



Academy of Richmond County - Assessment Policy

for the International Baccalaureate Diploma and
Career-related Programmes

About this Document

The purpose of this document is to serve as a guide and reference to students, parents, teachers, and staff of the Academy of Richmond County's International Baccalaureate (IB) Diploma (DP) and Career-related (CP) Programmes. In addition to establishing a research-based philosophy of assessment, this document also serves as a practical reference on the practices and procedures associated with formative and summative assessment in the IBDP and IBCP at ARC, both through the course of everyday instruction as well as how the Academy ensures that all formal IB assessment requirements will be administered, documented, moderated, and aligned with the grading policies of the Richmond County School System (RCSS).

Table of Contents

1	Philosophy
1	Student Responsibilities
2	Teacher Responsibilities
2	Dean & Coordinator Responsibilities
3	Grading Scale
3	Formal IB Assessments
4	Assessment Policy Revisions
5	Appendix A: Group 1 Grading & Assessment
6	Appendix B: Group 2 Grading & Assessment
8	Appendix C: Group 3 Grading & Assessment
13	Appendix D: Group 4 Grading & Assessment
15	Appendix E: Group 5 Grading & Assessment
18	Appendix F: Group 6 Grading & Assessment
21	Appendix G: Hexagon Core Grading & Assessment
21	Theory of Knowledge
22	Extended Essay
24	CAS

Philosophy¹

It is the goal of the Academy of Richmond County to promote the development of all students in becoming internationally-minded, lifelong learners. In order to achieve this goal, students, teachers, parents, and administrators combine their efforts to continually monitor our growth and development through a variety of assessment measures.

As part of this process, teachers and administrators gather data through a balance of formative and summative assessments in order to reflect, monitor, and evaluate current knowledge and experiences. Both curricular and assessment measures are aligned with state and IB standards and assessments. Teachers continually monitor student development through these assessments and provide them with timely and corrective feedback in order to guide and foster their future learning.

The primary support and development of students is accomplished through continuous monitoring and evaluation of student, teacher, and school data. This information is used to develop strategies that maximize student growth, teacher effectiveness, and programme improvement.

The grading policy of the Academy of Richmond County IB programme for semester averages is designed to provide students, parents, and institutions of higher education an accurate picture of a student's cumulative progress and level of preparation within the rigorous DP and CP. Ultimately a student's final average in a course should reflect their mastery of content standards and assessment objectives, not simply an average of assignment scores.

Student Responsibilities¹

- Be self-motivated learners, thinking independently, monitoring progress, and meeting all deadlines without excuse.
- Analyze and track formative and summative assessment performance data to monitor their own progress of mastery.
- Arrange meetings with subject teachers to get personalized feedback on summative and internal assessments.
- Be prepared consistently for all assessments to maximize performance and mastery and assessment scores.
- Meet all internal and external deadlines for all rough drafts and final drafts of all internal assessments, including EE, RP, and TOK and PPS papers and presentations.
- Adhere to the Academic Honesty Policy and uphold all honor code expectations, submitting their own thoughts, ideas and opinions, as well as referencing any additional resources as needed using the appropriate citation style as prescribed by the subject area.

¹ The Philosophy and Responsibility sections were heavily influenced by and adapted from the [Assessment Policy from the Atlanta International School](#)

- Reads, signs, and submits the student academic honesty policy/honor code expectations and agrees to uphold all components of said documents.

Teacher Responsibilities¹

- Provide multiple opportunities for students to show mastery.
- Analyze formative and summative assessment data to identify patterns and trends in student learning.
- Provide data-driven instruction based on formative assessments to allow instruction to be tailored to the needs of their students.
- Give timely and meaningful written and oral feedback on major assessments.
- Create opportunities for peer and self assessment to allow students to monitor their own progress of mastery.
- Focus on the assessment of student learning rather than just teaching content.
- Work in vertical and horizontal collaborative teams to design and assess common assessments.
- Provide multiple opportunities for learner profile development.
- Show an awareness of student learning modalities and needs by providing differentiated instruction in teaching and assessment style.
- Work in collaborative teams to internally moderate assessments to ensure fair grading and adherence to IB assessment guidelines and rubrics.

Dean/Coordinator Responsibilities¹

- Develop a collegial culture of peer observation and teamwork that encourages programme-wide reflection upon assessment strategies and results.
- Offer training on using and interpreting data and support staff in the use of multiple assessment strategies.
- Collate, distribute and encourage the use of student-related summary data (IBDP/CP assessment data, MYP criterion grades, report card grades).

- Work with Guidance and Head of School to develop a master schedule that gives teachers time to plan and reflect on assessment and student learning.
- Plan and oversee a meeting schedule that affords teachers time to vertically and horizontally collaborate.
- Analyze whole school data trends and plan professional development time and opportunity to set and match achievement goals.
- Monitor assessment data to identify struggling students and assist in planning remediation strategies.
- Communicate our school's assessment policy to all stakeholders.
- Ensure that all official IB assessments are administered appropriately and submitted in a timely manner.

Grading Scale

It is the policy of the Richmond County School System (RCSS) that beginning with the graduating cohort of 2018, grades will be reported to post-secondary institutions on a 4.0 scale rather than the 100 point scale. In addition, all IB and AP courses will receive a one-point extra weight (5.0) in lieu of a 5 point addition to the 100 point scale.

