



# **Alonso High School Magnet Assessment Policy Teacher, District, State/National, and IB Assessments**

## **Assessment Philosophy**

Assessments are an important way to capture a student's mastery of a student or topic, and also a vital way to measure and celebrate student growth towards mastery or a personal goal. The faculty of the Alonso Magnet Program believes that assessment should reflect gains made by students in the acquisition of knowledge in various content areas. While grading is an important part of assessment, the Magnet faculty believes that students should not be penalized for initial confusion during the discussion of new concepts and believes that student mastery of content is the ultimate goal. Because of this belief, the Magnet program at Alonso High School has a policy of grade enhancement, where students can show mastery of a concept (often at a later date) and receive a more satisfactory grade than may have initially been assigned by the teacher. This policy of grade enhancement applies to teacher assigned nine weeks grades, and can include, teacher made assessments. The Magnet faculty understands that a grade enhancement policy cannot supersede district, state, national and IB assessment policies.

## **Teacher Made Assessments**

Alonso High School teachers create their own assessments and grading policies in accordance with district guidelines. Teachers often create their assessments using resources provided by the district, IB, and through collaboration with other IB faculty members and district personnel. Teachers are encouraged to use both formative and summative assessments as a regular part of their instruction. Teachers are encouraged to include at least one form of formative assessment (evidence of learning) in each of their lessons (at least one per class rotation) and at least one summative assessment for each unit of instruction. These teacher-made summative assessments are in addition to the summative assessment that takes place through district semester examinations. Homework is also an important way to assess student understanding, as well as reinforce concepts and standards. There is an expectation that students commit to the completion of valuable assigned homework through their time in the program. Faculty will make efforts to ensure homework is valuable and does not place an undue burden on student time and wellbeing.

Teachers are encouraged to standardize assessment within their subject area groups (IB groups 1-6) as well as their district created subject area departments. IB Diploma Faculty staff will be required to calibrate and collaborate during the assigning and grading of all IB Internal Assessments. These discussions will take place through monthly professional learning community (PLC) meetings where assessment is a regular part of PLC agendas.

### **District Semester Examinations/Assessments**

Semester exams are given in each course offered in Hillsborough County (including IB Courses). These examinations are created at the district level. Grades are assigned by teachers after they receive guidance and instruction from the district assessment office regarding determining scaled exam scores each semester. More information on District Assessments can be found in the Student Progression Plan.

#### *Semester Examinations (HCPS)*

- Semester examinations are districtwide, mandatory in every subject and used in final grade calculations.
  - The district scaled semester exams carry the weight of 25% of the semester grade for courses not requiring other cumulative assessments.
  - Students who are absent on an exam day (or days) must verify their absence to be eligible for a make-up exam. Schools may request a doctor's note.
  - All students who do not take or make up an exam will receive a temporary "I" (incomplete) exam grade and an "F" semester grade.
    - Students are responsible for following district procedures for making up these exams.
  - In cases of confirmed cheating on a semester exam, the student will receive an "F" grade for the exam that will be calculated into the final course grade.
  - In cases where another state-mandated cumulative assessment (EOC) is required for a course, a semester exam may not be given. For courses that require an EOC, the district scaled semester one exam and the semester the EOC exam are calculated as 30% of the corresponding semester grade. See the HCPS Student Progression Plan for more information about EOCs
- \* Please note: Semester Examination procedures may change due to legislation.

## *GRADING AND MONITORING PROGRESS*

### *Credits Earned*

- One half credit is earned by passing a semester course (18 weeks) (9 weeks in a hybrid block class).
- The final semester grade is determined by using each nine weeks grade and the district scaled semester exam grade, unless eligible for an exemption.
- Students not enrolled in or who have not completed a course who take and pass a statewide standardized End of Course (EOC) Examination through the Credit Acceleration Program (CAP) will earn credit.

### *Grade Point Average*

The grade point average for all high school students shall be based on quality point values. Quality points are to be earned every nine-week grading period in each subject.

Quality point values are as follows:

#### *Nine Weeks Grades*

Letter	Grade Value	Quality Points
A	100-90	4
B	89-80	3
C	79-70	2
D	69-60	1
F	59-0	0

All final course grades earned will be placed on the student's permanent record and appear on all official transcripts from the school.

Parents may monitor student's academic grades through Canvas. Grades are updated regularly by teachers so students and parents (Canvas observers) can monitor progress in courses. Families and students may monitor CAS and pre-CAS progress on the Managebac tool, and families of juniors and seniors will discuss IA and EE progress during the Diploma Programme years at semester conference nights.

Only final letter grades of A-F are noted on student report cards, which are published at the end of each academic quarter, and at each semester reflect the semester letter grade averages referenced above.

