOK and Extended Essay. (see TOK and EE Matrix in appendix)

IB scores are separate from class grades. Students receive their class grades at the end of each semester of study. IB scores are available online on or around July 7th each year. The IB Diplomas are sent directly to the schools and can be picked up in August of each year. Students and parents are notified when the diplomas arrive so arrangements can be made to pick them up.

The Extended Essay is a core requirement of the IB Diploma program. It is a two year process culminating in a research essay that consolidates the student's learning. The essay topic is selected by the student and represents a concept, event, or idea that interests the student.

Career-related Programme

Career-related students have 3 requirements to earn the IB CP Certificate:

1. Must meet requirements to earn industry certification through their career studies which are internally monitored and accredited by the appropriate party:
 - Biomedical Sciences
 - Digital Video Production
2. Must pass a minimum of two Diploma courses. All DP assessment policies remain the same for these students.
3. Must meet the requirements for the CP CORE Components:
 - Reflective Project – 3000 word essay or 2000 word essay plus an artifact assessed by CP instructors and moderated by IB
 - PPS – 90 hours internally assessed
 - Service Learning – 50 service hours related to career path internally assessed
 - Language Development – 50 hours internally assessed

Responsibilities

Student Responsibilities

- Successfully complete all diagnostic, formative, summative, standardized, and end-of-course assessments
- Maintain a cumulative unweighted grade point average of 3.0
- Strive to achieve characteristics indicated on the IB Learner Profile
- Meet deadlines for classroom assignments, initial and final drafts for IB assessments, without excuse
- Follow deadlines as outlined on the IB assessment calendar (see appendix)
- Maintain relationships with Extended Essay and CAS supervisors
- Develop study and time management skills to maximize potential for student success
- Assume responsibility for learning by being proactive in seeking help, monitoring their progress on Skyward and Canvas, and reflecting on the strengths and weaknesses revealed through class assignments and assessments
- Understand and adhere to all requirements for academic honesty as outlined by the Academic Honesty and Integrity Policy of Winter Park High School

Parent Responsibilities

- Monitor student progress weekly using Skyward and Canvas
- Discuss assignments and assessments with student frequently to show support and encourage student achievement
- Contact the teacher if questions or conflicts arise so teacher will have the opportunity to address the issue in a timely manner
- Attend IB parent meetings to ensure that information needed for exam registrations is correct and on time

Teacher Responsibilities

- Follow deadlines outlined by the IB Assessment Calendar
- Submit appropriate documentation to the IB Coordinator by prescribed deadlines, i.e. verification reports, data collection forms, IA samples, predicted grades
- Maintain appropriate communication regarding student progress with IB Coordinator to adequately monitor student progress
- Communicate with students and parents frequently regarding student progress
- Focus on the assessment of student learning outcomes more-so than covering subject content
- Analyze assessment data to identify patterns of student performance and need
- Work collaboratively with other teachers to assess instructional strategies leading to student achievement
- Refer to the IB assessment calendar before scheduling major assessments and projects
- Use a variety of instructional and assessment strategies to differentiate instruction
- Provide timely written and verbal feedback on student assignments and assessments
- Assign meaningful assessments
- Refer to teacher resources in MyIB often in order to stay current on curriculum and assessment changes

IB Coordinator Responsibilities

- Distribute IB assessment materials to teachers
- Offer training in interpreting IB summary data to teachers
- Train EE and CAS supervisor(s)
- Schedule IB training for all new IB teachers
- Schedule IB training and Professional Development for IB Diploma teachers when the subject curriculum is revised or changed
- Arrange IB teacher collaboration meetings to plan and reflect on teaching and assessment strategies
- Register juniors and seniors for IB exams
- Supervise IB testing and monitor testing conditions
- Monitor the extended essay process
- Monitor CAS progress
- Cultivate a culture that prioritizes assessment for learning and assessment of learning
- Set deadlines to ensure all IA Assessments, extended essay, and sample sets arrive at the appropriate destinations on time.

