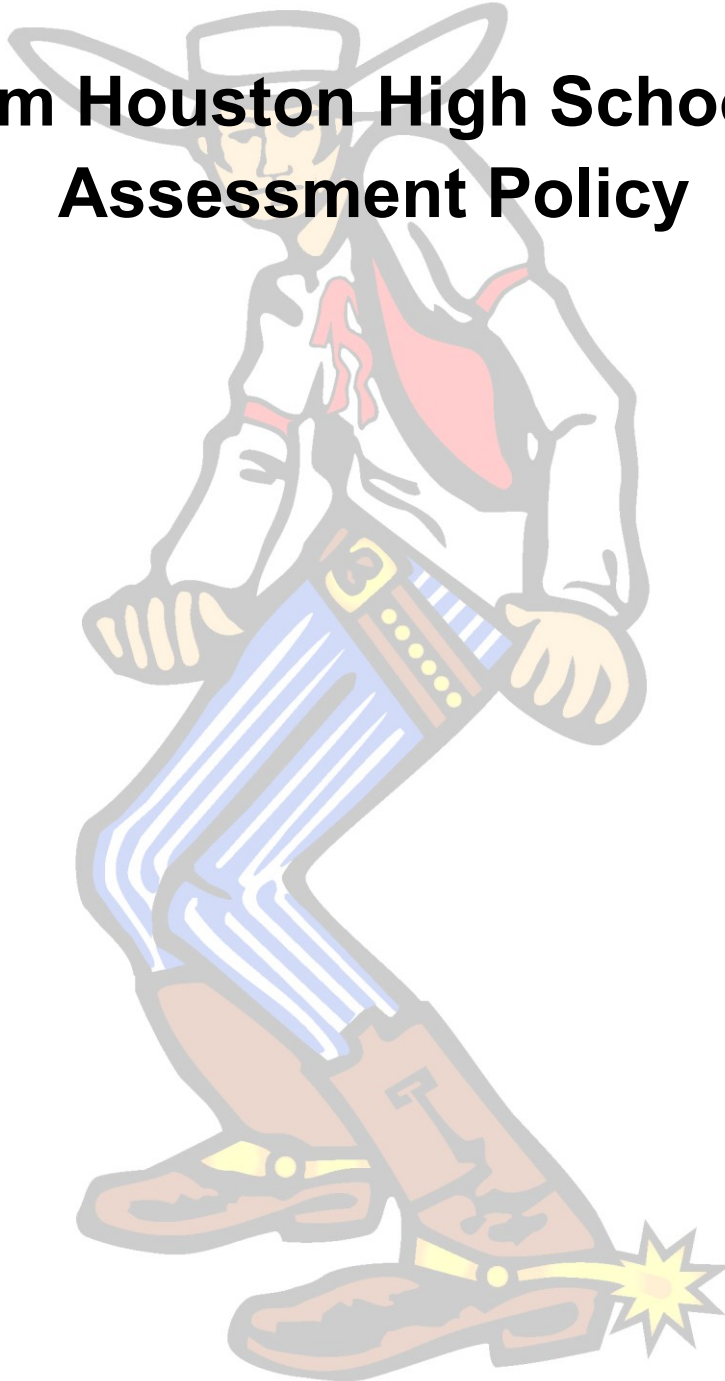


Sam Houston High School's Assessment Policy



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Sam Houston's Mission Statement:

The mission of Sam Houston High School is to create a safe community of empowered learners through an atmosphere of mutual trust and respect. The Sam Houston community ensures our students are prepared to become contributing citizens by providing challenging academic opportunities in preparation for post secondary studies and careers. Success is verified by improved attendance, increased performance on state, national and international assessments, increased graduation rates, decreased dropout rate and increased parental involvement. To ensure this success, we utilize collaborative efforts among teachers, students, counselors, administrators, parents and the community.

Sam Houston's Vision Statement:

The faculty, staff, parents, community and most importantly, the students will feel a spirit of pride and accomplishment on the campus of Sam Houston High School. Our school will be known for its outstanding investment in each student and the service we bring to the community. Students, faculty, counselors, administrators and staff will be held to high expectations which will be measured by meeting and exceeding local, state, national and international standards.

Teachers and students will strive to reach their full potential. Teachers will model core values: respect, commitment, discipline, integrity, unity and productive citizenship. Teachers will make individual connections with their students through the development of a positive classroom rapport. Teachers will implement differentiated instruction to help each student achieve individually attainable goals. Teachers will empower students to appreciate knowledge and to invest in their academic and social development. Highly qualified teachers will hold themselves accountable for meeting the educational needs of their students.

