


Winter Springs High School  
International Baccalaureate World School:

Learning  
And  
Assessment  
Policy






## IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<p><b>INQUIRERS</b> We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> <p><b>KNOWLEDGEABLE</b> We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> <p><b>THINKERS</b> We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p><b>COMMUNICATORS</b> We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p> <p><b>PRINCIPLED</b> We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p><b>OPEN-MINDED</b> We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p> <p><b>CARING</b> We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p> <p><b>RISK-TAKERS</b> We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p> <p><b>BALANCED</b> We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p> <p><b>REFLECTIVE</b> We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>
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The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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## **Winter Springs High School International Baccalaureate World School Assessment Policy**

### **Winter Springs High School Mission Statement:**

*“Our school communities’ mission is to create productive global citizens who cultivate intercultural understanding, respect for humankind, and a commitment to lifelong learning.”*

The goal of Winter Springs High School (WSHS), through the teachers, students, administrators, parents, and faculty is to monitor, evaluate, and give feedback on student formative and summative assessments as students push towards achieving their learning goals. The administrators and teachers will use criterion-based assessments that are supported by the following principles:

### **Principles:**

- All students can and will learn in a rigorous school environment.
- Assessments will be varied in form, method, and delivery.
- Assessments are a critical part of the learning process and will be used to inform both student and teacher practices.
- Student learning is evaluated using pre-established criterion rather than comparisons to published averages, norms, or other students.
- IB formal assessments allow administrators, teachers, students, and parents to evaluate their students’ progress relative to state, national, and worldwide standards.
- Thorough assessment feedback will be given to all stakeholders to improve study habits, provide guidelines for revision, and guide instruction.
- Assessments will reveal student understanding as well as lapses in understanding.
- Assessments will demonstrate evidence of student learning.
- Parents and students have access to students’ grades using Skyward, our school district’s data management system and online gradebook.

### **Purposes of Assessment**

The primary goal of assessments is to indicate and monitor learning. Effective assessments will support student learning by providing meaningful feedback and will measure achievement regarding learning objectives and goals. Assessments, especially varied assessments, are necessary to create a positive teaching environment that will help support students, teachers, and parents in the learning environment.

WSHS expects students to be life-long learners. Teachers can and will display the passion necessary to boost that life-long learning process. For the students to be knowledgeable inquirers, WSHS wants them to be critical 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.

## Types of Assessments

### **Admission Assessment:**

The WSHS Pre-Diploma (Pre-DP) Program students are chosen through a lottery system that is monitored by the Student Assignment and Program Access department located within the Educational Support Center for Seminole County Public Schools.

To matriculate into the WSHS International Baccalaureate (IB) World School, students must:

- Maintain a 3.0 unweighted grade point average (GPA) in both honors and AP Courses
- Freshman year: one Advanced Placement (AP) course\*
- Sophomore Year: two AP Courses\*
- Students must meet similar academic requirements that support and prepare for the rigor found in the IB Diploma Programme (DP)
- Students must uphold the WSHS and IB Programme Academic Honor Code

Should a student not meet these requirements, they will be removed from the programme to ensure their academic success within Seminole County Public Schools.

*\*AP Courses are to be chosen from prescribed course list according to WSHS Curriculum Guide: IB Programme*

### **Formative Assessment:**

To monitor and facilitate student learning, daily formative assessments will be used to monitor student knowledge, experience, and skills. Multiple types of formative assessments will be used, ranging from verbal and written responses to oral presentations to assess students' knowledge base. Based on the results of formative assessments, students and teachers will evaluate the student's learning and make the necessary adjustments to both student and teacher practices.

Students will adhere to all Academic Honor Code requirements for any given assessment, including formative assessments. Failure to act with academic honesty and integrity could result in a failure of the assessment and removal from the WSHS IB Pre-DP or DP Programme.

### **Summative Assessment:**

Summative assessments are given at the end of a teaching unit or concept for the purpose of evaluating mastery. Various types of assessments will be used to assess student mastery of learning objectives, such as, but not limited to, the following: presentations, projects, portfolios, and paper tests. The level of mastery is determined using a pre-approved and discussed rubric for the assessment within the class and the grade is recorded in Skyward, which is the electronic grading system used by WSHS and SCPS.

