

GULLIVER PREPARATORY SCHOOL

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

ASSESSMENT POLICY

Philosophy

The mission of Gulliver Preparatory School is to provide a superior, personalized college preparatory education fostering well-rounded, successful, lifelong learners. Gulliver is committed to developing the unique gifts and talents of each student in a nurturing environment that promotes academic excellence, innovation, global understanding, and character.

Gulliver Preparatory School fully supports the IBO philosophy that “all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible.” The Founder of Gulliver, Marian C. Krutulis, made it her mission “To create an academic community devoted to educational excellence with a personal touch which fulfills each student’s potential.”

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.

IB learners strive to be:

Inquirers – They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable – They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers – They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and to make reasoned, ethical decisions.

Communicators – They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled – They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded – They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring – They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference in the lives of others and the environment.

Risk-takers – They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced – They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective – They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Introduction

At Gulliver Preparatory School, we support the IB philosophy that assessment supports curricular goals and encourages appropriate student learning. Students need to understand what the assessment expectations, standards and practices are and these should all be introduced early, naturally in instruction as well as in class and homework activities.

Assessment provides students opportunities to determine the degree to which they have mastered content knowledge and skills to reflect on their progress, allowing for self-evaluation of strengths and areas of improvement in each subject. Assessment also provides teachers the ability to determine the success of their instruction and what improvement needs to be made.

A wide variety of formative and summative methods of assessment are used to reflect some of the key features of the Diploma Programme assessment policy:

- An emphasis on criterion-related assessment
- A distinction between formal IB assessment and the supporting formative processes that schools need to develop for themselves

- Valuing the most accurate demonstration of student performance, rather than just averaging attainment grades over a reporting period
- Examining student understanding at the end of the course, based on the whole course and not just aspects of it, so that students are able to recall, adapt and apply knowledge and skills to new questions and contexts

A key component of learning how to learn is for the student to become a better judge of his or her own performance and then helping the student develop strategies to improve.

Expectations of Assessment

“What matters is not the regurgitation either of facts or pre-digested interpretations of facts but the development of powers of the mind or ways of thinking that can be applied to new situation”

- Alec Peterson, first Director General of the IBO (1966-1977) from *Schools without Frontiers*

The International Baccalaureate Mission Statement expresses that “The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging Programmes of international education and rigorous assessment. These Programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

The mission of Gulliver Preparatory School is to provide a superior, personalized college preparatory education fostering well-rounded, successful, lifelong learners. Gulliver is committed to developing the unique gifts and talents of each student in a nurturing environment that promotes academic excellence, innovation, global understanding and character. The Founder of Gulliver Preparatory School also included in her mission: “To create an academic community devoted to educational excellence with a personal touch which fulfills each student’s potential.”

Assessment in its various forms is a critical component of the educational journey. Assessment provides students with opportunities to determine the degree to which they have mastered content knowledge and skills and to reflect on their progress, allowing for self-evaluation of strengths and areas for improvement in each subject. Assessment also provides teachers the ability to determine the degree to which students have attained mastery of content knowledge and skills, to revise their curriculum and instruction to meet student needs and to reflect on their own knowledge and skills, strengthening their professional practice. Due to the essential role of assessment – whether formative, summative, internal or external – we believe and expect that all students have the ability to achieve at high levels. What we require from students is their best effort in class and their initiative to seek out assistance, from a variety of resources, when needed.

Assessment Practices

Instructors at Gulliver Preparatory School are expected to use a mixture of both formative and summative assessments in IB Diploma courses.

Formative assessment provides “detailed feedback to teachers and their students on the nature of the students’ strengths and weaknesses, and helps develop students’ capabilities.” *Diploma Programme Assessment Principles and Practice*, September 2004, updated November 2010 p. 3.

“**Formative assessment** correctly identifies the knowledge, skills and understanding that students should develop, rather than accurately measuring the level of each student’s achievement *Diploma Programme Assessment Principles and Practice*, September 2004, updated November 2010 p. 4.