Teachers of IB courses are encouraged wherever possible to align grade scales on assignments and assessments on a scale which matches the official grading schema of their particular IB course and assessments, and to use rubrics for those assignments and assessments adapted from or modeled on official IB assessment rubrics from the relevant course guide. At the end of each quarter, these points should be recorded in Infinite Campus on a 100 point numeric scale which will later be converted into the 4.0 scale.

Formal IB Assessments

Every course in the IB Diploma Program has both Internal (graded "in-house" by the course instructor and moderated by the IBO) and External (sent off to be graded by the IBO) assessments, hereafter referred to as IA's and EA's, respectively. The nature of these assessments and timeline for their completion varies from course to course. Each subject group of the hexagon has collaboratively developed a guide detailing in-house procedures for ensuring that formal IB assessments are completed in a timely manner and meet all formatting and academic honesty guidelines as set forth by the IBO and by the RCSS. The guide also discusses how each course will use formative assessments based on IB criteria to guide instruction, and how IA scores may be incorporated into the student's course average. Each guide may be found at the end of this document in appendices B through H.

Assessment Policy Revisions

The Assessment Policy for the Academy of Richmond County shall be revised a minimum of once every 2 years. The Assessment Policy may be revised at any time at the discretion of the IB Coordinator in collaboration with a representative selection of teachers involved in the IB Diploma Program at ARC. Assessment Policy Appendices shall be revised any time the relevant hexagon groups undergo a curriculum review, so that the policy reflects current curriculum and assessment practices from the IBO.

Appendix A: Group 1 Grading and Assessment Guide

Formative Assessments and Benchmarks:

All formative assessments in English A: Literature are created, administered, and evaluated with an eye towards IAs and EAs. The course syllabus is divided into four Parts, and each Part has its own specific IB-required assessments:

I: Literature in Translation- Written Assignment and Reflective Statement (25%)

II: Detailed Study: Individual Oral Commentary (IOP) (15%)

III: Genre Study: Paper 2 (25%)

IV: Free Choice: Individual Oral Presentation (IOC) (15%)

*Paper 1: 20%

During the study of each Part, students will take formative assessments designed to prepare them for the particular assessment for that Part. Beginning with the first semester of Year 1, students will learn command terms and have the opportunity to take formative assessments designed to prepare them for the rigor of Paper 1.

In accordance with RCSS and Georgia Department of Education policy, Pre and Post Student Learning Objective (SLO) tests, if administered, are constructed in IB format in both years (Year 1: Paper 1; Year 2: Paper 2). This data provides a measure of student growth from the beginning of one year to the end of that year.

During Year 1, all student will do at least one mock IOP and one mock Written Assignment. During the first semester of Year 2, all students will do a mock IOC. All of these will be assessed according to the appropriate rubrics. As part of the assessment process, students will evaluate exemplars of each assignment. The results of each mandatory benchmark assessment will be reported to the IB Coordinator, who will assist in revising the subject action plan as required.

In addition to the school-required mock assessments, students will have multiple opportunities to engage in formative assessments pertaining to each assessment.

EA procedures and timeline

Written Assignment: All Part I works and their in-class essays and reflective statements will completed by the end of the first nine weeks of Year 2. The final Written Assignment will be due prior to the end of the first semester of Year 2.

Paper 1: Will be administered by the IB Coordinator during the May Session.

Paper 2: Will be administered by the IB Coordinator during the May Session.

IA procedures and timeline

IOP: Will be conducted during the spring of Year 1

IOC: Will be conducted during March of Year 2.

Appendix B: Group 2 Grading and Assessment Guide

Language B

Formative Assessments & Benchmarks

To check oral readiness, students are required to complete oral presentations, Picture bell ringers, tertulias about topics and /or debates. Oral emphasis is checked on a daily basis. On all oral presentations students are responsible to ask and answer any questions in the target language from the instructor and/or peers.

For writing, instructors use different texts that are read and discussed. Students create different written texts. For example if given a descriptive essay a student might create a flyer, e-mail, or journal. The writing minimum required by our Group B. Instructors use the IB rubrics to evaluate all written assessments.

During the summer prior to their IB year two, students have summer journals to write and an oral presentation due at the beginning of the school year using pictures to story tell their summer experience in the target language.

In accordance with RCSS and Georgia Department of Education policy, Pre and Post Student Learning Objective (SLO) tests, if administered, are constructed in IB format in both years. This data provides a measure of student growth from the beginning of one year to the end of that year.

Additionally, each semester a mock exam will be administered to each IB student - one in December and one at the end of April, using material from a previous year's exam. This exam is given under IB time constraints and the instructor moderates the mock exams. The exam is corrected and reviewed with the students to ensure students possess the questioning techniques, reading skills, language and other requirements needed for their final assessments in May of their Senior year.

EA procedures and timeline

By the end of November, students are given the task to decide what core IB theme- Global issues, Communication and media, and Social relations- they want to write about. During the mid-year break (i.e., after Fall semester) students are assigned to look for four (4) related articles on the theme they chose. In January the teacher checks the articles for relevance and for a common theme to make sure the student is on the right track. URL's are also collected in form of a bibliography. All articles are checked to make sure they are in Spanish and not translated.

At the end of January a graphic organizer is given to each student. This organizer helps them decide what type of text they will write, who their audience will be, the register, tone, and what motivated them to choose the theme they did.

