



Assessment Policy

Philosophy of Learning and Assessment

Haines City High School International Baccalaureate East has designed its assessment methodology to encourage and enhance student learning and reflection. Teachers use a variety of assessment strategies, including both Formative and Summative processes, which serve the diverse needs of our IB students. Feedback on evaluative progress is regularly provided to students in their classrooms and on the student portal, and to parents through the parent portal and whenever either the teacher or the parent finds that communication about student progress is necessary.

General and Admissions-Based Assessment

The International Baccalaureate East Diploma Program is a college preparatory program of studies that occurs in the last two years of high school (grades 11 and 12). IB students are assessed in six areas of study as well as in Theory of Knowledge. They are also required to complete an Extended Essay and the CAS Program should they hope to receive an IB Diploma.

Students interested in attending International Baccalaureate East at Haines City are invited to apply through Polk county's application process. As a part of this process, applying-students must take the SAT 10 in their 8th grade year. Their score on that exam along with their middle school grade point average will be used to rank-order applicants. A selection of the top-ordered students is invited to enroll, with that number being determined by the school district.

Students must successfully complete their ninth and tenth grade years in order to matriculate into the IB Diploma Program. The courses in those years—known locally as the Florida Pre-IB Program—are guided by the Florida State Standards and supplemented with learning activities that develop both the IB Learner Profile and the curricular challenges of the formal IB years. In both the Florida Pre-IB Program and the formal IB years, students are assessed through a variety of Formative and Summative processes.

Additional admission information can be found on <https://polkschoolsfl.com/ib/>

Assessment Practices

Instructors at the Haines City IB East are expected to use a mixture of both formative and summative assessments.

- **Formative assessment** is a tool or process that teachers can use to improve student learning; it is about assessment for learning, rather than simply assessment of learning. Formative assessments are used regularly and often to both monitor and guide student learning, based on an assortment of goals and objectives. These are generally applied to daily assignments, class discussions, quizzes, labs, and both long and short-range projects. Teachers engage with students directly in verbal dialogue and written remarks on student-created works. Students also help shape formative assessment in group and peer work. For example, it is not uncommon for students to assist each other by reading other students' draft of a major essay or data-based-question and offering commentary based on the IB Rubric for that class.
- **Summative assessments** determine the level of student achievement, not only at the end of the IB Diploma Program but also at the conclusion of specific parts of individual IB Diploma subject's curriculum (i.e. syllabus topics, subject parts, etc.). Summative Assessments generally appear at the end of a unit of study or a grading period to determine if the student has mastered the material that has been explored. As with some of the formative work just mentioned, Rubrics supply the guiding details for most summative assessments. Summative assessments include the **Internal Assessments** within a subject area, the IB Exams given for each subject area, the end of course exams given, the final IB Papers, and various assignments unique to each area of study within the program.

An IB Program is designed to blend a combination of Internal and External examinations that challenge learners on many fronts.

- **Internal Assessments**
 - are standardized assignments that every diploma-seeking student must complete in a particular class.
 - The teacher will grade that assignment based on an IB Rubric, and then a teacher in another IB school will examine a sampling of that work.
- **External Assessments**
 - are similar in their standardization, but for these assignments, the grade comes always from a teacher at another school.

The two major External Assessments are

- 1) the **Extended Essay**, a long-range research project, including a significant literature review, that culminates in an essay of approximately 4,000 words, and
- 2) The **Theory of Knowledge** essay which is the external assessment in the two-year ToK course, where students learn how to reflect critically on diverse ways of knowing and areas of knowledge

By blending both internal and external assessments, IB strives to create equity across the many schools that participate in the International Baccalaureate Organization

worldwide. It is generally believed the dual program of assessment assures that if a student earns an IB Diploma in Haines City, that same student would have received the same diploma had she lived in London or Paris or Singapore.

In this light, the International Baccalaureate East Diploma Program's curriculum and assessment strategies are excellent starting points for an acceptance to the right university for any young learner.

Non-IB Exams

Students enrolled at the International Baccalaureate East Diploma Program also take a variety of exams, including, but not limited to the Florida Standards assessment, the PSAT, the SAT, the ACT, and AP.

