

**NORTH MIAMI SENIOR HIGH
INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME
ASSESSMENT POLICY FOR STUDENTS, FAMILIES AND STAFF**

PHILOSOPHY

At North Miami Senior High School (NMSH), we believe and expect that all students have the ability to achieve. As the NMHS International Baccalaureate Diploma Programme staff, we will expose students to a rigorous and challenging curriculum that is aligned to the standards, practices and content expectations of the IB Diploma Programme as well as the established State and District Education Standards. We also endeavor to provide students with as much time and expert instruction as is needed for students to achieve at high levels in each of their classes. 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. Working together we can provide all students with a first-class and internationally recognized education.

This document outlines the policies employed addressing the assessment of student learning and achievement in the North Miami Senior High School IB Diploma Programme. As such, our Assessment Policy serves as a guideline for our students, families and staff. Within the following pages, there exists an extensive explanation of assessment in our Diploma Programme. Moreover, the policies within seek to align the important work of teaching and learning that occurs within the NMHS IB Diploma Programme, North Miami Senior High School as a learning community and Miami-Dade County Public Schools as a school district.

GENERAL EXPECTATIONS OF ASSESSMENT

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 area. Assessment also provides teachers the ability to determine the degree to which students have attained mastery of content knowledge and skills, revise their curriculum and instruction to meet student needs and reflect on their own knowledge and skills, strengthening one's professional practice. Due to the essential role of assessment – whether formative, summative, internal, or external – certain expectations are assumed by those committed to the North Miami IB Diploma Programme.

Expectations for the North Miami IB 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 North Miami Senior High 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 one's actions
- Expand one's 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 through seeking intellectual, physical and emotional balance
- Reflect on one's educational experiences and progress through acknowledgment of strengths and areas for improvement to support one's educational and personal growth

Expectations for the North Miami IB Diploma Programme Faculty and Staff:

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

- Model inquiry, research and independent thinking skills through life-long 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 instruction of content that informs reasoned and ethical decisions
- 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 one's content standards and practices as well as the educational philosophy of the IB Programme
- Incorporate an understanding and appreciation of many different perspectives, cultures, traditions and histories to assist students in evaluating 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 through seeking intellectual, physical and emotional balance
- Reflect on one's professional practice and engage in professional development to meet the needs of our students

CONDITIONS FOR ENROLLMENT IN THE NORTH MIAMI HIGH SCHOOL IB DIPLOMA PROGRAMME:

The NMHS IB Diploma Programme, authorized in 1990, offers a complete liberal arts program of study that is internationally-recognized and college-preparatory in nature. Students who are highly motivated, who seek an accelerated and diverse learning experience and who wish to, through their education, help create a better and more peaceful world are encouraged to enroll in the IB Diploma Programme at NMHS. In order to support students in their educational experience as well as their progress toward a high school diploma, for students seeking to enroll in the IB Diploma Programme or in IB Diploma Programme courses, the following conditions apply:

1. Students shall have successfully completed any necessary prerequisites before enrolling in any IB Diploma Programme course.
2. Students shall maintain a 2.5 ("B") un-weighted average in an IB Diploma Programme course to be considered for enrollment in the second year of that IB Diploma Programme course. Teacher recommendations for placement in HL or SL classes are strongly considered.
3. All students enrolled in an IB Diploma Programme course at the examination level are expected to complete the requirements for the course, including any Internal Assessments, External Assessments and the scheduled examinations in May.
4. All students enrolled in IB Diploma Programme courses are expected to uphold high standards of academic integrity as established by the NMHS Academic Honesty Policy. Students compromising the academic integrity of themselves or their peers may be withdrawn from the Programme.
5. Once registered for examinations, if a student fails to complete required enrollment for the course, complete required Internal and/or External Assessments or sit for the registered May examinations, the student will owe NMHS the full amount of the examination registration.
6. Students enrolled in the IB Diploma Programme are expected to meet the state/district graduation requirements as well as the Diploma Programme expectations.
7. To be prepared for International Baccalaureate examinations, students should reach a minimum of four years of instruction in a World Language.
8. All students enrolled in the IB Diploma Programme are expected to enroll in the Theory of Knowledge course, complete an Extended Essay and engage in the CAS program to meet the requirements of the IB Diploma Programme Core.

Should a student wish to exit the IB Diploma Programme, a request to exit must be received in writing. A conference with the IB Coordinator, the student and a parent/guardian shall occur. The Counselor, the IB Administrator and the School Principal may also be included in the exit conference. To minimize disruption to the student's educational experience, this conference should occur in May or June to make any final changes for the following school year.

GRADING POLICIES AND PROCEDURES FOR NORTH MIAMI SENIOR HIGH

Grading Schedule

Students at North Miami Senior High School receive a report card at the end of each quarter. Progress reports will be issued approximately 5 weeks into each quarter to inform students of their progress. To ensure timely receipt of the report card, each student should make sure the Student Services Office has his/her current address.

