

# **IB @ WKHS Assessment Policy**

## **Grades for Report Cards and for the IB Programme**

**IB @ WKHS** courses will be graded on a scale of “A-F” so that they comply with the current policies and practices of the Worthington City School District. The grade “A-F” will be awarded based upon a percentage of points earned out of those available during a specified grading period. The exclusive purpose of these grades will be to determine credits earned and calculate a grade-point average to be reported on a student’s transcript from Worthington Kilbourne High School. Ideally, grades reported by teachers will serve as effective predictors of a student’s performance on IB Subject Exams. However, these grades will have no direct bearing on the student’s scores on IB Subject Exams or on whether a student earns the Diploma of the International Baccalaureate.

**IB @ WKHS** teachers are required by the IB Organization to report a “predicted grade” for all students who take the IB Subject Exams. These grades must be reported on a scale of “7-1” in order to comply with the IB Grading Scale. These predicted grades will be based upon students’ performances on all assessments during the course, but particularly on their performance on the Internal Assessments and their anticipated performance on the External Assessments. Though these predicted grades cannot be directly correlated to the “A-F” grade that will be reported on a student’s Worthington report card, here is a rough approximation of the equivalence between the two grading systems:

Worthington grade	IB grade	Reflects performance that is
A+	7	Excellent
A	6	Very good
B / B+ / A-	5	Good
C+ / B-	4	Satisfactory
C- / C	3	Mediocre
D- / D / D+	2	Poor
F	1	Very poor

## **Weighted Grades, Calculating G. P. A. and Transcripts**

In order to honor the challenge that students accept by taking **IB @ WKHS** courses, grades in these courses are “weighted” in the same manner as AP courses when calculating a G. P. A.:

Grade	Standard weight for G. P. A.	AP/IB course weight for GPA
A- / A / A+	4.0	5.0
B- / B / B+	3.0	3.75
C- / C / C+	2.0	2.5
D- / D / D+	1.0	1.25
F	0	0

## **Types of Assessments**

### **Diagnostic Assessments**

**IB @ WKHS** teachers may conduct diagnostic assessments prior to the commencement of a course or unit in order to determine whether students have established the knowledge and skills necessary for successful learning. If a small number of students are found to have deficits, they may be assigned to work with that teacher during Advisory periods in order to “catch up” and ensure successful learning. If large numbers of students are found to have deficits, the teacher will alter the announced course calendar in order to allow necessary time for remediation, review, or re-teaching. Diagnostic assessments will not count for any part of the student’s overall grade for the course.

### **Formative Assessments**

**IB @ WKHS** teachers will design and administer formative assessments on a frequent basis during each unit of a course. These formative assessments will employ command terms as they are defined by the IB Organization and focus on the specific learning targets or objectives that informed the instruction of previous lessons. Examples include homework questions, journal entries, quizzes, wipe-board responses, etc. They may be conducted in class or as homework assignments. Teachers will provide timely and specific feedback to students regarding both their grasp of the content knowledge or skills and their fulfillment of the command terms. The purpose of these assessments will be to assist students to measure their progress toward the learning targets or objectives by identifying areas of strength and weakness, and to assist in their mastery of the command terms. Formative assessments may count for a portion of the student’s overall grade for the course, but should not count for the largest portion of the overall grade.

### **Summative Assessments**

**IB @ WKHS** teachers will design and administer a summative assessment at least once per unit during a course. These summative assessments will employ command terms as they are defined by the IB Organization and focus on the specific learning targets or objectives that informed instruction during the unit. They will be primarily conducted in class in order to promote authenticity and prepare students for the time constraints that they will experience when taking IB External Assessments. Summative assessments are primarily used to determine the extent to which a student has fulfilled the learning targets or objectives and to determine and report the student’s grade. Nevertheless, teachers will still provide timely and specific feedback regarding students’ grasp of content knowledge and skills so that students may identify and understand areas of strength and weakness and plan their preparation for the ultimate summative assessments, which are the IB Subject Exams. Accordingly, items on summative assessments should be designed to reflect the types of items that will appear on the IB subject exams, and they should be graded using schemes similar to those used to grade IB Subject Exams. Summative assessments should count for the largest portion of a student’s overall grade in the course.

