



**International**  
Baccalaureate Programme  
Tri-County International Academy

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## **Tri-County International Academy International Baccalaureate Diploma Programme Assessment Policy for Students, Families and Staff**

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### **INTRODUCTION: Philosophy and Principles**

At the Tri-County International Academy, we believe and expect that all students have the ability to achieve at high levels. As the Tri-County International Academy International Baccalaureate Diploma Programme staff, we promise to 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 promise 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 around the assessment of student learning and achievement in the Tri-County International Academy IB Diploma Programme. As such, our Assessment Policy serves as guidelines for our students, families, and staff alike. Within the following pages exist an extensive explanation of the how's, when's, and why's of assessment in our Diploma Programme. Moreover, the policies within seek to align the very important work of teaching and learning that occurs within the Tri-County International Academy IB Diploma Programme.

### **GENERAL EXPECTATIONS AROUND 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 Tri-County International Academy IB Diploma Programme.



## ***Expectations for the Tri-County International Academy 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 the Tri-County International Academy 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’ educational and personal growth.

## ***Expectations for the Tri-County International Academy International Baccalaureate Diploma Programme Staff:***

While students are at the center of the educational experience, the Tri-County International Academy IB Diploma Programme teachers engage students within that experience according to the established IB principles and practices. As members of our learning community, staff at the Tri-County International Academy strives to:

- Model inquiry, research, and independent thinking skills through life-long learning;
- Demonstrate in-depth content knowledge and skills that develops 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, varied perspectives, cultures, traditions, and histories to assist students in evaluating various 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.

### ***The Tri-County International Academy Academic Integrity Policy:***

Academic honesty and personal integrity are fundamental components of a student's education and character development. The Tri-County International Academy 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 the student accepting responsibility for personal conduct in both social and academic endeavors.

The academically honest student produces work representative of his/her own efforts and abilities, whereas the academically dishonest student attempts to show knowledge and skills he/she does not possess by claiming it as his/her own. Academic dishonesty may take many forms; moreover, the practice of academic dishonesty undermines the purposes of education and denies the student his/her right to personal and academic integrity.

The Tri-County International Academy believes 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.

### **CONSEQUENCES**

Individual violations of academic honesty are significant. It is the Tri-County International Academy's intent, through the use of consequences, that the student will learn from his/her mistakes and not exhibit dishonest behavior in the future. Violations of academic honesty are cumulative during the student's entire attendance at district schools. Consequences will include any one of the following:

1. Teacher will assign "no credit" (zero/F) for the work in question.
2. Teacher will notify parent/guardian.
3. Teacher will submit a referral to the site administration.
4. Administrator will contact parent/guardian regarding the incident.
5. Administrator will enter incident into student's disciplinary/cumulative file.
6. Conference will be held with the parent/guardian and student.

## ***Conditions for Enrollment in the Tri-County International Academy International Baccalaureate Diploma Programme:***

The Tri-County International Academy IB Diploma Programme, authorized since 2006, 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 the Tri-County International Academy.

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. 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.
3. All students enrolled in IB Diploma Programme courses are expected to uphold high standards of academic integrity as established by the Tri-County International Academy Academic Honesty Policy. Students compromising the academic integrity of themselves or their peers may be withdrawn from the programme.
4. Students who register for IB are responsible to pay a \$400.00 all-inclusive fee per year. Students receiving free or reduced lunch subsidies, according to federal guidelines, will not be charged the examination responsibility fee unless requirements for examination are not met.
5. Students committing to meet the requirements of the full IB Diploma must be on track to graduate, with graduation requirements for Art, Physical Education, and Health completed by the middle of their senior year. This may require enrollment in online classes or zero hour offerings of PE or Health. Students enrolled in the IB Diploma Programme are expected to meet the state/district graduation requirements as well as the Diploma Programme expectations.
6. All students enrolled in the IB Diploma Programme are expected to take a World Language during their junior and senior years to develop proficiency in their chosen language of study. To be prepared for International Baccalaureate examinations, students must reach a minimum of four years and a recommendation of five years of instruction in a World Language for Standard Level examination. Additionally, students are recommended for Higher Level examination having a minimum of five years or a recommended six years of instruction in their chosen World Language.
7. All students enrolled in the IB Diploma Programme are expected to enroll in the Theory of Knowledge course and engage in the CAS program to meet the requirement of the IB Diploma Programme Core.