Within the Diploma Programme courses, teachers will refer to the IB numerical grading criteria of

assigning a score of 1-7 towards assignments, and for specific assignments the teacher may explain how the 1-7 score could correlate to the A-F or 0-100% scores that are entered into a student gradebook (Canvas). For the most part, however, the reference to a score of 1-7 will be to inform students of their progress towards established IB criteria in their DP coursework and may not directly correlate to a grade earned in the course. Individual student progress, engagement and reflection of students in the assessment process may also be factored into a student's grade on an assignment or as a nine weeks grade.

### **State Assessments (and National Obligations)**

IB Students must sit for all state assessments as required by Florida State Statute for graduation. As each graduation cohort has different graduation requirements, the guidance office and state DOE should be consulted regarding required state assessments for each cohort. Currently students must have taken and/or passed the Florida Standards Assessment (FSA-ELA) and a series of End of Course Exams (EOCs) developed and graded by the state.

In the federal system used in the United States, states are given the responsibility for education, with support from the national government. Thus, it is up to the state of Florida to establish requirements for students enrolled in the Alonso High School Magnet Program to earn their state of Florida high school diploma. The state of Florida understands the unique requirements of the International Baccalaureate Diploma Programme and provides DP students with modified requirements for earning their high school diploma. The state assessments listed above, however, are requirements of all state of Florida students, regardless of whether they are enrolled in an IB programme.

### **IB Diploma Programme Assessment Overview**

#### **EAs**

An EA (External Assessment) is a written paper or exam (called Paper 1, 2, or 3) typically administered during Spring (the month of May) of senior year. Two or three EAs are administered in each subject: English, Sciences, Math, History, and Foreign Language

#### **IAs**

IAs (Internal Assessments) are also in every subject, starting with the English IO fall of junior year, and others going through March of senior year. IAs can be 1200–1500-word essays, projects, or labs. IAs are completed in and outside of class time (after school or during Saturday Bootcamps). IA deadlines are

published years on the Student Assessment Calendar provided by the Diploma Coordinator at the start of both junior and senior year.

### **Grading IAs**

IA papers and projects are graded by teachers. Initially, only scores will be submitted to IBO. These assessments are graded using an established set of criteria published by IB. Students are aware of the criteria used to grade these assessments throughout their time working on the IA, so they can monitor their own progress towards the established criteria. Teachers then assign “marks” to these assessments based on that same IB-established criteria. IB will request a few specific names of students for the DP coordinator to send actual work samples of select students. IB will assess whether the IA scores are accurate and are moderated. Although IA scores go toward IB diploma points, some IA’s also go toward report card grades. Students will not see official IA grades until July when they receive all their scores after graduation.

### **Recording and Reporting of IB Assessments (except for External Assessments)**

Teachers within the Alonso High School IB Diploma Programme take on an important role in recording and reporting the grades of Internal Assessments to the IB. They also play an important role in recording and reporting predicted grades for Group 1-6 subjects taken by students, as well as the core requirements of the Extended Essay and Theory of Knowledge. The teachers submit all these assessment marks to the school IB coordinator through both electronic and hard copy means. After these marks and assessment points are entered into the electronic system of the IB, and verified by both the teacher and coordinator, they are submitted to the IB. Student work is then submitted to the IB, for grading or moderation, as required or requested. Remaining student internal assessments are stored and maintained by the teacher and coordinator.

### **IB Diploma Points**

In order to obtain an IB diploma, the basic requirements are a minimum of 24 points, complete all Core Requirements and earn at least 12 points in HL courses. A student will receive a score of 1-7 in each of their 6 IB courses. A score is comprised of both IA (20-30%) and EA (70-80%) scores. A student can earn 7 points for each of their 6 classes, plus 1-3 points may be added (but not to HL) for A, B, and C averages on EE and TOK essays, making a total of 45 possible points.

Throughout a student’s time in the Diploma Programme, a teacher is constantly assessing a student’s progress and ability to earn the maximum number of points in each SL/HL course. Throughout the

student's time in the senior year of the DP the teacher will share "Predicted Grades" with the Diploma Coordinator, so that a student's progress towards earning the IB Diploma can be established. Predicted grades are not intended to be subjective, but rather based on student progress towards the mastery of IB standards and establish criterion, including their Internal Assessments and sample works, such as mock exams and practice papers. The Diploma Coordinator may confer with teachers, parents, and individual students to provide feedback on a student's progress towards earning the IB Diploma. It will be protocol, as allowed by IB, to share students predicted grades with them in late winter and early spring of their senior year so that a student can "recalibrate" their study time/skills and monitor their own progress closely. Final Predicted Grades will be shared by teachers in the Spring of senior year and the Diploma Coordinator will submit these grades to IBO in April. These predicted grades can be used for a variety of reasons, which can be discussed with the Diploma Coordinator.

*Assessment policies will be reviewed annually by the IB faculty, with the advice of select stakeholders, and changes will be published to the Alonso HS website, under the Magnet tab.*