Every student will have an opportunity for success and the support necessary to achieve a high level of academic performance. This will be accomplished through a support network of tutorials, study groups and redemption options to guarantee student success. Students will be exposed to relevant experiences that they may take with them after graduation. Sam Houston High School will provide every individual with an opportunity to master the skills necessary to succeed in post secondary education including career and technology programs that offer state and national certifications.

Students will take responsibility for their own actions. Students will practice communication and leadership skills so that they may be better advocates for themselves and others. Students will be involved in the community using their experiences to prepare for self sufficiency and responsible citizenship. Student accomplishments will earn the respect of the local community.

Parental and community involvement are essential to our vision. Parents, counselors, administrators and the community will be active participants in the educational process. Community members, teachers and parents will encourage informed decisions that direct students toward appropriate choices that will improve their success. Student exposure to our culturally diverse community in conjunction with our multi-faceted curriculum will result in a greater appreciation and understanding of a global society. Students will witness first-hand how a community with varied backgrounds can come together to accomplish the goals of our school, community and our society.



I. Purpose of Assessment

At Sam Houston High School, the primary purpose of assessment is to improve student learning. The assessment practices are equitable to all students, and expectations and explanations are clearly communicated and defined. Effective assessments allow teachers and students to analyze their learning and understand what needs to be improved, highlight their strengths, and experience successful learning. Quality assessment at Sam Houston is defined by the following principles:

- Provides information about how students learn
- Determines what students know and understand
- Diagnoses students' needs
- Reflects the curriculum as an integral part of teaching and learning at all levels
- Monitors teaching objectives against learning outcomes
- Motivates both teachers and learners through success in achievement
- Acts as a feedback mechanism for curriculum development

At Sam Houston, there are two forms of assessment: formative and summative.

Formative assessment is a part of instruction designed to provide crucial feedback for teachers and students. These types of assessments help measure the knowledge, skills and understanding of student achievement. The formative assessment also allows teachers to evaluate or re-evaluate lesson plans and teaching practices, and to provide multiple and varied opportunities for students to demonstrate their learning. Formative assessments administered, but not limited to, include the following:

- Quizzes
- Essays
- Questions
- Lesson reviews
- Experiments
- Group work
- Socratic seminar

Summative assessment summarizes the development of learners at a particular time. After a period of work, e.g. a unit for two weeks, the learner sits for a test and then the teacher marks the test and assigns a score. The test aims to summarize learning up to that point. Summative assessment is characterized as an assessment of learning whereas formative assessment is an assessment for learning. Formative assessments administered, but not limited to, include the following:

- Unit tests
- Final exams
- TAKS tests
- Advanced Placement tests

II. Grading Policy

GRADING PROCEDURES

Each teacher at Sam Houston High School should apply the guidelines found in the district handbook with his/her own departmental objectives. If reasons warrant any deviation from these policies concerning grading, the principal should be notified. Teachers are not to allow students to grade papers of other students with the possible exception of daily work, which may be exchanged in class for checking. The grading of tests is a function of the teacher and should not be delegated to students. PLEASE FOLLOW THIS POLICY CLOSELY.

ACADEMIC GRADES

General Philosophy of Grading in AISD

- A grade should represent a fair estimate by the teacher of a student's academic achievement. Adequate numbers of grades each grading period are needed to provide a fair estimate.
- An academic grade should represent an evaluation of academic progress only. A student's academic grade should never be lowered because of behavior. Separate provisions are made for marking citizenship (Board Policy EIM-R Local). The academic grade should represent an evaluation of academic progress only.
- Grading should help the teacher:
 - o Appraise the effectiveness of teaching procedures.
 - o Appraise the effectiveness of human relations.
 - o Evaluate strengths and needs of each student.
- Grading should give the parent the kind of information that will help:
 - o To understand the student.
 - o To guide the student in making personal and social adjustments.
 - o To encourage the student to maximum performance in the academic areas.
- Grading should help the student:
 - o To evaluate and see the student's progress.
 - o To recognize how the student may improve his/her work.
 - o To motivate the student to do his/her best.
- When grades are recorded in the teacher's grade book and report cards, they become part of the permanent record. A grade is not to be changed after it has been recorded.
- The only reason a grade may be changed is due to a mathematical error in computing the grade(s). Check with the principal before changing any grade that has been recorded on the report card.
- Report cards will be issued each six weeks. Semester grades will be computed as follows:
 - Each six weeks grade will count 2/7ths and the final examination grade will count 1/7th.