Should a student wish to exit the IB Diploma Programme, a conference with the IB Coordinator, student and a parent/guardian shall occur. To minimize disruption to the student's educational experience, this conference should occur in September, January, or June.

## **GENERAL TRI-COUNTY INTERNATIONAL ACADEMY GRADING POLICIES AND PROCEDURES**

### ***Grading Schedule***

Students at the Tri-County International Academy receive a report card at the end of each quarter. Quarter grades will be sent home electronically. Mid-quarter grades will be issued approximately 4 weeks into each quarter to inform students of their progress.

### ***Student/Family Access to Information***

Students at the Tri-County International Academy 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 the Tri-County International Academy students to review through regular grade postings in class or through the Student Portal found on Progress Book. The Tri-County International Academy offers parents the opportunity to view their child's attendance, grades, and transcript at the Tri-County International Academy by way of Progress Book. 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 syllabus for each IB course. At most of our participating home schools, International Baccalaureate courses are not weighted more or less strongly than classes from other academic programs when determining GPA. All program-specific classes carry equal weight when calculating GPA.

## Tri-County International Academy Grading Policy

1. Grading Scale:
  - A+ = 98-100
  - A = 93-97
  - A- = 90-92
  - B+ = 88-89
  - B = 83-87
  - B- = 80-82
  - C+ = 78-79
  - C = 73-77
  - C- = 70-72
  - D+ = 68-69
  - D = 63-67
  - D- = 60-62
  - F = 0-59
2. Faculty members reserve the right to adjust grades (i.e. curve). The purpose of this latitude is to allow faculty members to make tests more appropriate to IB expectations but allow grades to reflect the quality and difficulty levels of regular courses at higher levels in the home school.
3. IB core academic courses will be graded using the above scale. CAS and TOK will be graded on a pass-fail basis.
4. TOK will have ½ credit issued each year.
5. Faculty members may, on occasion, issue 1-7 IB grades or other grades required for IB internal assessments. Unless notified by faculty members, these generally will not be reflected on report cards or in nine-week grades. Primarily, the purpose of these grades will be to let students know where they stand relative to the faculty member's understanding of IB assessment expectations.
6. IB core academic classes include all classes in the IB academic subjects of: language A1, second language, individuals and societies, experimental sciences, and mathematics.

***International Baccalaureate Diploma Programme Grade Scale:***

Unlike the standard grade scale used at the Tri-County International Academy, 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 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.

### ***Academic Support and Assistance:***

The Tri-County International Academy 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 years past.

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 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, providing needed support in making progress toward mastery and to 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 are available for help 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 help sessions in one content area do not conflict with scheduled sessions in another. Moreover, many teachers make themselves available through other means to assist students in their educational experience. The IB Diploma Coordinator is available to meet with students and their families to support student academic success as well.

## **INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME ASSESSMENTS:**

According to the IB Diploma Programme Assessment: Principles and practice, assessment of the DP (Diploma Programme) 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 principle 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 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) and Group 2, Language B (World Languages), projects and portfolios in Group 5, Mathematics, presentations in Theory of Knowledge, and practical laboratory work in Group 4, Science.

### ***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, and Language A (English, Theory of Knowledge essays). 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 Tri-County International Academy IB Diploma Programme***

All teachers in the Tri-County International Academy 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 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.

### ***The Tri-County International Academy IB Diploma Programme Assessment Calendar***

Formal assessments in IB subject area courses occur throughout the school year over the two years of the programme. Assessment benchmarks and deadlines noted below are approximate, with final deadlines communicated through course syllabi.

To aid in balancing student workload, the Tri-County International Academy 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.