Basic Grading Structure and Practice

The International Baccalaureate East Diploma Program reports grades on a 0 - 100, A - F scale as required by the State of Florida.

These grades are converted to a grade point average (GPA) scale that is used for class ranking.

Grades and progress are reported to students and parents using Polk County's online grade book system, FOCUS. Interim reports are sent home with students at the middle of each quarter and report cards are issued at the end of each quarter, also sent home with students.

Colleges and universities in the United States have requested that a GPA on a 4.0 scale be provided to them for purposes of determining merit scholarships. For that purpose HCIB has created the following conversion scale:

Grading Scale per Semester

Grade	Unweighted	Honors Pre-IB	IB, AP Dual Enrollment	Percentage
A	4	4.5	5	90-100
B	3	3.5	4	80-89
C	2	2.5	3	70-79
D	1	1.5	2	60-69
F	0	0	0	0-59

Haines City High School is an accredited state high school given "waiver" status which exempts IB students from meeting certain high school requirements but not all state educational requirements. HCIB high school students are required to pass End of Course Assessments (FSA) in English, Algebra EOC, Geometry EOC, and Biology EOC in order to receive a Florida High School Diploma.

Earned credit for a course is awarded at the end of each semester.

Each IB Diploma Subject teacher will assign homework to reinforce what is to be learned in class and to enrich learning potential. Students are required to do additional work outside of class (projects, and explorations, the extended essay, and TOK paper, CAS, etc.) These two functions seek to develop one of IB's chief goals, which is to make each learner self-directed. Our assessment system puts a great deal of emphasis on the self-motivation of the students who enroll here.

Clarifying Assessment Criteria to Students

Each IB Diploma Subject teacher will orient students significantly to the nature and requirements of each IB course we offer, sometimes even providing part of the course guide—a text-based IB document—to explain the assessment components and practices for earning the diploma. All IB teachers are regularly trained in their particular subject area, and our program incorporates both vertical (across grade level) and horizontal (within grade level) organizational frameworks. Our program strives so that all teachers have a good idea what all other teachers are doing in their classes.

For the mandatory out-of-class assignments, the Extended Essay and CAS (the IB's program of community service), students will be fully oriented by faculty overseeing those two areas. Significant time will be given to explain the nature of the two assignments as well as to share how each is assessed. Both are mandatory to earn the diploma; neither is tied directly to any one class. One, the Extended Essay, is externally assessed; the other, CAS, is internally assessed. Both require a good deal of time from our students, who will find that our faculty is always ready to serve them in their needs for these assignments.

Training, implementation, evaluation and review of IB Diploma Assessment Training of new IB Diploma instructors

Each IB Diploma subject guide explains the assessment components (internal and external) and assessment practices for that particular subject. It is essential that all IB Diploma instructors are very familiar with the formal assessments for their subject. To this end, new teachers shall thoroughly review the subject guide and course syllabus with their Head of Department prior to the student's start of the new school year. The Head of Department shall mentor and work with new instructors to ensure that they understand and implement the assessment practices found in their respective subject guides. Where necessary the school shall send instructors to the appropriate level/category IB Diploma workshop for training in assessment and IB Diploma "best practices". Close mentoring shall be provided by the Heads of Department and the IB Coordinator to ensure that new and returning instructors are familiar with and make full use of materials available to assist instructors in the implementation of the IB Diploma Program including, but not limited to, the

Programme Resource Centre and published IB Diploma subject Study Guides in order to inform best practices within their subjects.

Evaluation of assessment policy

Each year, the IB Diploma Coordinator and Head of School shall review the school's assessment policy in light of any new ideas, policies and best practices used in IB World schools.

Revision of assessment policy

As new ideas and best practices evolve in the IB Diploma Program, the school shall revise its assessment policy as those new ideas and best assessment practices demand. The IB Coordinator and Head of School shall meet to plan a detailed course of revision of the school's policy involving the Heads of Department and instructors.

This document shall be published and accessible to the community on <http://hcib.polk-fl.net/>.

It is as follows:

The Assessment policy is made accessible to every faculty member. During weekly staff meetings this has been and continues to be a subject that is routinely discussed and the practical matters of implementing the assessment policy are addressed either as a group or by each Department (that roughly correspond to the six subject areas of the Diploma Program) during their regularly scheduled meetings.