- The formula for this comparison is as follows:
 - $(1\text{st six weeks} \times 2) + (2\text{nd six weeks} \times 2) + (3\text{rd six weeks grade} \times 2) + \text{final examination grade}$, divided by 7 = final semester grade
- Students in grades 9 – 12 will receive credits and grade points by semester average. Each semester of work completed satisfactorily will count as $\frac{1}{2}$ unit except in vocational training programs where two consecutive semesters must be successfully completed before credit is granted. The units will be recorded on report cards, permanent record cards and cumulative folders by semester. Each semester of work failed (F) in a required course must be repeated.

TEAMS GRADING PROCEDURES

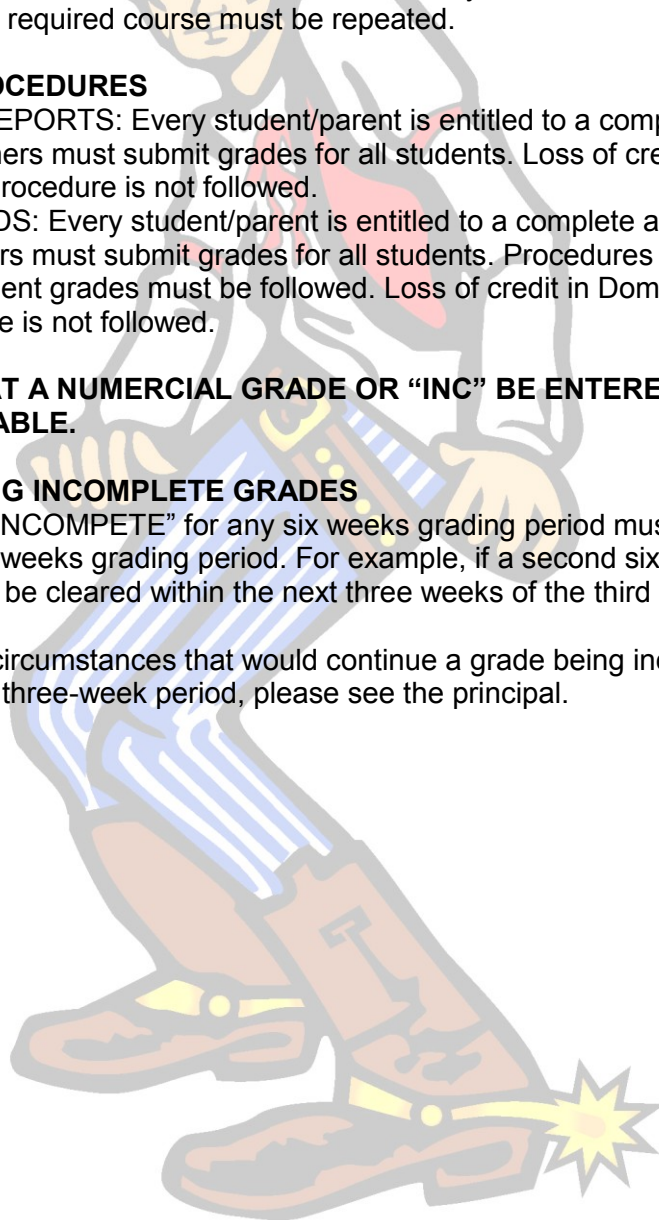
- **PROGRESS REPORTS:** Every student/parent is entitled to a complete progress report. Teachers must submit grades for all students. Loss of credit in Domain 5 may result if this procedure is not followed.
- **REPORT CARDS:** Every student/parent is entitled to a complete and accurate report card. Teachers must submit grades for all students. Procedures for checking and verifying student grades must be followed. Loss of credit in Domain 5 may result if this procedure is not followed.

IT IS IMPERATIVE THAT A NUMERICAL GRADE OR "INC" BE ENTERED IN EVERY SPACE AVAILABLE.

POLICY FOR CLEARING INCOMPLETE GRADES

Any grade reported as "INCOMPLETE" for any six weeks grading period must be cleared by the 3rd week of the next six weeks grading period. For example, if a second six weeks grade is "INCOMPLETE", it must be cleared within the next three weeks of the third six weeks.