Students then have the month of February through mid-March to complete their written assignment. Assignments are uploaded to Google drive under instructor supervision and word count is checked. If the assignment does not meet IB standards it is not submitted. The IB Dean then submits and finalizes the submission.

Official external assessments are administered and submitted in May by the IB Dean.

IA procedures and timeline

During both years, students actively practice oral presentations, tertulias, debates and picture bell ringers.

Pictures for IA's are selected by instructors based on cores themes- cultural diversity, customs and traditions, leisure, science and technology, and health. Students will see the pictures for the first time during their individual sessions. In mid-March, students are given interview times of 25 minutes to complete their Internal Assessment. Each student will go to the media center and select one of two pictures provided by the teacher based on the IB Language B requirements. The student has 15 minutes to prepare their oral presentation based on the picture they have selected. Next students proceed to record their IA's with their instructor during the last 10 minutes. Two instructors work with the students, one timing the 15 minute session and the other recording.

After recording instructors predict the students' grade using the Individual oral and the best of interactive oral graded in class. Instructors use IB rubrics for oral assessments.

IB recordings and documentation are given to the IB dean to upload to the IB portal during the first week of April.

Appendix C: Group 3 Grading and Assessment Guide

History

Formative Assessments & Benchmarks

Quarterly Benchmarks Assessments will be given following the Paper 1, Paper 2, and Paper 3 format. These benchmarks will serve as a summative assessment of the students' mastery of concepts cumulatively. These benchmarks will be used to drive student revision and review leading into final exams and external assessments.

Formative Assessments will be administered throughout the course that will allow students opportunity to show mastery of curriculum topics. Teachers will routinely use formative assessments, including but not limited to Multiple Choice, Constructed Response and Data Based Questioning to determine student mastery of concepts.

Paper 1, Paper 2 and Paper 3 Mock Exams will be administered in the 4th quarter of the senior year during the last week of March and will be used as a diagnostic to assign Predicated Grades and to allow teachers to design revision and review leading into May Assessments. Mock exams will be given under the administration of the Group 3 history teachers.

External Assessment Procedures

IB exams, Papers 1,2, and 3, will be taken in May of the senior year under the administration of the IB Dean. Final IB scores will be calculated using the following weighs as described in the I.B. guide:

Internal Assessment-20 %

Paper 1- 20%

Paper 2- 25%

Paper 3- 35%

Paper 1 consists of four source based questions, Paper 2 will consist of two essay questions and Paper 3 will consist of three essay questions.

IA Procedures

Internal assessment is an integral part of the course and is compulsory for both SL and HL students. It enables students to demonstrate the application of skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations. The internal assessment should, as far as possible, be woven into normal classroom teaching and not be a separate activity conducted after a course has been taught.

The internal assessment requirements at SL and at HL for history are the same. All students complete a historical investigation into a historical topic of their choice. The internal assessment allows flexibility for students to select a topic of personal interest. The topic need not be related to the syllabus and students should be encouraged to use their own initiative when deciding on a topic. The free choice of topic

means that the historical investigation provides a particularly good opportunity for students to engage with topics that are of personal interest, or topics related to their own local or national history.

Junior Year

Students will spend 90 hours on the topic: History of the Americas. This topic will be the basis for external assessment Paper 3.

Students will take quarterly benchmarks of the content material and practice writing historically researched papers.

Students will spend 15 hours researching and writing the Internal Assessment.

Senior Year

Students will spend 40 hours on the prescribed subject: The Move to Global War. This topic will be the basis for external assessment Paper 1.

Students will take quarterly benchmarks of the content material and practice writing historically researched papers.

Students will spend 90 hours on World History Topics: Authoritarian States and the Cold War. These topics will be the basis for external assessment Paper 2.

Students will spend 5 hours revising and completing the Internal Assessment.

Psychology

Formative Assessments & Benchmarks

Quarterly Benchmarks Assessments will be given following the Paper 1, Paper 2, and Paper 3 format. These benchmarks will serve as a summative assessment of the students' mastery of concepts cumulatively. These benchmarks will be used to drive student revision and review leading into final exams and external assessments.

Formative Assessments will be administered throughout the course that will allow students opportunity to show mastery of curriculum topics. Teachers will routinely use formative assessments, including but not limited to Multiple Choice, Constructed Response and Data Based Questioning to determine student mastery of concepts.

Paper 1, Paper 2 and Paper 3 Mock Exams will be administered in the 4th quarter of the senior year during the last week of March and will be used as a diagnostic to assign Predicated Grades and to allow teachers to design revision and review leading into May Assessments. Mock exams will be given under the administration of the Group 3 psychology teachers.

External Assessment Procedures

IB exams, Papers 1,2, and 3, will be taken in May of the senior year under the administration of the IB Dean. Final IB scores will be calculated using the following weights as described in the I.B. guide:

Simple Experiment Study- 20%

Paper 1- 35%

Paper 2- 25%

Paper 3- 20%

Paper 1 consists of six questions in two sections, Paper 2 will consist of two essay questions and Paper 3 will consist of one essay question based on qualitative research methods.

IA Procedures

Internal assessment is an integral part of the course and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations. The internal assessment should, as far as possible, be woven into normal classroom teaching and not be a separate activity conducted after a course has been taught.