Student/Family Access to Information

Students at NMHS are regularly provided opportunities to review their progress and reflect on their mastery of content knowledge and skills. Teachers maintain consistently updated assessment records, available for NMHS students to review through regular grade postings in class or through the Student Portal found at <http://www.dadeschools.net/students.asp>. NMHS also offers parents the opportunity to view their child's attendance, grades and transcript at NMHS by way of the online Parent Portal at <http://www.dadeschools.net/parents.asp>. Finally, students and families are encouraged to contact their teachers with questions or concerns related to student progress.

Grade Scale and Grade Point Average

Generally speaking, students can expect a standard grade scale in their classes. Any deviation from a standard grade scale will be noted in the course title for each honors, AP, Dual Enrollment (DE) and IB course. When calculating the GPA, the following values should be used:

<u>Letter Grade</u>	<u>Regular Point Value</u>	<u>Honors Point Value</u>	<u>AP/IB/DE Point Value</u>
A	4	5	6
B	3	4	5
C	2	2	3
D	1	1	1
F	0	0	0

Standard Grade Scale:

A = 90 - 100%

B = 80 - 89.9%

C = 70 - 79.9%

D = 60 - 69.9%

F = less than 60%

Use of Turnitin.com:

North Miami Senior High 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.

SCORING AND ASSESSMENT POLICIES FOR THE IB DIPLOMA PROGRAMME

International Baccalaureate Diploma Programme Scale:

Unlike the standard grade scale used at North Miami Senior High 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 as well as the Extended Essay follow the following letter grade system:

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

IB scores 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 score. 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 North Miami 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.

Academic Support and Assistance:

North Miami 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 – occur once or twice in an academic term. Summative assessments may take the form of mock IB examinations using exams from years past.

The formal IB Diploma Programme assessments fall into three categories: internal assessments, external assessments and course-end examinations. These assessments are summative in nature and evaluated according to criterion-referenced rubric 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.

Additionally, Saturday and before-or after-school tutorial sessions are available whereby students are able to get one-to-one or small group support in meeting the course expectations. Many teachers make themselves available through other means to assist students in their educational experience. The IB Diploma Coordinator and the Counselors are available to meet with students and their families to support student academic success as well.

INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAMME ASSESSMENTS

According to the *IB Diploma Programme Assessment: Principles and practice*, assessment of the Diploma Programme (DP) is high-stakes, criterion-related performance assessment based on the following aims:

1. DP assessment should support the curricular and philosophical goals of the programme, through the encouragement of good classroom practice and appropriate student learning.
2. 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.
3. 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.
4. DP assessment must pay appropriate attention to the higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding and application).
5. Assessment for each subject must include a suitable range of tasks and instruments/components that ensure all objectives for the subject are assessed.

6. 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 their content teacher. The teacher 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) and Group 2, Language B (French, or Spanish); projects and portfolios in Group 5, Mathematics; practical laboratory work in Group 4, Science; and presentations in Theory of Knowledge. 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; Written Assignment essay for Group 1, Language A; the Historical Investigation for Group 3; the project in Psychology in Group 6; and the Theory of Knowledge Prescribed Title essay. 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.

Ensuring Effective Use of Criterion-Referenced Rubrics in the North Miami IB Diploma Programme

All teachers in the North Miami 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 MyIB, the Programme Resource Center, 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 should collaborate regularly to ensure that use of assessment criteria is consistent.

North Miami IB Diploma Programme Assessment Calendar

Formal assessments in IB subject area courses occur throughout the school year over the two years of the Diploma Programme. Assessment benchmarks and deadlines are communicated through course syllabi and the annual academic calendar. To aid in balancing student workload, the NMHS IB Diploma Programme teachers agree to have all major assessments administered or due at different times. If a conflict arises, IB Diploma Programme teachers seek to make adjustments with each other to make the necessary accommodations.

The annual 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 over the course of the school year as slight adjustments may occur due to revisions in timelines, emergency school closings and other extenuating circumstances.