Summative assessments determine the level of student achievement, not only at the end of the IB Diploma Programme but also at the conclusion of specific parts of individual IB Diploma subject’s curriculum (i.e. syllabus topics, subject parts, etc.).

IB Diploma instructors are to be knowledgeable of the assessment criteria for each of the assessment components of the courses they teach. The detailed feedback given to students for both formative and summative assessments shall be framed and given in the language of the applicable criteria.

At the beginning of each IB session (August/September of year 1), instructors will provide students with copies of the assessment criteria for their course. The process of explaining the criteria and how it is applied and used shall begin at the start of each course and be ongoing until examination time (May of year 2). Each Department, in harmony with best practices and the expectations of the IB, shall determine the frequency of formative and summative assessments. See: “Assessment in the DP” Towards a continuum of international education page 20. Excessive blocking of summative exams in a single week shall be avoided. Heads of Department shall resolve any issues involving the scheduling of summative assessments in consultation with the IB Diploma Coordinator and Upper School Principal.

Expectations for the Gulliver Preparatory International Baccalaureate Diploma Programme Student

According to the 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.” With this in mind, and in accordance with the attributes of an IB learner, students at Gulliver Preparatory School strive to:

- Engage their natural curiosity through inquiry and critical thinking skills,

- Acquire in-depth knowledge that explores connections across content areas and communities,
- Apply critical thinking skills to a wide range of issues through reasoned and ethical decisions,
- Communicate ideas and information through collaboration with others and presentation of work to various audiences,
- Act with a sense of integrity, honesty and respect through accepting responsibility for their actions,
- Expand their understanding and appreciation of varied perspectives, cultures and histories,
- Demonstrate a personal commitment to make a positive impact on our local, national and global communities,
- Exhibit courage and independence through searching out new ideas and experiences,
- Attend to personal well-being by seeking intellectual, physical and emotional balance,
- Reflect on their educational experiences and progress through acknowledgment of strengths and areas for improvement to support educational and personal growth.

Expectations for the Gulliver Preparatory International Baccalaureate Diploma Programme Staff

While students are at the center of the educational experience, Gulliver Preparatory's IB Diploma Programme teachers engage students within that experience according to established IB principles and practices. As members of our learning community, staff at Gulliver Preparatory School strives to:

- Model inquiry, research and independent thinking skills through lifelong learning,
- Demonstrate in-depth content knowledge and skills that develop connections across multiple content areas within our school, local, national and global communities,
- Apply critical and creative thinking skills to curriculum development and creation of content that informs reasoned and ethical decisions,
- Use a variety of assessment tools to assess performance, including (but not limited to) written and visual products, oral presentations and portfolios that reflect a collection of student work over time,
- Assess student performance by a variety of people including teachers, peers and the student him or herself,
- Communicate ideas and information to students, families and colleagues while collaborating with all members of our learning community to enhance student educational experience and achievement,
- Demonstrate integrity, honesty and respect by accepting responsibility for their own content standards and practices as well as the educational philosophy of the IB Programme,
- Incorporate an understanding and appreciation of many, varied perspectives, cultures, traditions and histories to assist students in evaluating a varying points of view,
- Show empathy and respect for students, families, colleagues and community members, while making a positive impact on our local, national and global communities,

- Exhibit courage and independence while embedding new ideas and experiences into the educational experience for students,
- Attend to personal well-being by seeking intellectual, physical and emotional balance,
- Reflect on their own professional practice and engage in professional development to meet the needs of our students.

The Gulliver Preparatory School Academic Integrity Policy

With our commitment to providing an atmosphere in which personal and academic integrity flourish, the Gulliver Preparatory School community reaffirms its responsibility to honesty, self, respect, mutual regard and justice.

Gulliver Preparatory School expects that students will not cheat, lie, plagiarize or commit other acts of academic dishonesty. The well-being of the entire school community depends on each student accepting responsibility for personal conduct in both social and academic endeavors. We believe that promoting academic honesty is the responsibility of the total school community. Only when there is a commitment on the part of all concerned can a school's academic environment facilitate a healthy respect among students for the value of academic honesty. In such an environment, students will know that teachers will not ignore or condone cheating, plagiarism or other acts of academic dishonesty. Students will also know that teachers, administrators and parents/guardians will hold them accountable for any act of academic dishonesty.

