SCVi Charter School International Baccalaureate Program Assessment Policy for Learners, Families and Staff

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

Introduction
At SCVi High School, we believe and expect that all learners have the ability to succeed. As the International Baccalaureate Diploma (IB) staff, we promise to engage learners in a rigorous and challenging curriculum that is aligned to the standards, practices and content expectations of the IB Diploma program as well as the established State and District Education Standards. We also promise to provide learners with as much time and expert instruction as is needed for learners to achieve in each of their classes. What we require from learners 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 learners with a first class and internationally recognized education.

This document outlines the policies employed round the assessment of learning and achievement in the SCVi Upper School IB Diploma Program. As such, our Assessment Policy serves as a guideline for our learners, families and staff alike.

General Expectations Around Assessment
Assessment is a crucial tool of education, enabling learners to determine their understanding and progress within a subject area. It also informs facilitators’ planning so that they can directly respond to the learners’ strengths and needs. Due to the essential role of assessment - whether formative, summative, internal or external - certain expectations are assumed of IB learners and facilitators.

Expectations for SCVi IB Learners:
“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.” (The IB Learner profile). With this in mind, learners are expected to:

- Engage their natural curiosity through inquiry and critical thinking skills;
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- 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 acknowledgement of strengths and areas for improvement.

**Expectations for the SCVi IB Facilitators**

While learners are at the center of the educational experience, SCVi IB Diploma Program facilitators engage learners within that experience according to the IB principles and practices. As members of our learning community, staff at SCVi 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 learners, families and colleagues to enhance learner 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 program;
- Incorporate an understanding and appreciation of varied perspectives, cultures, traditions and histories to assist learners, 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 experiences for learners;
- 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 learners.

**SCVi Charter School Academic Integrity Policy:**
Academic honesty and personal integrity are fundamental components of a learner’s education and character development. SCVi Charter School expects that learners will not cheat, lie, plagiarize, or commit other acts of academic dishonesty. The well-being of the entire school community depends on the learner accepting responsibility for personal conduct in both social and academic endeavors.

The academically honest learner produces work representative of his or her own efforts and abilities, whereas the academically dishonest learners attempt to show knowledge and skills that he or she does not have by claiming it as their own. The practice of academic dishonesty undermines the purposes of education.

SCVi believes that promoting a healthy respect for academic honesty is the responsibility of the total school community. In such an environment, learners will know that teachers will not ignore or condone cheating, plagiarism, or other acts of academic dishonesty. Learners will also know that staff and parents/guardians will hold them accountable.

Consequences
Individual violations of academic honesty are significant. It is SCVi’s intent, through the use of consequences, that the learner will learn from their mistakes and not exhibit dishonest behavior in the future. Violations of academic honesty are cumulative during the learner’s entire attendance at district schools. Consequences will include any one of the following:

1. Facilitator will assign “no credit” (zero/ F) for the work in question.
2. Facilitator will notify parent/guardian.
3. Facilitator will submit a referral to the site director.
4. Extra consequences will be designed and implemented on a case-to-case basis.

Conditions for Enrollment in the SCVi Charter School International Baccalaureate Diploma Program:
SCVi has been authorised by the IBO as an IB school since 2013. We offer a complete Diploma Program that is internationally recognized. All highly motivated learners who seek an accelerated and diverse learning experience and who wish to help create a better and more peaceful world through their education, are encouraged to enroll in our IB Diploma Program.

The following conditions apply for IB Program learners:
1. Learners shall have successfully completed any coursework for previous grades.
2. Learners shall maintain a “C” average in an IB Diploma Program course to be considered for enrollment in the second year of that course.
3. All learners enrolled in an IBDP 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. IBDP Learners are expected to uphold high standards of academic integrity as established by the SCVi Academic Honesty Policy. Learners compromising the academic integrity of themselves or their peers may be withdrawn from the program.

5. Learners who register for IB examinations are responsible to pay a **one time registration fee** (currently $172). Learners receiving free or reduced lunch subsidies, according to federal guidelines, will not be charged the examination fee unless requirements for examinations are not met.

6. Learners are additionally required to pay a fee for each IB examination that is sat which is currently $119 per individual subject. Learners receiving free or reduced lunch subsidies, according to federal guidelines, will not be charged the examination fee unless requirements for examinations are not met.

7. All full diploma candidates are further responsible for the core diploma fees, consisting of the **Extended Essay fee** (currently $91), the **Theory of Knowledge fee** (currently $46) and the **Creativity, Activity and Service fee** (currently $10).

8. Learners who are not sitting the full diploma are not required to take the core elements. If they choose to do the EE, TOK or CAS components, the fees will apply.

9. Once registered for examinations, if a learner fails to complete required enrollment for the course, complete required Internal or External Assessments or sit for the registered May examinations, the learner will owe SCVi the full amount of the examination registration. (Unless agreed upon differently)

10. Learners committing to meet the requirements of the full IB Diploma must be on track to graduate, with graduation requirements for all UC CA Graduation Requirements. This may require enrollment in online classes or zero hour offerings of different courses. Learners enrolled in the IBDP are expected to meet the state/ district graduation requirements as well as the Diploma Program expectations.

11. IBDP learners are expected to take a World Language during their junior and senior years to develop proficiency in their chosen language of study.

12. Full diploma learners are expected to enroll in the TOK course and engage in the CAS program to meet the requirement of the Diploma Program core.