The internal assessment requirements at SL and at HL are different. SL students plan, undertake and report a replication of a simple experimental study. HL students also plan, undertake and report a simple experimental study but this may be a replication or a modification of a published study. Additional requirements are made of HL students, for example, they are required to apply an inferential statistical test to the data they gather.

Junior Year

Students will spend 90 hours on the core topics: Biological, Cognitive and Socio-Cultural levels of analysis. This topic will be the basis for external assessment Paper 1.

Students will take quarterly benchmarks of the content material and practice answering SAQs and ERQs.

Students will spend 25 hours on the topic of Qualitative Research.

Senior Year

Students will spend 60 hours on the prescribed subjects: Health Psychology and the Psychology of Human relationships. This topic will be the basis for external assessment Paper 2.

Students will take quarterly benchmarks of the content material and practice answering SAQs and ERQs.

Students will spend 25 hours on the topic of Qualitative Research.

Students will spend 40 hours conducting a simple experimental study to assist in the development of research methodology.

Appendix D: Group 4 Grading and Assessment Guide

Sciences

Formative Assessments & Benchmarks

Quarterly Benchmark Assessments will be given following a paper 1 or paper 2 format serving as a summative assessment for the students' mastery of year 1 concepts cumulatively. These benchmarks will be used to drive student revision and review leading into final exams Junior year and External Assessments Senior Year.

Formative Assessments will be administered throughout the course that will allow students opportunity to show mastery of curriculum topics. Teachers will routinely use formative assessments, including but not limited to Multiple Choice, Constructed Response, and Data Based Questioning to determine student mastery of concepts.

Paper 1, Paper 2, and Paper 3 Mock Exams will be administered in the 4th Quarter of the Senior Year during the last week of March and will be used as a diagnostic to assign Predicted Grades and to allow teachers to design revision and review leading into May Assessments. Mock Exams will be given under the administration of the Group 4 Science teachers.

EA procedures

IB Exams, Papers 1, 2, and 3, will be taken in May of the Senior Year under the administration of the IB Dean. Final IB Scores will be calculated using the following weights as described in the I.B. Guide:

Science SL
 Internal Assessment ... 20 %
 Paper 1 ... 20%
 Paper 2 ... 40%
 Paper 3 ... 20%

Science HL
 Internal Assessment ... 20%
 Paper 1 ... 20%
 Paper 2 ... 36%
 Paper 3 ... 24%

For SL students, Paper 1 will consist of 30 multiple choice questions, Paper 2 will consist of a 50 mark short answer test and Paper 3 will consist of a 35 mark short answer test.

For HL students, Paper 1 will consist of 40 multiple choice questions, Paper 2 will consist of a 72 mark short answer test and Paper 3 will consist of a 45 mark short answer test.

IA procedures and Practical Scheme of Work

SL and HL students will complete a practical scheme of work that accounts for at least 20 percent of the course assessment, to include the required Lab Practicals, The Internal Assessment Independent

Research (10 hours), and The Group 4 Project (10 hours) over the course of the two years. SL students will participate in 40 hours and HL Students will spend 60 hours on practical activities, excluding time required for writing up their work. Student performance on Lab Practicals, as well as Benchmark Testing and Mock Exams, will be used to assign Predicted Grades during the Senior year.

Junior Year SL students will complete the prescribed lab practicals as outlined in the IB Biology or IB Physics Curriculum Guide. In addition, HL students will also complete any additional lab work tied to HL Topics. Students will also complete a minimum of one practice Internal Assessment Investigation as part of their training for Senior Year. The practice internal assessment will be assessed as outlined in the IB Biology or IB Physics Guide and the Internal Assessment Rubric and Mark Scheme will be used to assign IA scores. Internal Moderation amongst IB Science teachers will help to ensure fair and equitable grading and application of the IB rubric. Group 4 Science teachers will collaborate by pulling a sample set and grading all IAs in the set individually and then compare scores to ensure fair and equitable grading is occurring.

Senior Year Students will complete the prescribed lab practicals as outlined in the IB Biology or IB Physics Curriculum Guide. HL students will also complete any additional lab work tied to HL Topics. Both SL and HL students will complete one Curriculum Option as part of their Senior year coursework to prepare for the Paper 3 Assessment. Students will work on the Internal Assessment Design Lab in the 2nd quarter of their Senior Year. Students will submit drafts of their Internal Assessment and IB teachers will grade Internal Assessment drafts and provide feedback according to the IB Biology and IB Physics Guide and Internal Assessment Rubric and Mark Scheme by the end of the 2nd quarter. Internal Assessment Final Drafts will be submitted for Internal Assessment Grading in the 3rd quarter. Internal Moderation amongst IB Biology teachers will help to ensure fair and equitable grading and application of the IB rubric. Internal Assessment Scores and Predicted Grades will be submitted in March of the student's Senior year. Students will complete group 4 projects during their senior year, collaborating with the other group 4 science students to complete the collaborative project. The Group 4 Reflection Piece will be a written statement that students will complete and submit as part of their Internal Assessment Portfolio.

Appendix E: Group 5 Grading and Assessment Guide

Math Studies

Resources:

The textbook used in Mathematical Studies SL at the Academy of Richmond County is *Mathematical Studies Standard Level* by Oxford Press. The assessments used are the IB Questionbank for Mathematical Studies. The supplemental resources are *Mathematics for the International Student* Hesse ad Harris Publications, *Pearson Baccaalaureate Mathematical Studies* and *Barrons IB Math Studies*. The technology used in the class is the TI-84 plus graphing calculator or the Casio TL Graphing Calculator. The calculator usage is taught during the topic lessons.