Use of Turnitin.com

Gulliver Preparatory School has a site license with Turnitin.com. Students and teachers will regularly use Turnitin.com as a vehicle for assessment submission, self- and peer-assessment of works, and as a tool for ensuring academic integrity of student work.

For more information, please refer to Gulliver Preparatory School International Baccalaureate Programme Academic Honesty Policy.

General Gulliver Preparatory Grading Policies and Procedures

High School Graduation Requirements

Grade Reporting

- Gulliver has two semesters each divided into two periods called quarters; formal grade reports are provided each quarter and semester.
- In addition to quarter and semester grade reports, grades for students in grade five and above are posted online as they are recorded.
- Individualized Progress Reports apprise parents of student's classroom progress for a specific period of time; Progress Reports are issued as requested, required, and when appropriate.
- Gulliver Preparatory School does not publish class ranking.

- Grades earned on assignments throughout the quarter are averaged. This quarter average is converted to a letter grade for the report card. The equivalents are as follows:

100.00-97.00 = A+	96.99-93.00 = A	92.99-90.00 = A-
89.99-87.00 = B+	86.99-83.00 = B	82.99-80.00 = B-
79.99-77.00 = C+	76.00-73.00 = C	72.99-70.00 = C-
69.99-67.00 = D+	66.99-63.00 = D	62.99-60.00 = D-
59.99 and under = F	Incomplete = I	

- Incomplete Grades**
 - An Incomplete (I) grade is given by a teacher with administrator approval, when a student has not completed course requirements.
 - Specific expectations to replace the incomplete grade will be established on an individualized basis by the teacher, counselor, and/or Principal.
- For Grades 9-12: Incomplete grades will become a zero twenty calendar days after the end of the given marking period unless otherwise approved by the Principal.
 - Grade Calculations for grades 9-12:
 - Semester 1 grades are calculated as:
 - Quarter 1 counts 50%
 - Quarter 2 counts 50%
 - Semester 2 grades are calculated as:
 - Quarter 3 counts 45%
 - Quarter 4 counts 45%
 - Semester 2 Exam counts 10%
 - The Final Year grade is calculated as a simple average of Semester 1 and Semester 2 grades.
 - Final Year averages for each course are reported both on the report card and the official transcript.

Effort and Conduct Grades

- Any student who receives a C+ or below, and any student whose effort and/or behavior raises concerns no matter what their grade, will receive a written comment from that teacher.
- In addition, whenever students encounter difficulties of any sort that could affect reportable grades, teachers must initiate direct communication with families. Such communication must include one or more conversations with parents prior to the issuance of an interim, quarter, semester, or final grade.

High School Graduation Requirements

- A graduating senior must have a four-year cumulative unweighted GPA of 2.00 or higher in academic classes to receive a Gulliver diploma.
- Credit is earned by attendance in a full-year or semester course that meets 2-3 times per week.
- Students will generally be enrolled in seven courses plus a Directed Study each semester, and must amass a minimum of 24 credits before they graduate.

- Of the seven courses enrolled in every year, five must be in core subjects; the remainder may be in the elective programs.
- A select group of high-achieving seniors may enroll in dual enrollment courses at the University of Miami; these courses may substitute for academic classes at Gulliver Preparatory School.
- Course requirements for all Gulliver Preparatory students include the following:
 - English 4 Credits
 - Mathematics 4 Credits
 - Science with Lab 4 Credits
 - Social Sciences 3 Credits
 - World Languages 2 Credits
 - Physical Education 1 ½ Credits
 - Health ½ Credit
 - Fine Arts 1 Credit
- Exceptions are granted for students in the International Baccalaureate (IB) Diploma Programme with prior written approval from the IB Coordinator and guidance counselor.

