



*Sandy Creek High School will prepare internationally-minded lifelong learners who will create a better world through respect, innovation, creativity, and service.*

## **SANDY CREEK HIGH SCHOOL**

360 Jenkins Rd  
Tyrone, GA 30290  
770-969-2840

### **INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME**

#### **Assessment Policy**

##### **INTRODUCTION**

The faculty and staff of SCHS are committed to providing rigorous, equitable, and rich educational experiences through collaboration and adherence to IB expectations that produce principled, globally-minded citizens who respect other people, cultures, and natural resources.

##### **THE PHILOSOPHY OF ASSESSMENTS**

We assess with the goal of creating globally competent citizens. We measure our own effectiveness, the effectiveness of our lessons, and our students' progress to gather data to drive instruction. We measure matters such as standards-based skills progress, international-mindedness, and learner profiles through a variety of both qualitative and quantitative diagnostic, formative, and summative assessments.

##### **TYPES OF ASSESSMENTS AT SCHS**

At Sandy Creek High School, common diagnostic assessments are mandated by both Fayette County Board of Education and the Sandy Creek Administration. Diagnostic assessments establish a baseline of student skills and knowledge for planning instruction and resource allocation. Examples of diagnostic assessments include but are not limited to benchmarks, pre- and post-tests in reading comprehension, writing, language acquisition and usage, math, science, and social studies.

At Sandy Creek High School, formative assessment is embedded in the instructional process. Formative assessments measure progress towards mastery of standards and skills. Examples include but are not limited to observations, quizzes, homework, question and answer, academic conversations, instructor/self/peer feedback.

At Sandy Creek High School, summative assessments are used to make strategic plans through backward design. All summative assessments are intentional with the goal of mastery of standards and skills. Examples



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include but are not limited to tests, compositions, laboratory experimentation, presentations, projects, and performance.

Our school rubrics are based on district-level rubrics, which are based on the state's rubrics for content knowledge across grade and subject levels. The purpose of using rubrics is for continuity of evaluation, establishing clear guidelines for performance levels. Additional rubrics are used to meet the various curricular demands of Pre-AP, AP, CTE, and various demands throughout the disciplines.

The intent of grading at Sandy Creek High School is to provide a fair, equitable, and accurate evaluation of student progress and mastery of standards, skills, and knowledge. Sandy Creek High School has two 18-week semesters. Each semester grade will be determined by the following scale: final exam = 20%, summative assessments = 45%, and formative assessments = 35%. The scale for grading that we use is mandated by the FCBOE standardized grading scale: A = 90 to 100, B = 80 to 89, C=71 to 79, D= 70, and F = 69 and below.

It is the expectation that teachers provide multiple opportunities for students to showcase their learning through both formative and summative assessments. Teachers will embed opportunities to experiment and practice in a supportive atmosphere that promotes growth through risk-taking, reflection, and refinement.

Progress and growth will be recorded and reported in a timely manner through various mediums. These mediums may include but are not limited to the assignment of grades, conferencing, academic discussions, and peer/instructor feedback. Grades are reported through the Infinite Campus student information database that is available to both students and parents. Furthermore, we will utilize ManageBac for IB students.

In addition to the diagnostic, formative, and summative assessments, students are also required, based on their grade level, to take certain standardized assessments as mandated by the state department of education and other entities:

- EOC--Georgia State End of Course Exams
- EOPA--Georgia State End of Career Pathway Assessments used to award professional certifications.
- AP
- IB
- PSAT 8/9 & NMSQT
- Pre-ACT
- Pre-AP
- Access (ESOL)



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## GRADING SCALE

We use three different grading scales: for the county, we have a 100-0, A-F score range, for Advanced Placement, we use the 1 through 5 score range with 1 being the lowest and 5 being the highest, and through IB we will use a 1 through 7 score range with 1 being the lowest and 7 being the highest.

## IB DP ASSESSMENTS

All courses will be assessed according to IB requirements and rubrics. Assessments are categorized by Internal with External Moderation and External. External assessments are scheduled by IB.

**Internal Assessments:** These assessments are produced in class, evaluated by the instructor, and subject to external moderation. Instructors will submit an audio/visual copy of the student's work to IB coordinator within the established time. Examples include but may not be limited to oral work in languages, laboratory work in the sciences, investigations in mathematics, and artistic performances.

**External Assessments:** These assessments are produced in a formal testing session and are evaluated externally. Examples include but may not be limited to essays, structured problems, short-response questions, data-response questions, and text-response questions.

All assessments must comply with the Sandy Creek High School IB Academic Honesty Policy and the IB Academic Honesty Policy in order to receive credit.

## REPORTING

Progress and growth will be recorded and reported in a timely manner through various mediums. These mediums may include but are not limited to the assignment of grades, conferencing, academic discussions, and peer/instructor feedback. Grades are reported through the Infinite Campus student information database that is available to both students and parents.

## IB DIPLOMA REQUIREMENTS

The IB will issue an IB diploma to a student if the following conditions are met:

- The student has taken no more than four courses at the HL level and two at the SL level.
- The student completed and earned at least a D on both Theory of Knowledge and their Extended Essay.
- The student met all CAS (Creativity, Activity, Service) requirements.
- The student was registered and earned at least a 2 in at least one subject per group of the DP.



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- The student has earned at least 24 points or more from the six subject groups plus CAS, Theory of Knowledge and Extended Essay combined, for a maximum score of 45.
- Have none of the following failing conditions:
  - There is no grade 1 awarded in a subject/level.
  - There are no more than two grade 2s awarded (HL or SL).
  - There are no more than three grade 3s or below awarded (HL or SL).
  - The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
  - The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
  - The candidate has not received a penalty for academic misconduct from the Final Award Committee.<sup>1</sup>

This policy will be reviewed every two years as we progress through successive cohorts.

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<sup>1</sup> General Regulations: Diploma Programme, p. 9