Students will adhere to all Academic Honor Code requirements for any given assessment, including summative assessments. Failure to act with academic honesty and integrity could result in a failure of the assessment and removal from the WSHS IB Pre-DP or DP Programme.

**Internal Assessment:**

Skills and subject area content will be gauged through mandatory assessments during the 11<sup>th</sup> and 12<sup>th</sup> grade. The IB teacher will grade the internal assessment using a rubric supplied by the IB. These scores will be sent to IB to be checked for internal worldwide consistency. Examples of this type of assessment include, but are not limited to oral presentations, science lab reports, math portfolios, exhibitions, historical 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 scores for that subject. Internal assessments are graded by the teacher and then moderated by the IB before being factored into a student's final score. See IB Diploma later in this document for more information.

Students will adhere to all Academic Honor Code requirements for any given assessment, including internal assessments. Failure to act with academic honesty and integrity could result in a failure of the assessment and removal from the WSHS IB DP Programme.

In addition, non-submission of an internal assessment may also be grounds for removal from the WSHS DP Programme. The reasoning for this is that, according to [Seminole County Public Schools Student Progression Plan](#), a student enrolled in the IB Program and on an IB Diploma track may only qualify for a diploma if they have submitted all required assessments:

To fulfill the State of Florida requirements for the IB Diploma Curriculum, students must complete all End-of-Course assessments as required by the state and all internal and external assessment requirements for the IB Diploma, including a completed extended essay and completion of the CAS program (creativity, action and service). If a student leaves the International Baccalaureate Program, he/she must then meet all graduation requirements and End-of-Course exams as specified by the Florida Statutes and the Seminole County Student Progression Plan. (SCPS Student Progression Plan 2022-23, pgs. 45-46)

As such, in order to ensure a viable path towards high school graduation, students may be removed from the IB Program and placed within a standard diploma track to ensure their success. Submission requirements and dates are provided by the IB teachers.

**External Assessment:**

WSHS Pre-DP students in grades 9 and 10 will take state benchmark assessments such as FAST and BEST testing as well as End of Course assessments in Biology I, Algebra I, and Geometry. These assessments are used to evaluate student proficiency in the subject areas. Further, these

students are required to complete Advanced Placement (AP) courses and AP testing in May for possible college 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 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.

Similarly to internal assessments, external assessments are a requirement of the Diploma itself. This means that non-submissions disqualify you for an IB Diploma. We attempt to prevent this as much as possible. However, it is the responsibility of students to complete all assessments or risk graduation.

See IB Diploma later in this document for more information.

### **Grade Reporting and Scale:**

The grading scale for Seminole County Public Schools, including Winter Springs High School, is as follows:

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

Below 60% = F

Communicating student achievement is a priority at WSHS. To inform parents and students on grades and progress, an electronic grade book (Skyward) is utilized which is linked to our Parent and Student portal which gives access to real time grades. Parents are encouraged to monitor their students' progress on a weekly basis and are given notices throughout the grading period via phone calls, newsletters, and emails. All parents are notified through an automated phone system when progress reports should be checked on Skyward as well as when formal report cards are being sent home with the students.

In addition to electronically monitoring student progress, parents are notified of student achievement and progress during requested 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.

### **Homework**

Students will be assigned homework in the IB for three primary purposes: reinforcing lesson content, extending the depth of content learned, or reviewing content. Homework is often used for class discussion purposes, ranging from practice problems to reading.

## IB and State of Florida DIPLOMA

Within the IB Diploma Programme, students must meet all Internal and External assessment components to graduate. According to the *SCPS Pupil Progression Plan*:

*"To fulfill the State of Florida requirements for the IB Diploma Curriculum, students must complete all End-of-Course assessments as required by the state and all internal and external assessment requirements for the IB Diploma, including a completed extended essay and completion of the CAS program (creativity, action and service). If a student leaves the International Baccalaureate Program, he/she must then meet all graduation requirements and End-of-Course exams as specified by the Florida Statutes and the Seminole County Student Progression Plan."*

<b>WSHS DIPLOMA REQUIREMENTS</b>	<b>CRITERIA</b>
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	Prescribed Title Essay & Oral Presentation Grades earned A (highest) to D (lowest)  A grade of E is a failing condition
Extended Essay	4000 word essay Grades earned: A (highest) to D (lowest)  A grade of E is a failing condition
Creative, Activity, & Service	18 months of documented activity

Students must receive a grade of at least D in both Theory of Knowledge and Extended Essay, or 24 overall points, to receive the IB Diploma. 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 45 points if they earn a score of 7 on each of the 6 subject areas and A's on both their Theory of Knowledge and Extended Essay.