If there are any special circumstances that would continue a grade being incomplete into the new six weeks past that three-week period, please see the principal.



GRADING- MODIFIED MATERIALS

- All classes shall be reported numerically in grade books, on report cards and on the transcripts in the cumulative folders.
- Classes in grades 9 – 12 shall be weighted according to the following scale:

Equivalent Numerical Value	Grade	Regular	Honors	Code on Report Cards
97-100	A+	12	15	R- Regular
93-96	A	11	14	H- Honors
90-92	A-	10	13	M-Modified Material
87-89	B+	9	12	S- Sp.Ed./Resource
83-86	B	8	11	INC- Incomplete
80-82	B-	7	10	NC- No Credit
77-79	C+	6	9	P/F- Pass/Fail
73-76	C	5	8	WD- Withdrawn
70-72	C-	4	7	ABS- Attendance Policy
Below 70	F	0	0	

- This scale should be recorded on student report cards and cumulative folders.
- Credit shall be awarded on a semester basis for 9 – 12 grades.
- Numerical grades shall be determined by the teacher.
- An “M” subscript by a grade indicates the curriculum has been modified to meet the individual needs of the regular or identified handicapped student. Modification may include:
 - Use of modified materials available from SERS or from other sources
 - Tests, worksheets, and written material read to the student
 - Adjustments in quantity and/or level of material (i.e. homework, reading, written assignments, tests)
 - Modifications as specified by Admission, Review, Dismissal.
- Students receiving grades from special education classes or from regular classes must receive modified materials if deemed by a special education or 504 ARD committee decision. **THIS IS THE LAW.** These students will receive grade points at the basic level.

III. IB Diploma Programme Assessments

Assessments in the International Baccalaureate Courses:

The grading system used by IB is criterion referenced, meaning that each student's performance is measured against well-defined levels of achievement consistent from one examination session to the next. Grades reflect the attainment of knowledge and skills relative to set standards applied consistently.

English A1, HL

The assessments of the English course will be evaluated through both internal and external assessments. In addition to IB external assessments, students are afforded a variety of opportunities for discussion, writing practice and evaluation. Students are expected to, and will, keep active learning logs and writing folders. Grades for the course come from many sources and may include both oral and written activities. Daily, in-class assignments such as timed essays and oral presentations are designed not only as a means of measuring growth and progress but also as preparation for IB assessments. All assessments, first and foremost, are designed to be balanced and reflective of students' complete understanding of the literary works and their international context.

IB Required Assessment

- During School's Free Choice, students are required to complete the IOP (Individual Oral Presentation) which accounts for 15% of the Overall IB English mark.
- Within the WL unit, there are two assignments written during the course that are externally assessed, each 1000-1500 words. This accounts for 20% of the Overall IB English mark.
 - Assignment 1: Comparative study of at least two Part 1 works will be completed
 - Assignment 2: Based upon works not used in Assignment 1 will be completed
- Within the DS unit, students will complete the IOC (Individual Oral Commentary) which accounts for 15% of the Overall IB English mark. Students will also develop skills in preparation for Exam Written Paper 1 which accounts for 25% of the Overall IB English mark.
- During the Groups of Works unit, students prepare for IB Exam Paper 2, which accounts for 25% of the Overall IB English mark.

French B, SL

IB written and oral evaluation criteria will be distributed to all students at the beginning of the course.

The assessment for the French B/SL IB Programme will follow Arlington ISD standards and schedules in as much as the overall calculations of six weeks and semester grades are concerned.

Six Weeks Assessment

Oral – 20%
Assignments – 30%
Quizzes – 20%
Tests – 30%

Semester Assessment

First Six Weeks Avg. – 28.5%
Second Six Weeks Avg. – 28.5%
Third Six Weeks Avg. – 28.5%
Semester Exam – 14.5%

All writing assignments, written projects, and oral presentations within each six week grading period will be assessed using the IB criteria as much as possible in order to accustom students to the IB grading system. At least once per semester, students will take a unit exam that will mimic the IB standard level end of course examinations. The test will include:

- I. A written component which will count 70%.
 - A. Text handling = 40%
 1. Reading questions based on an authentic written text = 30%
 2. Short writing exercise based on an authentic written text = 10%(The students will be required to read a number of authentic texts in the target language which will address various styles and registers and will be at different levels of difficulty. First, they will answer questions about the texts, and then they will be asked to do a short writing exercise in French in response to one of the written texts. The students will have 1 ½ hours to complete this portions of the test.)
 - B. Written production = 30%