Course Credit

- A student who fails the second semester of a one-year course will receive no credit for that course unless the student passes the final exam with 86% or better.
- Grades for students transferring in the middle of the quarter from another Gulliver teacher's class will be determined by taking into account the grades earned in the transferring teacher's class.
- Courses dropped later than the deadline for student-initiated schedule changes will appear on a student's transcript as having been attempted. They will be labeled as withdrawn (W).
- Bonus points are awarded for Advanced Placement (AP), International Baccalaureate (IB), Conservatory, GP Pre AP/IB, Honors, and Advanced courses.
 - AP, IB, Conservatory, GP Pre AP/IB, and selected Advanced courses earn two bonus points
 - Honors and selected other advanced courses earn one bonus point
 - In order to receive these bonus points, the student must complete all course requirements, including standardized exam, when applicable.

Transfer Credits

- Students transferring into Gulliver will maintain a separate transcript and GPA for courses taken at another school. This transfer GPA will count toward the minimum GPA requirement of 2.00.
- Students entering Gulliver from another school during a semester may have grades earned up to the point of transfer at the previous school factored into any final grade for the quarter or semester at the discretion of the Principal or guidance staff.

Grade Point Average

- A grade point average (GPA) is calculated for students in grades five and higher. It is determined by averaging the grades of all academic and selected elective courses taken while at Gulliver.

A+ = 4.33	A = 4.00	A- = 3.67
B+ = 3.33	B = 3.00	B- = 2.67
C+ = 2.33	C = 2.00	C- = 1.67
D+ = 1.33	D = 1.00	D- = 0.67
F = 0.00		

- Students with a GPA of 2.33 or lower are referred to the Academic Review Committee (ARC).
- GPAs are also used to determine athletic eligibility.

Quizzes and Tests

- Major assessments may be given on any day.
- Students who discover that they have four or more assessments on any given day must submit the “Request for Deferral” form at least one school day prior to the originally scheduled assessment. The teacher rescheduling the assessment will communicate the new arrangements to the student via email. You may access the [“Request for Deferral” form here via this link.](#)
- Take home tests, projects and final papers do not qualify for deferment.
- Quizzes are defined as assessments that do not exceed 20 minutes in length.
- Students may not take assessments prior to the scheduled date.

Testing Protocol

- Semester exams are administered in May and exams for semester courses are administered at the end of the course.
- Some elective courses may not require semester exams.
- Students in Grade 12 who have an 86% average or higher are not required to take the semester exam; Seniors who are placed on attendance probation will be required to take a final examination in all courses regardless of individual course average.
- Advanced Placement (AP) Exams
 - Students will not receive AP credit for an AP course for which they do not take the exam.
 - The College Board sets the required AP exam fee. Students must pay for the AP exams by the deadline set by the College Board (March 2017). Late fees are imposed for students who fail to pay by the deadline.
- International Baccalaureate (IB) Exams
 - Students enrolled in an IB course are required to take the IB exam associated with the course; with the exception of IB Language courses.
 - A teacher of a student enrolled in an IB course may recommend that the student take an AP examination in a parallel subject area.

- An IB student will work with his or her Coordinator to schedule, in his or her junior and senior years, all of the IB exams necessary to satisfy the requirements for the full IB diploma.

Academic At-Risk and Probation

- A student who, at the end of any of the four marking periods, has an unweighted GPA in academic classes between 2.00 and 2.33 will be designated as At-Risk for college placement.
- Any student who, at the end of a marking period, semester, or school year, has an unweighted GPA in academic classes below 2.00 will be placed on Academic Probation.
- The Gulliver Academic Review Committee makes recommendations to support students placed on At-Risk or Academic Probation, and monitors student progress.
- The counselor will work closely with the student and family to provide appropriate support and remedies to assist the student.
- In order to continue matriculation within the Gulliver college preparatory curriculum, a student in At-Risk or Academic Probation must return to a GPA above 2.00 within the individually prescribed time frame.

Homework

- Homework should be completed independently unless otherwise specified by the teacher.
- Homework is part of a student's academic progress, an integral part of learning, and is evaluated by teachers.
- Homework expectations will be articulated via course syllabi and will be discussed at Back to School Nights.