The students are provided with the Mathematical Studies SL guide. The formula book is used for every assessment. The students for the benchmarks get a clean formula book to use during the benchmark. For the summative assessment over the topics, the students are allowed to use the formula sheet for the Topic being tested. The students are also given the notations and terminology along with the syllabus of topics and the Internal Assessment Rubric.

Course Description:

There are seven topics to be covered before the external assessment. Each class period is fifty minutes. The total course time is 150 hours. Topic 1 Numbers and Algebra is twenty hours and in class time is five weeks. The assessment at the end is paper 1 and paper 2 style assessment questions. Topic 2 Descriptive Statistics is twelve hours and class time is three weeks. The assessment is paper 1 and paper 2 style questions. Topic 3 Logic, Sets, and Probability is twenty hours and class time is five weeks. The assessment is Paper 1 and Paper 2 style assessments. Topic 4 Statistical Applications is seventeen hours and class time of four weeks. The assessment again is Paper 1 and Paper 2 style questions. Topic 5 Geometry and Trigonometry is eighteen hours and class time is four weeks, 2 days. The assessment is Paper 1 and Paper 2 style questions. Topic 6 Mathematical Models is twenty hours and class time of five weeks. The assessment is Paper 1 and Paper 2 style questions. The last topic is Topic 7 Introduction to Differential Calculus and is eighteen hours with class time of four weeks, two days. The assessment is Paper 1 and Paper 2 style questions. The assessment is given at the end of each topic. The GDC is used and taught during each of the topics to ensure that the students know how to use this piece of technology.

Formative Assessments:

The teacher assigns investigations before, during and after a topic is covered. The students work paper exam style problems on the board and the class is working these problems at the same time. The students discuss the techniques used, how to make corrections if the problem is not done correctly, and other ways to work the problems. The students also do performance tasks throughout the topics being covered. Hands-on work is also done on certain aspects of topics covered (i.e. measure the rise and run of each stair on the stairwells throughout the school and determine the gradients of each stairwell. Discussion of the gradients of the stairwells, differences if any are found, and what the students discovered as they completed this task).

Summative Assessments:

Assessments are given at the end of each topic to check for mastery of the topic material. These assessments are Paper 1 and Paper 2 style questions taken from previous examinations provided by the IB Questionbank. The students are also given a clean topic formula sheet for each assessment. After grading the assessments, the students get the assessment back and evaluate where mistakes were made, why full marks were not given, and make corrections to their assessments. The corrections that are made to the assessments are completed by writing out what was done wrong, what they were thinking at the time of the assessment, and the correct way to work the problem along with the correct answer. The students also write down what the question is asking them to do. The teacher discusses the meaning of the questions with the students to ensure understanding of the question and the terminology.

Prediction of Grades:

The teacher uses actual IB questions for the testing for each assessment. The teacher times the students using the times provided for each assessment (i.e. 38 minutes and 41 marks). The test is graded by using the markscheme and the grades are reported as how many marks each student got correct (i.e. 26 marks out of 41 marks). Each of the assessments will be averaged together to give the students and the teacher an idea of where the student stands in the class and for the external assessment at the end of the year. For example, the student was tested overall with 170 marks, the student got 130 out of 170 marks. The students average would be 77 marks and it is equated to a 4 or 5 on the IB scale. The scale that the teacher uses is a 90-100 would be a 7, 80-89 would be a 6, 70-79 would be a 4-5, 60-69 would be a 2-3 and 59 and below would be an E or a 1. This scale is also given to the students for tracking of marks given and chances of a better score. The benchmarks are graded in the same manner and out of 90 marks, each student would know how many marks received and can determine their overall score.

Benchmarks:

There will be two benchmarks given throughout the school year. The first benchmark will be given the first week of school. The benchmark that will be used will be the 2014 IB Assessment May test, Paper 1 and Paper 2. This benchmark will be used to assess prior knowledge for the teacher and allow the students to see what they would make if the test was taken then. The assessment is also used to let the students know where gaps are and topics that are needed to be studied. The second benchmark will be given a month before the external assessment in May. The assessment that will be used will be the 2015 IB Assessment May test, Paper 1 and Paper. This benchmark will be used to assess mastery and determine review topics. The students are given a clean formula book for each benchmark. The teacher and the students look at the benchmarks to determine strengths and weaknesses as well as any additional preparation needed.

Internal Assessment:

The Internal Assessment will be twenty-five hours and is usually done after Topics 2 – 4 have been covered in class. The introduction of the project will be done the second week in October. When introducing the project, the things that are discussed are how data is collected, where to collect the data, how much of the data should be collected, the mathematical processes that can be used (differences between simple and advanced processes), the displaying of the data collected, and discussing the rubric (explaining a score of 1 to a score of 3). Any questions will be answered at this time.

The title and statement of task for the students Internal Assessment is due the first week in November with the detailed plan at the end of the first week in November. The data collection, which includes getting the permission, slips from other teachers or individuals, collecting data from various sources, classes, etc. and the class time given to work on data collection will be due before the students are out for Thanksgiving break. The rough draft is due the day the students get out for Christmas Break. This will allow the teacher time to grade the rough draft and make recommendations etc. for the students. After the rough drafts are given back to the students, the students will meet with the teacher to discuss the rough draft and prepare for the final draft. The final draft is due mid-February to all the teacher time to grade the final draft, fill out any necessary paperwork for IB and to have them ready to mail off to IB the middle of March.