One writing task from a choice of four

(The student will be required to write a 250+ word paper in French on his or her choice of one of four suggested topics. The paper must reflect the student's awareness of the audience and the purpose of the writing in terms of the style and register of the language used. The students will again have 1 ½ hours to complete this task.)
- II. An oral component which will count 30%.
 - A. Individual oral based on a unit appropriate stimulus = 15%

(The students will, with teacher direction and approval, choose a topic to research for an oral presentation. After having prepared for his/her oral presentation, the student will (a) present the material orally for the teacher, (b) be questioned by the teacher about the content of the presentation, and (c) be questioned by the teacher in a general manner about the student's interests, family, social or global issues, and the like. The presentations and discussion should take approximately 10 minutes.)
 - B. Interactive oral activity based on a unit appropriate stimulus = 15% (The students will engage in a variety of interactive oral activities throughout each unit and their study of French overall such as role plays, debates, mock television broadcasts, cultural comparisons, etc. The mark of the best of these presentations will account for this 15% of the test score).

Spanish B, SL and HL

The assessments of the IB Spanish SL/HL course will be evaluated through both internal and external assessments. The assessments will be organized according to the three areas that underline the course: language, culture interaction and message. In order to prepare students

for the IB External Assessment which is composed of 70% written and 30% Internal Assessment on the Oral Component, students will be assessed throughout the course on a similar rubric.

In the HL course the students will develop competence in the reading and writing skills in the study of culture utilizing clear and vivid language with the exposure of literary texts. By means of these texts, students will understand the use of rhetorical techniques, cohesive devices, structure and conventional form. Oral reports, conversation and composition work form an integral part of the course. Students are required to speak Spanish in class, master advanced grammar topics, and learn vocabulary dealing with literature and IB life and civilization topics.

IB SL Assessment will include:

- I. A written component which will count 70%.
 - A. Text handling = 40%
 1. Reading questions based on an authentic written text = 30%
 2. Short writing exercise based on an authentic written text = 10%
(The students will be required to read a number of authentic texts in the target language which will address various styles and registers and will be at different levels of difficulty. First, they will answer questions about the texts, and then they will be asked to do a short writing exercise in Spanish in response to one of the written texts. The students will have 1 ½ hours to complete this portion of the test.)
 - B. Written production = 30%
 1. One writing task from a choice of four
(The students will be required to write a 250+ word paper in Spanish on his or her choice of one of four suggested topics. The paper must reflect the students' awareness of the audience and the purpose of the writing in terms of the style and register of the language used. The students will again have 1 ½ hours to complete the task.)
- II. An oral component which will count 30%.
 - A. Individual oral based on a unit appropriate stimulus = 15%
(The students will, with teacher direction and approval, choose a topic to research for an oral presentation. After having prepared for his/her oral presentation, the students will (a) present the material orally for the teacher, (b) be questioned by the teacher about the content of the presentation, and (c) be questioned by the teacher in a general manner about the student's interests, family, social or global issues and the like. The presentation and discussion should take approximately 10 minutes.)
 - B. Interactive oral activity based on a unit appropriate stimulus = 15% (The students will engage in a variety of interactive oral activities throughout each unit and their study of Spanish overall such as role plays, debates, mock television broadcasts, cultural comparisons, etc. The mark of the best of these presentations will account for this 15% of the test score.)

IB HL Assessment will include:

- I. A written component which will count 70%.
 - A. Text handling = 40%
 1. Reading questions based on an authentic written text = 27%
 2. Short writing exercise based on an authentic written text = 13%
(The students will be required to read a number of authentic texts in the target language which will address various styles and registers and will be at different levels of difficulty. First, they will answer questions from three to four literary texts, and then they will be asked to do a short writing exercise in Spanish in response to one of the written texts. The students will have 1 ½ hours to complete this portion of the test.)
 - B. Written production = 30%
 1. One writing task from a choice of six
(The students will be required to write a 400+ word paper in Spanish on his or her choice of one of six suggested topics. The paper must reflect the students' awareness of the audience and the purpose of the writing in terms of the style and register of the language used. The students will again have 1 ½ hours to complete the task.)
- II. An oral component which will count 30%.
 - A. Individual oral based on a unit appropriate stimulus = 15%
(The students will, with teacher direction and approval, choose a topic to research for an oral presentation. After having prepared for his/her oral presentation, the students will (a) present the material orally for the teacher, (b) be questioned by the teacher about the content of the presentation, and (c) be questioned by the teacher in a general manner about the student's interests, family, social or global issues and the like. The presentation and discussion should take approximately 10 minutes.)
 - B. Interactive oral activity based on a unit appropriate stimulus = 15% (The students will engage in a variety of interactive oral activities throughout each unit and their study of Spanish overall such as role plays, debates, mock television broadcasts, cultural comparisons, etc. The mark of the best of these presentations will account for this 15% of the test score.)