Schedule Changes

- A guidance counselor must approve all schedule change requests; department chairs, teachers, and principals may need to be consulted for their approval.
- Schedule changes may be generated by a teacher, a counselor, a student, or a parent in consultation with the student and counselor.
- Approved schedule changes must be appropriately documented with required signatures.
- Schedule Change Appeals (for denied schedule change requests):
 - The student must first discuss the appeal with his or her counselor.
 - The student must write a letter of appeal to the department chair stating reasons for the change request and listing commitments if such change were approved.
 - The department chair and the teachers (both the "drop" and the "add" teacher) will comprise a committee to consider the change appeal.
 - Committee recommendations will go to the Principal for final decision.

After School Tutorials and Individual Tutoring

- After School Tutorials
 - Teachers are available until 4:00 p.m. daily, except Wednesdays, for after school tutorials with students who need or want reinforcement with their schoolwork.
 - After School tutorials are offered to Gulliver students at no extra charge.
- Private tutoring

- Gulliver teachers may tutor Gulliver students, other than their own students, on a Gulliver campus, for a fee paid by parents directly to the teacher.
- These individual tutoring sessions are available only to Gulliver students after 4:15 p.m. on a Gulliver campus.
- Principals must approve all tutoring arrangements which take place on a Gulliver campus between Gulliver students and Gulliver teachers.
- Non-Gulliver personnel are not permitted to provide tutoring or any other services on campus for any student without administrator approval.

Directed Study

- Directed Study is a required non-academic (pass/fail) course designed to provide students with opportunities to complete assignments/projects, attend ARP Sessions and meet with counselors. Additional programming may be offered during this time.

Summer Studies

- Summer Studies are available for remediation, acceleration, and/or enrichment purposes for students.

Honors and Awards

- Gulliver Preparatory School is committed to celebrating students' academic, artistic, athletic, service, and citizenship successes; various honor rolls cite these successes regularly.
- The Upper School has honor societies, both of a general academic nature as well as subject specific.
- Multiple and varied award assemblies and ceremonies are held at all levels annually
- Grades 9-12: Valedictorian and Salutatorian
 - Valedictorian and salutatorian candidates must have attended Gulliver for the tenth, eleventh, and twelfth grade.
 - GPAs will be based on the records in grades 9-12 in academic and selected advanced visual and performing arts courses only.
 - Gulliver weighs service to the school, leadership, citizenship, and the academic programme quality students have attempted, particularly in their senior years.
 - While important, GPA is only one component of selection.
 - Gulliver reserves the right to select the students who best exemplify the academic and service standards of the school for these two honors.
- Grades 9-12: Honors and Honor Roll
 - Two honor rolls are generated each quarter.
 - The "A" Honor Roll recognizes those students who earn all "A's" during a quarter.
 - The "B" Honor Roll recognizes those students who achieve at least a 3.00 average with no grade below "B."
 - The Principal's List is generated at the conclusion of the year and includes the forty students who have the ten highest weighted grade point averages in each graduating class.
- Grades 9-12: National Honor Society

- You may [view this link for more information](#) on the NHS application process, expectations, and standards.
- Grades 11-12: Cum Laude Society
 - The Cum Laude Society chapter at Gulliver Preparatory is an indication that superior scholastic achievement is valued by our school.
 - Criteria for induction:
 - Students being considered for the Cum Laude Society may not have been on honor or disciplinary probation during their Upper School years.
 - Juniors must have attended Gulliver Preparatory for at least one year.
 - Membership to the Cum Laude Society will be based upon class rank. The top 10 percent of Juniors will be offered membership. The top 20 percent of the Senior class will be inducted. GPA's used in these calculations are weighted.