STATE OF FLORIDA GRADUATION REQUIREMENTS

Subject Area/Criteria	Students Entering Grade 9 in the 2015-2016 and Thereafter
English	4 credits Pass the statewide, standardized Grade 10 ELA assessment or earn a concordant score in order to graduate with a standard diploma.
Mathematics	4 credits <ul style="list-style-type: none"> • One of which must be Algebra I and one of which must be Geometry. • A student who takes Algebra I must pass the Algebra I EOC assessment, or earn a comparative score, in order to earn a standard high school diploma. The EOC results constitute 30 percent of a student's final course grade. • A student who takes Geometry must take the Geometry EOC assessment. The EOC results constitute 30 percent of a student's final course grade. • A student who earns an industry certification¹ that articulates to college credit may substitute the certification for up to two mathematics credits, except for Algebra I and Geometry. • A student who selects Algebra II must take the Algebra II EOC assessment. The EOC results constitute 30 percent of a student's final course grade.
Science	3 credits <ul style="list-style-type: none"> • One of which must be Biology I, two of which must be equally rigorous science courses. • Two of the three required credits must have a laboratory component. • A student who takes Biology I must take the Biology I EOC assessment. The EOC results constitute 30 percent of a student's final course grade. • A student who earns an industry certification¹ that articulates to college credit may substitute the certification for one science course (except for Biology I). • An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I). •
Social Studies	3 credits <ul style="list-style-type: none"> • One credit in World History. • One credit in U.S. History. • A student who takes U.S. History must take the EOC assessment. The EOC results constitute 30 percent of a student's final course grade. • One-half credit in U.S. Government. • One-half credit in Economics, which must include financial literacy.
Foreign Language	Not required for high school graduation, but required for admission into state universities
Fine/Performing Arts	1 credit in Fine or Performing Arts, Speech and Debate, or specified Practical Arts
Physical Education	1 credit in Physical Education to include the integration of health
Electives	8 credits
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale
Online Learning	At least one course within the 24 credits must be completed through online learning

NORTH MIAMI SENIOR HIGH
IB EXAM SCHEDULE (2018-2019)

DATE	Morning Session 8 am	Afternoon Session 12 noon
Monday May 6	(IB) None -----	(IB) None -----
Tuesday May 7	(IB) None -----	(IB) History HL paper 1 1h History HL paper 2 1h 30m -----
Wednesday May 8	(IB) History HL paper 3 2h 30m -----	(IB) None -----
Thursday May 9	(IB) None -----	(IB) (IB) Biology SL paper 1 45 m (IB) Biology SL paper 2 1h 15m -----
Friday May 10	(IB) Biology SL paper 3 1h -----	(IB) Psychology HL paper 1 2h (IB) Psychology SL paper 1 2h -----

NORTH MIAMI SENIOR HIGH
IB EXAM SCHEDULE (2018-2019)

DATE	Morning Session 8 am	Afternoon Session 12 noon
Monday May 13	<p>(IB) Psychology HL paper 2 2h (IB) Psychology HL paper 3 1h</p> <p>(IB) Psychology SL paper 2 1h</p> <p>-----</p>	<p>(IB) Math Studies SL paper 1 1h 30m</p> <p>-----</p>
Tuesday May 14	<p>(IB) Math Studies SL paper 2 1h 30m</p> <p>-----</p>	<p>(IB) None</p> <p>-----</p>
Wednesday May 15	<p>(IB) None</p> <p>-----</p>	<p>(IB) None</p> <p>-----</p>
Thursday May 16	<p>(IB) None</p> <p>-----</p>	<p>(IB) English Literature paper 1 2h</p> <p>-----</p>
Friday May 17	<p>(IB) English Literature paper 2 2h</p> <p>-----</p>	<p>(IB) None</p> <p>-----</p>

NORTH MIAMI SENIOR HIGH
IB EXAM SCHEDULE (2018-2019)

DATE	Morning Session 8 am	Afternoon Session 12 noon
Monday May 20	(IB) None -----	(IB) None -----
Tuesday May 21	(IB) None -----	(IB) Spanish B SL paper 1 1h 30m (IB) Spanish B HL paper 1 1h 30m -----
Wednesday May 22	(IB) Spanish B SL paper 2 1h 30m (IB) Spanish B HL paper 2 1h 30m -----	(IB) None -----
Thursday May 23	(IB) None -----	(IB) French B SL paper 1 1h 30m -----
Friday May 24	(IB) French B SL paper 2 1h 30m -----	(IB) None -----

2018-2019 NMSH MASTER SCHEDULE FOR SENIORS (CLASS OF 2019)

IB COMPONENT/EVENT	GROUP	DUE DATE
AUGUST		
EE Revised Body	Core: EE	21 August 2018
CAS Check In #1	Core: EE	27-29 August 2018
SEPTEMBER		
EE Preliminary Introduction	Core: EE	05 September 2018
History – Historical Investigation Question	Core: History	12 September 2018
TOK Prescribed Topic Breakdown (Reflection #1)	Core: TOK	26 September 2018
OCTOBER		
History – Historical Investigation 5 Annotated Bibliography Entries	Core: History	01 October 2018
IB Test Registration		05 October 2018
EE Conclusion	Core: EE	12 October 2018
EE Revised Introduction and Conclusion	Core: EE	29 October 2018
NOVEMBER		
History- HI Identification & Evaluation of 2 Sources	Core: History	01 November 2018
Math Studies Project/Portfolio Draft	Core: Math	05 November 2018
EE First Completed Draft in Proper Format	Core: EE	12 November 2018
Psychology Project Draft	Core: Psychology	16 November 2018
EE Reflection #3	Core: EE	23 November 2018
Biology Lab Investigation	Core: Biology	29 November 2018
DECEMBER		
CAS Check In #2	Core: CAS	03-05 December 2018
French Written Assignment	Core: French	10 December 2018
Spanish Written Assignment	Core: Spanish	10 December 2018
TOK (Reflection #2)	Core: TOK	14 December 2018