History of the Americas, HL

80% External Assessment

20% Paper 1 (1 hour): Three prescribed subjects; Four short-answer/structured questions; Assessment objectives: 1-3

25% Paper 2 (1 ½ hours): Route 2: Five topics; Two extended-response questions; Assessment objectives 1-4

35% Paper 3 (2 ½ hours): Three extended-response questions; Assessment objectives 1-

20% Internal Assessment

Candidates must undertake a historical investigation. The process of selecting a topic and beginning the investigation will be accomplished during the junior year with guidance from the teacher in cooperation with the school librarian and a mentor who will work specifically with an individual student. The teacher will also ensure that candidates understand assessment criteria and requirements, approve the topic, monitor progress, and check authenticity since the assessment must be entirely that of the candidate. Also, the same work may not be used for both the extended essay and the internal assessment.

The internal assessment will be concluded in the senior year with a written account of between 1500 – 2000 words. All International Baccalaureate Organization guidelines must be followed including planning, evidence summary, source evaluation, analysis, conclusions, and use of sources.

Information Technology in a Global Society

Assessment of the course shall comprise but not be restricted to weekly quizzes covering IT topics; class participation grades, homework grades based on IT topics, tests, and research. In addition, IBO-required assessment shall include the Internal and External components.

Internal Assessment 30%

Project –(20 hours; 30%)

An IT solution to a problem set in a social context. Students will produce:

- A product developed through the integration of IT skills
- A written report (2,000-2,500 words)
- A log book

External Assessment 70%

Written Papers - 2 (3 hours)

Paper 1 – 1 hour 25%

Four short answer questions that focus on social and ethical issues and IT systems in a social context.

Paper 2 – 2 hours 45%

Six structured questions that assess social and ethical issues, IT systems in a social context, and areas of impact. Part A contains a question regarding business and employment. Part B requires students to answer two out of five questions, each one of a different area of impact.

Biology, HL

The assessment of the biology course will be evaluated through internal assessment (IA) and external assessment (EA) and the Group 4 Project using PSOW (practical scheme of work) and critical aspects.

Internal Assessment:

The internal assessment (IA) requirements are worth 24% of the final assessment (or 36% for design technology), consists of an interdisciplinary project, a mixture of short- and long-term investigations (such as laboratory practicals and subject-specific projects) and, for design technology only, the design project.

Student work is internally assessed by the teacher and externally moderated by the IBO. The performance in IA is marked against assessment criteria, with each criterion having a maximum mark of 6.

Internal Assessment Criteria and aspects:

There are five assessment criteria that are used to assess the work of both SL and HL students.

- Design—D
- Data collection and processing—DCP
- Conclusion and evaluation—CE
- Manipulative skills—MS
- Personal skills—PS

The first three criteria—design (D), data collection and processing (DCP) and conclusion and evaluation (CE)—are each assessed twice.

Manipulative skills (MS) is assessed summatively over the whole course and the assessment should be based on a wide range of manipulative skills.

Personal skills (PS) is assessed once only and this will be during the group 4 project.

Each of the assessment criteria can be separated into three aspects as shown in the following sections. Descriptions are provided to indicate what is expected in order to meet the requirements of a given aspect completely (c) and partially (p). A description is also given for circumstances in which the requirements are not satisfied, not at all (n).

Assessment criteria can be found in the *Vade Mecum*.

External Assessment:

Paper 1

Paper 1 is made up of multiple-choice questions that test knowledge of the core and AHL material for students at HL. The questions are designed to be short; one- or two-stage problems that address objectives 1 and 2 (see the “Objectives” section). No marks are deducted for incorrect responses. Calculators are not permitted, but students are expected to carry out simple calculations.

Paper 2

Paper 2 tests knowledge of the core and AHL material for students at HL. The questions address objectives 1, 2 and 3 and the paper is divided into two sections.