Intellectual Property Rights

- Gulliver Preparatory School is committed to providing an atmosphere conducive to scholarship, research, and creative activity; students are encouraged in the scholarly pursuit of knowledge, artistic production, and applied research.
- Work students create in response to course assignments, projects, or independent study and research are the property of Gulliver Preparatory School. At times, the results of such pursuits may lead to the development of intellectual property that may be patented, copyrighted, or otherwise have commercial value. Gulliver reserves the right to a 10% interest in revenue generating entities that emerge from work done in conjunction with Gulliver classes or related pursuits.
- This policy includes, but is not limited to; written work such as essays, papers, creative writing assignments, multimedia projects, artworks, performances, business projects, architectural and other designs.
- There exists an implied consent in the Gulliver-student agreement that faculty members can copy, distribute, or otherwise use student work for the purposes within the context of the course.
- In some cases, student's work may be part of a larger work for which Gulliver owns all or part of the intellectual property rights.
- The specific policy regarding work produced in the International Baccalaureate Programme is provided to students.

Disabilities and Accommodations Policy

Gulliver Preparatory School is committed to complying with applicable laws governing the rights of students with disabilities.

Gulliver Preparatory School will attempt to provide reasonable accommodations to qualified students with mental or physical disabilities, to the extent that such request does not cause a fundamental alteration of the school's programs or an undue hardship on the school.

Parents whose child may need some type of accommodation must provide a written note specifying the condition and requested accommodation(s), as well as appropriate medical documentation (in accordance with Gulliver Preparatory School guidelines) supporting the need for the accommodation. After receiving such information, Gulliver Preparatory School will consider the request.

Accommodation requests will not be processed between December 1 and the return from Winter Recess or after May 1 for the current academic year.

Parents may contact Gulliver Preparatory School's Testing and Accommodations Coordinator for consultation regarding Gulliver's Accommodation Policy and its implementation.

Academic Support and Assistance

Gulliver Preparatory's IB Diploma Programme teachers recognize their role in preparing students to complete the required IB subject area assessments. As such, teachers develop and adjust their curricula, according to the relevant IB subject area assessment criteria, with the IB assessments in mind.

Summative assessments – assessments to evaluate the degree to which a student has mastered content knowledge and skills – happen occasionally in class, often once or twice in an academic term. Many of the summative assessments take the form of mock IB examinations, using exams from past years.

The formal IB Diploma Programme assessments fall into three categories: internal assessments, external assessments and course-end examinations (see International Baccalaureate Diploma Programme Assessments Section of this document). These assessments are summative in nature and evaluated according to criterion-referenced rubrics established and regularly reviewed by the IBO. Throughout an IB course, teachers use formative assessments to determine students' strengths and limitations in accessing the required content knowledge and skills, provide needed support in making progress toward mastery and allow for students to actively engage in and reflect on their educational experience in each class. While preparing students for the summative assessments, teachers in each subject area use a variety of formative assessments to scaffold student development of content knowledge and skills. Additionally, all teachers commit to provide regular before- or after-school tutorial sessions, whereby students are able to get one-to-one or small group support in meeting the course expectations. Care is taken to ensure that, to the degree possible, scheduled tutorials in one content area do not conflict with scheduled tutorials in another. Moreover, many teachers make themselves available through other means to assist students in their educational experience. The IB Diploma Coordinator and Gulliver Preparatory's counselors are available to meet with students and their families to support student academic success as well.

International Baccalaureate Diploma Programme Grade Scale

Unlike the standard grade scale used at Gulliver Preparatory School, the International Baccalaureate Diploma Programme uses the following numerical scale in each individual subject area.

7 – Excellent 6 – Very good 5 – Good 4 – Satisfactory 3 – Mediocre 2 – Poor 1 – Very Poor

Additionally, the assessments for the Theory of Knowledge course and the Extended Essay follow a letter grade system as seen below.

A – Excellent B – Good C – Satisfactory D – Mediocre E - Elementary N – No grade

IB grades are determined through the criterion-referenced rubrics established by IB's standards and practices in each content area. Multiple components are assessed to specific criterion and are then combined to determine the final grade. Each subject area has its own defined internal and external assessments, in addition to the subject area examinations, administered in May of each year. Students in the Gulliver Preparatory School International Baccalaureate Diploma Programme may find they earn higher grades in school than in their IB subject areas; the reverse may also be true. A variety of variables, including classroom policies, use of formative assessments as learning and instructional tools, the role attendance plays in classroom expectations and more may result in variance between the school-based grades and those earned by the student through the IB assessments. Individual course syllabi outline any classroom and school expectations that may influence school-based grades.