At the introduction of the project, the students are given a calendar of due dates for each piece of the project. The teacher will remind students of due dates. The teacher will also discuss with the students any questions they may have while they are working on each piece of the assessment.

Academic Honesty:

The students will use turnitin.com and grammarly for their internal assessment. The students will also turn in their permission slips and the survey questionnaires along with the answers and any data collected with the rough draft. All sources, references, and graphs will be cited and noted accordingly throughout the paper. The external assessment will have the students provided with a clean formula booklet. Any external programs done by the student and not TI or Casio will be cleared off of the calculators. The students will be placed a subsequent difference apart from each other while taking their external assessment.

External Assessment:

The external assessment will be given in the month of May. The Paper 1 (40%) will be given on one day either a morning or afternoon session. The Paper 2 (40%) will be given the following day either a morning or afternoon session. IB determines these testing dates and times. The external assessment will be proctored by the IB Dean of the Academy of Richmond County.

Appendix F: Group 6 Grading and Assessment Guide

Music HL

Formative Assessments & Benchmarks

By the end of each student's junior year each student will demonstrate understanding of foundational music theory by completing assigned units of musictheory.net in preparation to analyze the two prescribed works required to complete the final listening paper and to analyze the pieces for the Musical Links Investigation. Also, each student will produce eight minutes of live recorded performance and one three-minute composition and a reflective statement, applying knowledge of the musical elements. The composition and performances are assessed using the composition and performance rubric provided in the *IB Music Guide*. Formative assessments include weekly goal-oriented practice charts for performances with teacher feedback.

In the first two months of the senior year each student will learn about music history as a context for the theoretical knowledge from the junior year. Weekly written tests and daily discussions are used to assess student learning. In the third month distinct international cultures are explored with periodic assessment of individually chosen pieces of music that represent each culture studied. Each student creates flashcards (physical or digital) of musical terminology from diverse cultures. Each piece chosen for the Musical Links Investigation is analyzed and two distinct cultures are explored for similarities. Each student receives feedback and a grade for thoroughly analyzing each piece of music.

In the fourth and fifth months of the senior year the Musical Links Investigation will be presented in a media format. Each student will prepare a presentation for the class and following teacher and peer feedback the Musical Links Investigation will be submitted for external assessment. Feedback given by the teacher is based on criteria on the rubric found in the *IB Music Guide*.

The first three months of the second semester the student will complete two more three-minute compositions, applying the knowledge of musical elements within a historical context. Written reflections on the compositions are completed using the creating rubric in the *IB Music Guide*. The student will also record live performances to complete a twenty-minute CD. The standard IB rubric for performances found in the *IB Music Guide* will be used to assess each student's performance.

The final two months of senior year are used to review the musical elements, music history, and the two prescribed music selections will be thoroughly analyzed. Weekly practice essays are written by each student and the IB listening paper rubric is used with teacher feedback to prepare students for the final listening paper. Periodic written essays, guided listening exercises, and Jeopardy games are used to assess student preparation for the Listening Paper, with extensive review is conducted in April and May.

Predicted grades are due by April 1st. The predicted grade is calculated using the scores from the internal assessments (compositions/creating and live performances) and an average of the essays on the prescribed works and international music listening with and without musical scores paired with the score of the Musical Links Investigation. The predicted grade is submitted to the IB dean.

Students are individually assessed in two areas for internal assessment. The two areas are creating and performing. Creating includes three three-minute compositions, using all the musical elements studied throughout the course. Periodic written tests and individual feedback are given. The final product is assessed using the summative assessment provided in the *IB Music Guide*. Individual live twenty-minute student performances are recorded during recitals and weekly practice charts with goal setting for future practice sessions are used in preparation for those recordings. The final recording is assessed using the performance rubric found in the *IB Music Guide*. The compositions and performances are on individual CDs with each IB-assigned student number on the CD. The IB dean requests from IB the candidates who are randomly chosen for external moderation. The individual student samples selected will be mailed by the IB dean by mid-March to meet the April 15 deadline.

EA Procedures and Timeline

Students are individually assessed by two elements for external assessment. The two elements are the Musical Links Investigation and the Listening Paper. The Musical Links Investigation is prepared by each student using knowledge of two distinct musical cultures and a piece of music that represents each culture. The first piece is analyzed by each student by early October and the second piece is analyzed by late October. The media format is due by November. Prior to submitting the final media format for external assessment, research into the music of each culture is assessed with a written essay. The essay is assessed using the rubric for the listening paper in the *IB Music Guide*. The final media format is assessed using the Musical Links Investigation rubric in the *IB Music Guide* and is due by mid-January.

Visual Arts HL

Formative Assessments & Benchmarks

Visual Art Assignment grading consists of classwork and studio art. A rubric guides the evaluation process. Assignments include investigative workbook, every-day drawing challenge, powerpoint report, finished artwork and critiques. Grading is fixed by the school for marking periods but flexible. Studio work may be modified for a better outcome.