### **Semester Exams**

At the end of each semester of an **IB @ WKHS** course, the teacher may conduct a semester exam that will count for 10% of the overall grade for the course. Semester grades for **IB @ WKHS** courses are weighted as 45% for each quarter and 10% for the semester exam grade.

Prior to the administration of IB Subject Exams (known formally as External Assessments), **IB @ WKHS** courses will take a hiatus from normal operations in order to conduct mock Subject Exams. In any **IB @ WKHS** course, the percentages of points earned by a student on each of these mock External Assessments may count as 10% of his/her overall grade in the final semester of the associated course. These mock External Assessments will, therefore, function as the final semester exams for those courses.

As with other summative assessments, items on semester exams should be designed to reflect the types of items that will appear on the IB subject exams, and they should be graded using schemes similar to those used to grade IB subject exams.

### **International Baccalaureate Subject Exams**

The International Baccalaureate Organization administers Subject Exams in order to assess students' performance in their IB courses. These exams are scored on a "7-1" scale with "7" being the highest grade and "1" being the lowest. The scores from these exams are used to determine whether a student earns the Diploma of the International Baccalaureate. IB subject exams consist of two components:

<b>External Assessments (EA)</b>	External Assessments are written by a team of examiners appointed by the IB Organization; they represent roughly 70-80% of the student's overall score on the IB Subject Exam for most courses. These exams are administered by WKHS in May during exam periods lasting one to three hours. They are graded by examiners appointed by the IB Organization.
<b>Internal Assessment (IA)</b>	Internal Assessments are meant to assess knowledge and skills that cannot easily be demonstrated in an exam period of several hours. A framework for the structure of these assessments is established by the IB Organization and teachers and students work together to "fill in the details." Once students have completed the Internal Assessment, teachers employ criteria defined by the IB Organization to award grades. These grades are submitted to the IB Organization by the teacher. The IB Organization then requires the teacher to send samples (for students chosen at random by the IB Organization) for a "quality control" process. The Internal Assessment represents roughly 20-30% of the student's overall score on the IB Subject Exam for most courses.

All assessments (except for those in Group 2: Language Acquisition courses) will be conducted in English, in accordance with the **IB @ WKHS** Language Policy.

Policy last updated 11/29/22. Future review date October 2023.

## Glossary of Command Terms for **IB @ WKHS** Assessments and Exams

From the **Subject Guides** (Command Terms are the same for all IB subjects) published by the IBO

Students should be familiar with the following key terms and phrases used in examination questions, which are to be understood as defined below. Although these terms will be used frequently in examination questions, other terms may be used to direct students to present an argument in a specific way.

Command Term	Definition
Analyse	Break down in order to bring out the essential elements or structure.
Annotate	Add brief notes to a diagram or sketch.
Classify	Arrange or order by class or category.
Compare	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
Compare and contrast	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Construct	Display information in a diagrammatic or logical form.
Contrast	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
Define	Give the precise meaning of a word, phrase, concept or physical quality.
Describe	Give a detailed account.
Determine	Obtain the only possible answer.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Distinguish	Make clear the differences between two or more concepts or items.
Draw	Represent by means of a labeled, accurate diagram or graph, using a pencil. A ruler (straight edge) should be used for straight lines. Diagrams should be drawn to scale. Graphs should have points correctly plotted (if appropriate) and joined in a straight line or smooth curve.
Estimate	Obtain an approximate value.
Evaluate	Make an appraisal by weighing up the strengths and limitations.
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
Explain	Give a detailed account including reasons or causes.
Identify	Provide an answer from a number of possibilities.
Justify	Give valid reasons or evidence to support an answer or conclusion.
Label	Add labels to a diagram.
Outline	Give a brief account or summary.
State	Give a specific name, value or other brief answer without explanation or calculation.
Suggest	Propose a solution, hypothesis, or other possible answer.
To what extent	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with empirical evidence and sound argument.