International Baccalaureate (IB) Exams

- Students enrolled in an IB course are required to take the IB exam associated with the course.
- A teacher of a student enrolled in an IB course may recommend that the student take an AP examination in a parallel subject area.
- An IB student will work with his or her Coordinator to schedule, in his or her junior and senior years, all of the IB exams necessary to satisfy the requirements for the full IB diploma.

International Baccalaureate Diploma Programme Assessments

According to the IB Diploma Programme Assessment: Principles and Practice, the DP (Diploma Programme) involves a high-stakes, criterion-related performance assessment based on the following aims:

- DP assessment should support the curricular and philosophical goals of the Programme, through the encouragement of good classroom practice and appropriate student learning.

- The published results of DP assessment (that is, subject grades) must have a sufficiently high level of reliability, appropriate to a high-stakes university entrance qualification.
- DP assessment must reflect the international-mindedness of the Programme wherever possible, must avoid cultural bias and must make appropriate allowance for students working in their second language.
- DP assessment must pay appropriate attention to the higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as to the more fundamental cognitive skills (knowledge, understanding and application).
- Assessment for each subject must include a suitable range of tasks and instruments/components that ensure all objectives for the subject are assessed.
- The principal means of assessing student achievement and determining subject grades should be the professional judgment of experienced senior examiners, supported by statistical information.

International Baccalaureate Diploma Programme Internal Assessments

Internal assessments are pieces of student work that are evaluated by the content teacher, who gives the assessment a score which may then be moderated by external examiners to ensure international parity aligned to the IB assessment criteria in that subject area. Examples of internal assessments include oral examinations in Group 1, Language A (English, French and Spanish) and Group 2, Language B (World Languages); projects and portfolios in Group 5, Mathematics; presentations in Theory of Knowledge; practical laboratory work in Group 4, Science; artistic performances and presentations in Group 6, Arts and more.

Internal assessments often allow for greater student flexibility in exhibiting their acquired knowledge and skills according to IB criterion-referenced rubrics as well as the opportunity for students to show their work over time and outside of the restrictions of the examination environment.

International Baccalaureate Diploma Programme External Assessments

External assessments also enable students to show their work over time and outside of the restrictions of the examination environment. Similar to internal assessments, external assessments are evaluated according to the established subject area criteria. External assessments are not evaluated by the subject area teacher, however, but are marked externally by IB examiners. Examples of external assessments include the Extended Essay; World Literature essays for Group 1, Language A (English); Theory of Knowledge essays; Visual Arts and more. External assessments are heavily focused on the quality of a finished written product in the IB subject area.

International Baccalaureate Diploma Programme Examinations

The final category of summative assessment is the subject area examinations, administered in May each year. Examinations occur under strictly controlled conditions and often over a two-day period

for each subject area (the afternoon and the following morning). The examination papers consist of a variety of assessment vehicles including short-answer, essay, data-analysis, open-ended problem solving, case studies, commentaries and multiple choice. In order to sit for the examinations, students must complete all required internal and external assessments for the subject area. Examinations are mailed, within 24 hours following the examination, to external examiners around the world for assessment. Examination marks are then combined with marks earned on the internal and external assessments to create the final subject grade.

IBO Special Arrangements

Any student who has either a psycho-educational report resulting in special arrangements or a doctor's medical diagnosis of issues requiring special arrangements is automatically eligible to apply for special arrangements with the IBO to assist the candidate during the preparation of work for assessment and in written examinations. In November of each year, after the IB exam registration period has ended, the IB Coordinator requests a list of all special needs from the Testing and Accommodations Coordinator. The IB Coordinator automatically files a D1 form with the IBO for any student with special needs enrolled in an IB course. Once the IB Coordinator learns of the decision of the IB, the student, parents and teachers involved will be informed. Special arrangements may include:

- Additional time
- Rest periods
- Word processor
- Scribe
- Readers
- Communicators
- Prompters
- Modifications to examination papers or assignments
- Transcriptions
- Extensions to deadlines
- Assistance with practical work
- Exemption from one or more assessment components
- Other arrangement as recommended by committee recommendation and approved by IB

Gulliver Preparatory encourages all students to come forward if they experience any adverse circumstances. The IB Coordinator will file a D2 form with the IBO as necessary.