<b>Mondays</b>	<b>Tuesdays</b>	<b>Wednesdays</b>	<b>Thursdays</b>	<b>Fridays</b>
English World Languages	History Science Mathematics	TOK	English World Languages Mathematics	History Science CAS (Check in 2 <sup>nd</sup> Friday of each month)

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

Month	Group and Assessment	Deadline
<b>SEPTEMBER</b> <i>Please note: Start of school commonly occurs on the Tuesday following Labor Day.</i>	<b>CORE – CAS, EE, AND TOK</b> Extended Essay Rough Draft Theory of Knowledge	First day of School First day of School
	<b>GROUP 1 – ENGLISH A1 HL and SL</b> Summer Reading Project	First day of School
<b>OCTOBER</b>	<b>GROUP 1 – ENGLISH A1 HL and SL</b> World Literature 1 Papers	October <sup>h</sup> for SL and October 20 <sup>th</sup> for HL
<b>DECEMBER</b> <i>Please note: Two-week winter recess generally occurs during the last week of December and first week of January.</i>	<b>CORE – CAS, EE, and TOK</b> Extended Essay Final Draft	December 16 <sup>th</sup>
	<b>GROUP 1 – ENGLISH A1 HL and SL</b> World Literature Paper 2 – Final Draft	December 14 <sup>th</sup>
	<b>GROUP 4 – BIOLOGY SL, CHEMISTRY SL, and PHYSICS SL</b> Group 4 Projects Completed	December 15 <sup>th</sup>
	<b>GROUP 5 – MATHEMATICS SL</b> Type I Portfolio – Final Draft	First week in December
<b>JANUARY</b>	<b>CORE – CAS, EE, and TOK</b> Extended Essay	Must occur by January 22 <sup>nd</sup>
	<b>GROUP 1 – ENGLISH A1 HL and SL</b> Year One Individual Oral Presentation	Last two weeks of January
<b>FEBRUARY</b> <i>Please note:</i>	<b>CORE – CAS, EE, and TOK</b> TOK Essay – Final Draft	February 10 <sup>th</sup>
	<b>GROUP 3 – HISTORY ROUTE 2 HL and SL</b> Historical Investigations – Final Draft	February 5 <sup>th</sup>
	<b>GROUP 5 – MATHEMATICS SL</b> Type II Portfolio – Final Draft	Second week in February
<b>MARCH</b> <i>Please note:</i>	<b>CORE – CAS, EE, and TOK</b> CAS Final Reflections TOK Presentations Preliminary Extended Essay Proposals (for Year One Students)	March 15 <sup>th</sup> March 17 <sup>th</sup> March 31 <sup>st</sup>
	<b>GROUP 1 – ENGLISH A1 HL and SL</b> English A1 HL and SL Oral Examinations English A1 Individual Oral Presentations	March 1 <sup>st</sup> – 5 <sup>th</sup> Mondays in March
	<b>GROUP 2 – GERMAN AB INITIO and SPANISH HL and SL</b> Language B Oral Presentations	March 5 <sup>th</sup> through 15 <sup>th</sup>
	<b>GROUP 4 – BIOLOGY SL, CHEMISTRY SL and PHYSICS SL</b> Practical Lab Work – Final Drafts	March 12 <sup>th</sup>
	<b>GROUP 5 – MATH STUDIES SL</b> Project for Math Studies SL	Thursday of First Week in March
	<b>APRIL</b>	
<b>MAY</b> <i>Dates of note: IB Examinations occur throughout the month of May.</i>	<b>CORE – CAS, EE, and TOK</b> Extended Essay Topic and Research Proposal	May 31 <sup>st</sup>
	<b>GROUP 1 – ENGLISH A1 HL and SL</b> World Literature Paper 1 – Draft	May 1 <sup>st</sup>

### **The committee responsible for the development of our Language Policy**

The Tri-County International Academy uses a committee made up of a Program Director, Head of School all of our faculty, Parent representatives, and Student representatives, using the guidelines o the International Baccalaureate to develop our Language Policy.

### **Language Policy Revision Timeline**

The Tri-County International Academy plans to evaluate our Language Policy on an annual basis. The Committee will meet at the conclusion of each school year and, if appropriate, will make revisions that will take effect the following school year.

### **Communication of Language Policy**

The Tri-County International Academy intends to communicate our Language Policy through all of our interactions with the school community. The policy will be discussed at each of our recruitment meetings, through our printed information, and posted on our website.