To experience a variety of media and subjects, a rapid pace is used in the first semester of the junior year. This forms a baseline for each student. Depending on the medium that the student /class is working in, the students will complete a set number (average of two [2] or three [3] per week) of pages in the visual arts journal. A select number of these accumulated pages (teacher determines the number) are chosen by the student in May of the junior year, scanned to digital format, and submitted to the teacher for part of an end-of-year assessment grade. The teacher uses a rubric based on the markband descriptors for the Comparative Study and Process Portfolio to assess and evaluate the scanned pages.

The teacher conducts a short interview at the beginning of the candidates' senior year to discuss resolved studio works and themes related to studio works. With each student individually, the teacher discusses the progress of the comparative study and makes suggestions accordingly. Students are strongly encouraged to use the specialist vocabulary of the arts.

IA procedures and timeline; in-house moderation; predicted grade

After 3-4 studio assignments of the junior an individual interview and critique takes place. Students are expected to discuss their comparative study artists and theme for their future body of work. To benefit students weak in foundations, the teacher may structure assignments to cover specific elements or principles. Attention will also given to experience a variety of 2D and 3D opportunities. The first exhibit of the junior year is documented with a picture and reflection in the workbook. A second individual interview follows and students are expected to select their next artform, excluding media previously used. Finished and unfinished studio work evaluations now include group critiques. Another exhibit will take place (senior year) to allow second-year students a forum to present their artwork. This will allow first year students another opportunity to exhibit new studio material.

Although students have been working on studio pieces during the both junior and senior year, they spend most of the third quarter of their senior year working on their exhibit. The exhibit and curatorial rationale are reviewed by both teachers, and internal assessment scores are internally moderated before submission to IBO. Teachers consult the mark-band descriptors for the raw internal assessment scores. Likewise, both the junior and senior visual arts teachers collaborate on the predicted grade. Consensus is reached in April shortly before final submission.

EA procedures and timeline

First year students learn about the evaluation process and each component: Comparative Study, Process Portfolio, Visual Arts Journal, and Exhibit.

At the end of the second semester of the junior year, students turn in drafts of their Comparative Studies. Final drafts of the Comparative Study are due in November of the Senior year. (HL students will have an opportunity to add up to three slides before their April submission).

At the end of January of the senior year, students turn in final drafts of their Process Portfolios (digital format).

Both the Comparative Study and the Process Portfolio are assessed in-house based on a (simplified) rubric that reflects the IB mark band descriptors for each of these external assessments. Each counts as a major/project grade. Students will be given the opportunity to make alterations to each before these external assessments are submitted to IBO.

Appendix G: Core Grading and Assessment Guide

Theory of Knowledge

Formative Assessments & Benchmarks

By the end of each student's **Junior year**, each student will complete one presentation following all official guidelines for a TOK Presentation, serving as a summative assessment for the students' second semester of junior year (i.e., final exam) as well as a formative assessment aiding the Senior TOK instructor in guiding instruction for year 12. This presentation will be assessed using the official TOK Presentation rubric given in the TOK course guide (see *Theory of Knowledge Guide, First Assessments 2015*, pg. 64), which will also help to familiarize the students with the assessment process for presentations.

By the end of the student's **first semester of their Senior year**, each student will complete one practice essay following all official guidelines for a TOK essay. The instructor may choose a limited selection of past prescribed titles on which the students may base their essays. Students should follow all guidelines for writing a TOK essay as if they were writing their final essay. The students will submit their papers to turnitin.com or other service designed to check students' work for plagiarism. The essay will be scored using the official TOK Essay rubric from the TOK course guide (see *Theory of Knowledge Guide, First Assessments 2015*, pg. 62). This is a formative assessment designed to familiarize the students with the process of writing a TOK essay as well as to aid them in understanding the rubric which will be used to score their final essays. Accordingly, instructor feedback on practice essays should be thorough, and wherever possible should refer to the rubric in the course guide. The practice essay also serves as a major benchmark for the instructor to gauge student mastery of assessment objectives and guide instruction going into the second semester of the students' senior year.

Course instructors may assign additional formative assessments and benchmarks as they feel necessary. The majority of formal assessments in the TOK course should be tailored towards preparing the students for their written EA or their oral IA. As much as possible, rubrics for such assessments should align with the IA and EA assessment instruments from the *Theory of Knowledge Guide, First Assessments 2015* mentioned above.

EA procedures and timeline (including in-house moderation)

Students will receive their official Prescribed Titles for the TOK essay by the end of January of their senior year. At this time, the instructor will facilitate an "unpacking" of the titles, clarifying the task or tasks associated with each title; following the "unpacking", students submit an initial thesis on the title they intend to choose on which the instructor will give feedback. This is the first interaction required on the **Theory of Knowledge Planning & Progress form** (TK PPF). Students will then submit a basic outline of their intended argument for review by the instructor; this is the second interaction on the TK PPF. At both stages the instructor will provide feedback to students to ensure that students have selected a title they understand and that their argument is developed in a satisfactory manner. For the third and final interaction for the TK PPF, students will submit their complete draft of their essay to turnitin.com or a similar plagiarism detection service by the second full week in February; instructor conferences with students will subsequently be completed by end of 3rd full week of February. After their instructor conference providing general, non-editorial feedback, students will submit a revised essay to turnitin.com or other relevant service by last week of February; the instructor will review revised

submissions to ensure that essays are formatted correctly and that there are no outstanding citation issues to address. The instructor may not give any feedback on the content of the revised essay; they may only use this as a final opportunity to ensure the students have properly formatted their essay and have no outstanding issues related to citations or academic honesty before the essays are uploaded to the official IB eCoursework portal. Once all formatting and citation issues have been addressed, the students will be given the opportunity to submit the essay to the IB portal under teacher supervision. All essays should be completed, revised, and submitted to the IB portal no later than the first week in March. Student work which is not completed or does not meet the IB's standards of academic honesty by this deadline will not be submitted to the IB, and the relevant candidate will not be eligible to receive an IB diploma. Senior TOK instructors must authentical and submit the essays in the IB portal by the end of the first week in March, and the IB coordinator/dean must then finalize and submit essay batch to IB.