IB scores and class grades are separate, distinct types of scores. Students receive their class grades at the end of each semester of study. IB scores are available online or in early July each year. IB Diplomas are sent directly to the schools and students and parents are notified when 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.

### **Parent Responsibilities**

- Monitor student progress daily/weekly through Skyward
- Discuss assignments and assessments with student frequently to show support and encourage student achievement
- **Contact the teacher** if questions or conflicts arise so the 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 accurate and on time.
- Schedule Parent/Teacher Conferences through the IB Counselor when necessary to ensure student success

### **Student Responsibilities**

- Adhere to all WSHS Pre-DP and WSHS DP Programme Policies
- Successfully complete all diagnostic, formative, summative, standardized, and end of course assessments.
- Maintain a cumulative unweighted GPA of 3.0.
- Strive to achieve characteristics indicated on the IB Learner Profile.
- Meet deadlines for classroom assignments.
- Follow deadlines as outlined in the IB Assessment Calendar.
- Maintain relationships with Extended Essay and CAS supervisors.
- Develop skills for study and time management to maximize potential for success.
- Assume responsibility for learning by being proactive in seeking help, monitoring progress in Skyward, and reflecting on strengths and weaknesses revealed through class assignments and assessments.
- Ensure your work reflects the guidelines in the WSHS IB Academic Honor Code
- Complete all Individual Assessments on time in accordance with WSHS IB internal deadlines
- Complete all IB written examinations in the spring semester.
- Complete all IB External Assessments.

### **Teacher Responsibilities**

- Adhere to deadlines outlined by the IA 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 than on covering subject content.
- Analyze assessment data to identify patterns of student performance and need and to inform further instruction.
- Work collaboratively with other teachers to assess instruction 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.
- Conduct meaningful assessments.
- Refer to the IB Online Curriculum Center (myIB) often to stay current on curriculum and assessment changes

### **IB Coordinator Responsibilities**

- Distribute IB assessment materials to teachers and students
- Offer training in interpreting IB summary data to teachers.
- Schedule IB training and Professional Development for IB Diploma teachers when subject curriculum is revised or changed.
- 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 Springs High School IB policies will be posted on the Winter Springs High School website in a downloadable, printable format.

All Winter Springs High School IB policies will be reviewed annually during IB Pre-planning workshops.

### **Connection to other policies**

**Academic Honesty 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 and accommodations will be considered when creating and implementing assessments.

WSHS Assessment Policy

**WSHS Diversity and Inclusion Policy**– Assessments will follow all requirements outlined by the student’s EP, IEP, 504 plan(s). Assessments will meet diversity requirements in conjunction with plans created through planning with the WSHS IB Student Diversity Panel.

All policies can be found on the school website under IB Programme.

### **Resources**

*Assessment Policy for Vanguard High School. Marion County Public Schools.*

*Guidelines for developing a school assessment policy in the Diploma Programme.*

*SCPS Student Progression Plan 2020-2021*

### **WSHS IB World School Assessment Contract**

**In accordance with the SCPS Pupil Progression Plan and WSHS IB Policies, I agree to the student responsibilities below. I understand that these responsibilities are integral to my success in the program and I will put forth my best effort to accomplish these tasks.**

#### **Student Responsibilities**

- Successfully complete all diagnostic, formative, summative, standardized, and end of course assessments.

- Maintain a cumulative unweighted GPA of 3.0.
- Strive to achieve characteristics indicated on the IB Learner Profile.
- Meet deadlines for classroom assignments.
- Follow deadlines as outlined in the IB Assessment Calendar.
- Maintain relationships with Extended Essay and CAS supervisors.
- Develop skills for study and time management to maximize potential for success.
- Assume responsibility for learning by being proactive in seeking help, monitoring progress in Skyward, and reflecting on strengths and weaknesses revealed through class assignments and assessments.
- Ensure your work reflects the guidelines in the WSHS IB Academic Honor Code
- Students will complete by WSHS IB internal deadlines all Individual Assessments on time
- Students will complete all IB written examinations in the spring semester

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_