Policy Distribution & Review

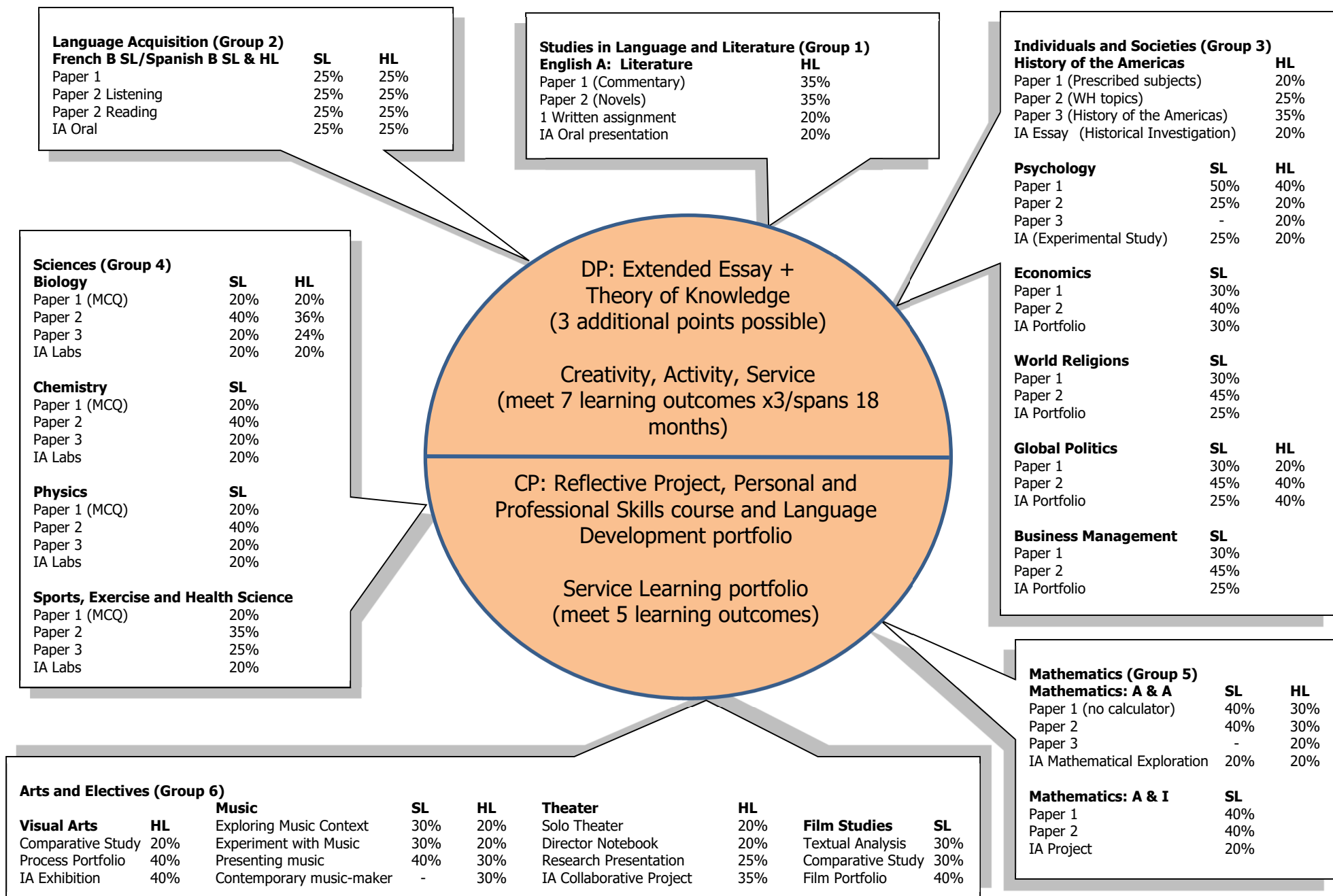
All Winter Park IB policies will be posted on the Winter Park website in a downloadable, printable format.
All Winter Park IB policies will be reviewed annually during IB pre-planning workshops.

Connection to other policies

- Academic Honesty & Integrity Policy – Students will adhere to all requirements of the Academic Honesty & Integrity Policy while completing assignments, homework, formative assessments, summative assessments, and all IB Diploma requirements including Extended Essay, Theory of Knowledge, and CAS.
- Language Policy – Student language needs will be considered when creating and implementing assessments.
- Special Educational Needs Policy – Assessments will follow all requirements outlined by the

student's IEP, 504 plan, and the SEN Policy of Winter Park High School.

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition



May 2022 IB Course Assessment Weightings (DP: 24 Total Points needed) (CP: Pass two DP courses, and career pathway)

2022-23 WPHS Internal Assessment Calendar

Month	Date	Subject	Level	Grades
Sept	2-Sep	Extended Essay 2nd Draft (12)		
Oct	8-Oct	Psychology	HL	12
	9-Oct	Biology	HL	12
	10-Oct	Extended Essay FINAL Submission (12)		
Nov	11-Nov	Extended Essay Viva Voce Deadline (12)		
		Thanksgiving Break		
Dec	16-Dec	Biology	SL	11&12
		Holiday Break		
Jan		Holiday Break		
	Jan and Feb	Spanish Orals (by appointment)	SL	11&12
	16-Jan	Math AA	HL	12
	27-Jan	Physics	SL	11&12
	30-Jan	Sports, Exercise, Health Science	SL	11&12
Feb	Jan and Feb	Spanish Orals (by appointment)	SL	11&12
	3-Feb	Contemporary History	HL	12
	17-Feb	Business Management	SL	11&12
		Psychology	SL	11&12
	19-Feb	Extended Essay - Subject/Topic Submission (11)		
	4th Week	French Orals (by appointment)	SL	11&12
March	1st Week	French Orals (by appointment)	SL	11&12
	1-Mar	Lang A Essay	HL	12
	6-Mar	TOK Essay (12)		
	6-Mar	Chemistry	SL	11&12
	10-Mar	Math AA and Math AI	SL	11&12
		Senior CAS (12)		
	15-Mar	IB DEADLINE to upload EE, TOK, Group 1 Written Essay		
		SPRING BREAK March 13-17		
April	3-Apr	Global Politics	SL	11&12
		World Religions	SL	11&12
	7-Apr	Music	SL/HL	11&12
		Film Studies	SL	11&12
		Theater	HL	12
		Visual Arts	HL	12
	10-Apr	TOK Exhibition (12)		
	20-Apr	IB DEADLINE to upload IA's		
	24-Apr	IB DEADLINE for entry of IA marks, criteria marks, and predicted grades		
	1-May	History of Americas PRACTICE IA	HL yr 1	11
	30-Apr	IB DEADLINE to upload group 6 externally assessed coursework		
May		IB May Assessment Session Papers and Exams		
	Mid May	Lang A Orals	HL yr 1	11
		Lang A Orals	HL yr 1	11
	25-May	Extended Essay - Annotated Bibliography (11th)		