History – Historical Investigation Rough Draft	Core: History	20 December 2018
2018-2019 NMSH MASTER SCHEDULE FOR SENIORS (CLASS OF 2019)		
IB COMPONENT/EVENT	GROUP	DUE DATE
JANUARY		
Math Studies Project/Portfolio Final	Core: Math	07 January 2019
Biology Lab Final	Core: Biology	10 January 2019
Psychology Project/Portfolio Final	Core: Math	17 January 2019
EE Final	Core: EE	24 January 2019
TOK (Reflection #3) / TKPPF Final	Core: TOK	28 January 2019
History – Historical Investigation Final	Core: History	31 January 2019
FEBRUARY		
TOK TKPPD Draft	Core: TOK	08 February 2019
English Lit IOCs	Core: English Lit	12 – 15 February 2019
EE Supervisor Comments	Core: EE	16 February 2019
TKPPD Revised	Core: TOK	25 February 2019
Spanish IOCs	Core: Spanish	28 February 2019
MARCH		
Upload of English Lit, French, Spanish Written Assignments, EE, RPPF, TOK, TK/PPF		01 March 2019
French IOCs	Core: French	08 March 2019
TOK Presentations	Core: TOK	12 – 15 March 2019
TOK TKPPD Final	Core: TOK	18 March 2019
CAS Demonstrations	Core: CAS	19 – 21 March 2019
APRIL		
Enter IA's & PG's, Upload Samples, TKPPD		01-05 April 2019

2018-2019 NMSH MASTER SCHEDULE FOR JUNIORS (CLASS OF 2020)

IB COMPONENT/EVENT	GROUP	DUE DATE
SEPTEMBER		
CAS Meeting #1	Core: CAS	04 - 06 September 2018
EE Preliminary Subject & Topic	Core: EE	21 September 2018
OCTOBER		
IB Test Registration		05 October 2018
EE Preliminary RQ (Interview #1)	Core: EE	19 October 2018
TOK Scaffold – Rough Draft	Core: TOK	22 October 2018
EE Form 1	Core: EE	30 October 2018
NOVEMBER		
EE Revised RQ	Core: EE	01 November 2018
Math Studies Project/Portfolio Draft (Jrs. Testing)	Core: Math	05 November 2018
EE Preliminary Thesis	Core: EE	08 November 2018
TOK Revised Scaffold	Core: TOK	11 November 2018
EE Preliminary Outline (Interview #2)	Core: EE	13 November 2018
Psychology Project Draft (Jrs. Testing)	Core: Psychology	16 November 2018
EE Form 2	Core: EE	20 November 2018
TOK First Draft of Essay	Core: TOK	26 November 2018
EE (Reflection #1)	Core: EE	28 November 2018
Biology Group 4	Core: Biology	29 November 2018 – 23 January 2019
EE Form 3	Core: EE	30 November 2018
DECEMBER		
CAS Meeting #2	Core: CAS	07 – 09 December 2018
English Literature – IOPs	Core: English Lit	10 – 14 December 2018
EE Revised Outline	Core: EE	20 December 2018

2018-2019 NMSH MASTER SCHEDULE FOR JUNIORS (CLASS OF 2020)

IB COMPONENT/EVENT	GROUP	DUE DATE
JANUARY		
Math Studies Project/Portfolio Final (Jrs. Testing)	Core: Math	07 January 2019
TOK Final Essay	Core: TOK	14 January 2019
Psychology Project/Portfolio Final (Jrs. Testing)	Core: Psychology	17 January 2019
EE First Sample of Writing 1,000-2000 words	Core: EE	23 January 2019
History – Historical Investigation Question	Core: History	30 January 2019
FEBRUARY		
EE (Reflection #2)	Core: EE	08 February 2019
History – HI Identification & Evaluation of 2 Sources	Core: History	22 February 2019
MARCH		
English Lit Written Assignments Draft	Core: English Lit	01 March 2019
EE Revision on Original Sample	Core: EE	15 March 2019
CAS Meeting #3	Core: CAS	19 – 21 March 2019
APRIL		
History – Historical Investigation Rough Draft	Core: History	02 April 2019
EE Complete Body of Essay for feedback from Supervisor	Core: EE	18 April 2019
English Lit Written Assignments Final	Core: English Lit	30 April 2019