IA procedures and timeline

Junior Year All official documentation (TOK-PPD, TOK-PPF) shall be collected and archived for the junior year presentation as if this assessment were the student's final IA, which helps facilitate the formative process for the year 12 instructor and serves as a backup plan in case the student is unable to complete a presentation their senior year. However, the expectation is that the final IA grade will result from the presentation given during the student's second semester of their Senior year.

Senior Year Students will begin development of their final TOK presentation as soon as their essays are submitted and finalized in the IB portal. Presentations will be given during their regular TOK class time (to minimize conflicts with other courses) for the **2 to 3 weeks prior to the first full week in April** (spring break), generally one presentation per class session in order to allow time for setup and questions from the class & instructor afterwards. A presentation schedule will be developed and posted during the first full week in March. The instructor will approve student groups, real life situations, and knowledge questions during the second week of March. By the end of the second full week in March the instructor will electronically distribute the official IB Presentation Planning (TOK-PPD, TOK-PPF) documents, which the students must have completed and submitted electronically to their instructor before their scheduled presentation day. The instructor must complete all comments and scores on the presentation forms, and submit all scores, predicted grades, and documentation forms to the IB portal **before the first full week in April**.

Once IA's have been completed, the teacher will assign a predicted grade by comparing their performance on the IA with their predicted grade on the EA derived from their review of the student essay drafts.

Extended Essay

EE procedures and timeline (including in-house moderation)

All Diploma Students are required to complete an Extended Essay in one of their HL Subject Areas. The research and draft process begins Junior year, with final draft completion and grading occurring in the Fall of the Senior Year. Extended Essays are graded on an A - E scale. All students are expected to score a D or better. Any student who scores and E on the Extended Essay will not be eligible to receive an I.B. Diploma.

Each Diploma Candidate is matched with a mentor that teaches the subject area they chose and will work a maximum of 4 hours with the mentor during the research process. TOK teachers will guide the

Extended Essay Research Process during the first semester of the Junior Year. Drafts are submitted to Mentors for grading 2nd semester of the Junior Year and will count as a summative assessment grade for the 2nd semester of the Junior Year. Final Extended Essay Papers are submitted for scoring first semester of the Senior Year. All drafts and the final essay are submitted to turnitin.com to help assess the authenticity of the student's work. All papers are written using MLA format and citation style.

Extended Essays are graded using the IB Rubric as outlined in the Extended Essay Guide. Mentors from subject areas work together to make sure moderation is occurring appropriately and that all students are fairly and consistently assessed using the IB Rubric. Predicted Grades are assigned by mentors using the A - E scale based on total points scored on the rubric according to the following scale:

Excellent	A: 30-36 Points
Good	B: 25-29 Points
Satisfactory	C: 17-25 Points
Mediocre	D: 9-16 Points
Elementary	E: 0-8 Points

Junior Year The Extended Essay Process begins in the Junior Year with an introduction to academic research and in text citations through the TOK class. Students submit an Extended Essay Contract committing to meet EE deadlines and to adhere to the academic honesty policy to ensure they submit an essay that will meet the IB expectation and scores a D or better. TOK teachers oversee the selection of subject area and topic choices to ensure each IB Diploma Candidate is matched in an area of interest within their HL courses. Mentors are paired once subject areas and topics are chosen based on mentor content strengths and interests. Students complete an outline and preliminary reflections during the 1st semester of their Junior year. The writing process is carried out and completed during the 2nd semester of their Junior year. Mentors grade EE Drafts in the Spring of the Junior year and meet with students for reflection prior to the end of the 2nd Semester.

Junior Year Timeline:

- Introduction to The Extended Essay Research Process - August
- Extended Essay Contracts Due - September
- Subject Areas & Mentors Due - September
- Preliminary Resources and Research Proposals Due - September
- Research Questions Due - October
- Extended Essay Outline & Argumentation Strategy Due - October
- Initial Reflections Due - November
- Extended Essay Draft Due - April
- Interim Reflections Due - May

Senior Year The Extended Essay final drafts are due at the beginning of the Senior Year. Final drafts are given to mentors for grading and for conducting viva voce's following submission. Predicted grades are assigned and Essays are processed for mailing. The final reflection piece is completed by the Diploma Candidate as part of the IB Documentation Process.

Senior Year Timeline:

- Final Extended Essay Papers Due - September
- Viva Voce & Final Reflections Due - October

Community, Activity, Service (CAS)

All CAS requirements must be completed by the third week of April. For more information, see the CAS Handbook.

If a student's CAS requirements are not met, the student will not be eligible to earn an IB Diploma nor will walk as a recognized IB graduate.