Ensuring Effective Use of Criterion-Referenced Rubrics in the Gulliver Preparatory IB Diploma Programme

All teachers in the Gulliver Preparatory IB Diploma Programme receive training in the IB standards and practices within their content area. Through this training, teachers learn about their subject area criteria, how to use the criteria for instruction and assessment and strategies for making the

assessment criteria accessible and understood by students in the Programme. A variety of professional development opportunities, including the Online Curriculum Centre, collaboration with other subject area teachers around the state and review of examiner feedback to inform curricular and instructional revisions, further support teachers in their use of the assessment criteria. In circumstances where multiple teachers teach the same subject area, teachers regularly collaborate to ensure that use of assessment criteria is consistent.

Gulliver Preparatory IB Diploma Programme Assessment Calendar

Formal assessments in IB subject area courses occur throughout the school year during the two years of the Programme. Assessment benchmarks and deadlines will be announced for 2020-21.

To aid in balancing student workload, Gulliver Preparatory IB Diploma Programme teachers agree to have all major assessments administered or due according to the schedule below. If a conflict arises, IB Diploma Programme teachers seek to make adjustments with each other to make the necessary accommodations.

The following calendar provides students, families and staff with final deadlines for required IB assessments in each subject area. Draft deadlines and individual component deadlines can be found in each subject area teacher's syllabus. Students are encouraged to review deadlines with their subject area teachers during the course of the school year, as slight adjustments may occur due to revisions in timelines, emergency school closings and other extenuating circumstances.

International Baccalaureate Programme Timeline of Internal Assessment Submission Dates

The following due dates are meant to "spread" the workload of the IB Programme over a reasonable amount of time and allow students to plan ahead and prioritize so as to meet those deadlines. Internal Assessments are specific assignments that each IB class requires, which are eventually graded by the teacher and submitted to the IB Organization.

2020-21 Internal Assessment Due Dates To Be Announced

Assessment Policy Review

It is the responsibility of the IB Diploma Programme Coordinator to ensure the success of the Assessment Policy review. This is a working document and will be examined annually through collaborative discussions and meetings that will be held and will include those faculty members, specialists, counselors and administrators who are involved in the procedures.

Acknowledgements

The IBO *Handbook of Procedures for the Diploma Programme* (2012)

Programme Standards and Practices (2005)

Candidates with Special Assessment Needs (2009),

The Diploma Programme: A Basis for Practice (2009)

The Diploma Programme: From Principles to Practice (2009), and the IB Online Curriculum Centre online publications and resources.

The Gulliver Parent and Student Handbook

The Gulliver Faculty Handbook

Gulliver Preparatory School International Baccalaureate Diploma Programme Language Policy

Gulliver Preparatory School International Baccalaureate Diploma Programme Special Needs Policy

Gulliver Preparatory School International Baccalaureate Diploma Programme Academic Honesty Policy

<http://www.garnerib.net/home/special-education-policy>

<http://apsva.us/cms/lib2/VA01000586/Centricity/Domain/2179/Special%20Education%20Needs%20Policy.pdf> (*Special Needs Policy, International Baccalaureate Diploma Programme, Washington-Lee High School*)

<http://apsva.us/cms/lib2/VA01000586/Centricity/Domain>

www.svhs.santacruz.k12.ca.us/.../SVHSIBAssessmentPolicy_000.pdf

http://henry.mpls.k12.mn.us/uploads/pbhs_ib_dp_assessment_policy.pdf <http://www.gulliverschools.org>

This document was created in collaboration by the IB Diploma Coordinator, teachers, staff specialists and administrators.