Should a learner wish to exit the IB Diploma Program, a conference with the IB Coordinator, the College Counselor, learner and parent shall occur. To minimise disruption to the learner’s educational experience, this conference should occur in September, January or June.
General SCVi Grading Policies and Procedures

Grading Schedule
Learners at SCVi Charter High School receive a report card at the end of each semester. Advisors inform parents and keep track of continuous grade progress. To ensure ongoing communication, all advisors email home and contact families as they see it necessary.

Learner/ Family Access to Information
Learners at SCVi Charter are provided with regular opportunities to review and reflect on their progress. Facilitators maintain consistently updated online records using the online platform Echo. SCVi also offers parents the opportunity to view attendance, grades and transcript by way of the online Parent Portal which can be accessed by contacting technology@scvi-k12.org. Learners and families are additionally encouraged to contact their facilitators with all questions and concerns that relate to learner progress.

Grade Scale and Grade Point Average
Generally speaking, learners 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. IB 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.

STANDARD GRADE SCALE:
A = 90 - 100%  B = 80 - 89.9%  C = 70 - 79.9%  D = 60 - 69%  F = less than 60%

CALCULATING GRADE POINT AVERAGE
A learner’s grade point average (GPA) is calculated at the end of every semester. GPA points are calculated as follows:

A 4.00-5.00 (or 4.00)
B 3.00-4.00
C 2.00-3.00
D 1.00-2.00
F 0.00

Your GPA points are added up and divided by the number of classes you have attempted for which you have received a letter grade.
EG: If you have six classes and earn grades such as 3 B grades and 3 C grades, the total would be 15 points. Divide 15 points by 6 and you have a GPA of 2.5.
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IBDP Grade Scale
Unlike the standard grade scale used at SCVi Charter High School, the IBDP 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.

| 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 subject. 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. Learners may find that they earn higher grades in school than in their IB subject areas; the reverse also be true. A variety of variables including classroom policies, use of formative assessments, attendance and more may result in a variance in grades.

Academic Support and Assistance
In order to fully prepare our learners SCVi facilitators develop their course content in accordance with the relevant IB assessment criteria and formal IB assessments. Summative assessments - assessments to evaluate the degree to which a learner has mastered content knowledge and skills - happen in class. Many of the summative assessments take the form of mock IB examinations, using exams from previous years.

International Baccalaureate Diploma Program Assessment
As outlined in the IB Diploma Programme Assessment: Principles and Practice, assessment of the DP is 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 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 components that ensure all objectives for the subject are assessed.

6. The principal means of assessing 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 assignments that are evaluated by the learner’s subject teacher, then submitted to the IB examiners for moderation. Internal Assessments include language oral presentations, science laboratory work and artistic performances in addition to more formal written tasks. Internal assessments inevitably allow for greater learner flexibility and range.

International Baccalaureate Diploma Programme External Assessments
External Assessments are written tasks that learners produce in their own time to subject specific criteria. These tasks are not evaluated by the subject area teacher, but are graded by IB examiners. Examples of External Assessments include the Extended Essay, English Written Tasks, Theory of Knowledge essays and Art (Film, Theatre and Visual) compositions.

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 assessments including essays, data-analysis, problem solving and multiple choice answers. In order to sit the IB examinations, students must have completed all required Internal and External Assessments for the subject area. The examination scripts are mailed, within 24 hours following the examination, to external examiners around the world for assessment. The exam 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 SCVi IB Diploma Programme
All IB facilitators at SCVi receive training in the IB standards and practices within their subject area. Through this training, facilitators learn about their subject area content, criteria and assessment, and
how to make this accessible to learners. A variety of professional development opportunities including formal training workshops from IBO, collaboration with other subject area facilitators around the state, and review of examiner feedback further support facilitators in their use of the assessment criteria. In circumstances where multiple facilitators have the same subject area, facilitators regularly collaborate to ensure that use of assessment criteria is consistent.

SCVi IB Diploma Programme Assessment Calendar
Formal assessments in IB subject area courses occur throughout the school year over the two years of the programme, a copy of which is available through the SCVi website. This is updated each year. To aid in balancing learners’ workload, the formal subject assessments are administered over the two years. When conflicts arise, IB facilitators will coordinate to make the necessary accommodations. Draft deadlines and individual component deadlines can be found in each subject area teacher’s syllabus. Learners are encouraged to review deadlines with their subject area facilitators over the course of the school year as slight adjustments may occur due to revisions in timelines, emergency school closings and other extenuating circumstances.

College Admission Requirements & Higher Education Information EC51229
The state of California offers community colleges, California State Universities (CSU) and Universities of California (UC) for students who wish to continue their education after high school.

In order to attend a community college you need only be a high school graduate or 18 years of age. In order to attend CSU you have to take specific high school courses, have the appropriate grades and test scores, and have graduated from high school. A lower test score would require a higher GPA due to their eligibility index. In order to attend a UC you must meet requirements for coursework, GPA and test scores. You may also transfer to a CSU or UC after attending a community college. For more information on college admission requirements, please refer to the following webpages:

www.cccco.edu
This is the official website of the California Community College system. It offers links to all of the California Community Colleges.

www.assist.org
This interactive site provides course transfer information for students planning to transfer from a California Community College to a CSU or UC.

www.csumentor.edu
This extensive online site offers assistance to students and their families on the CSU system, including the ability to apply online, and links to all CSU campuses.
This massive website offers information regarded admissions, online application, and links to all UC campuses.