In section A, there is a data-based question that requires students to analyze a given set of data. The remainder of section A is made up of short-answer questions.

In section B, students at HL are required to answer two questions from a choice of four. These extended-response questions may involve writing a number of paragraphs, solving a substantial problem, or carrying out a substantial piece of analysis or evaluation. A calculator is required for this paper.

Paper 3

Paper 3 tests knowledge of the options and addresses objectives 1, 2 and 3. Students at HL are required to answer several short-answer questions and an extended-response question in each of the two options studied. A calculator is required for this paper.

Higher level assessment specifications

Component	Overall Weight	Duration of Test
• Paper 1 –	20%	1 hour
• Paper 2 –	36%	2.25 hours
• Paper 3 –	20%	1.25 hours
• Calculators are not permitted for Paper 1, but students are expected to carry out simple calculation		
• A calculator is required for Paper 2 and Paper 3.		

Chemistry, SL

The assessment of the chemistry course will be evaluated through internal assessment (IA) and external assessment (EA) and the Group 4 Project using PSOW (practical scheme of work) and critical aspects.

Internal Assessment:

The internal assessment consists of short and long term laboratory investigations and the group 4 projects. The above mentioned is assessed by the teacher and documented on from 4/PSOW. IB students have eight assessment criteria which are used to assess the laboratory investigations. The students must be assessed on each of the eight criteria at least twice. The top two marks for the eight criteria are added together to determine the final mark out of the 48 for the internal assessment component. The internal assessment is 24% of the final assessment. The eight criteria are as follows:

- Planning (a) – PI (a)
- Planning (b) – PI (b)
- Data collection – DC

- Data procession and presentation – DPP
- Conclusion and evaluation – CE
- Manipulative skills – MS
- Personal skills (a) – PS (a)
- Personal skills (b) – PS (b)

The assessment criteria can be found in the *Vade Mecum*. Each assessment criteria is separated into two or three aspects. Each of the eight criteria has its own set of aspects and the requirements for a student needs to receive a complete ©, partially (p), or not at all (n).

After a laboratory investigation has been assessed, the criterion can be translated into an achievement level 0, 1, 2 or 3 using the achievement level matrixes.

External Assessment:

Paper 1 is composed of multiple-choice questions, which test knowledge of the core only for standard level (SL) students. The questions are designed to be short; one- or two-stage problems that address objectives 1 and 2. No marks are deducted for incorrect responses. Calculators are not permitted, but students are expected to carry out simple calculations.

Paper 2 tests knowledge of the core only for SL students. The questions address objectives 1, 2 and 3 and the paper is divided into two sections. Section A consists of one data-based question and other short answer questions. In section B, SL students are required to answer one out of a choice of three questions. The questions may involve writing a number of paragraphs, solving a substantial problem or carrying out analysis or evaluation.

Paper 3 consists of testing knowledge of the options and addresses objectives 1, 2 and 3. SL students will answer several short-answer questions in each of the two options studied.

The assessment specifications in overall weighting (%) for SL are:

- Paper 1 – 20%
- Paper 2 – 32%
- Paper 3 – 24%

- Calculators are not permitted for Paper 1, but students are expected to carry out simple calculations.

A calculator is required for Paper 2 and Paper 3.

Physics, SL

The assessment of the Physics course will be evaluated through internal assessment (IA) and external assessment (EA) and the Group 4 Project using PSOW (practical scheme of work) and critical aspects.

Internal Assessment

The internal assessment (IA) requirements are the same for all group 4 subjects, with the exception of design technology, which has an additional element. The IA, worth 24% of the final assessment (or 36% for design technology), consists of an interdisciplinary project, a mixture of short- and long-term investigations (such as practicals and subject-specific projects) and, for design technology only, the design project.

Student work is internally assessed by the teacher and externally moderated by the IBO. The performance in IA at both SL is marked against assessment criteria, with each criterion having a maximum mark of 6.

Criteria and Aspects:

There are five assessment criteria that are used to assess the work of SL students.

- Design—D
- Data collection and processing—DCP
- Conclusion and evaluation—CE
- Manipulative skills—MS
- Personal skills—PS

The first three criteria—design (D), data collection and processing (DCP) and conclusion and evaluation (CE)—are each assessed twice.

Manipulative skills (MS) is assessed summatively over the whole course and the assessment should be based on a wide range of manipulative skills.

Personal skills (PS) is assessed once only and this will be during the group 4 project.

Each of the assessment criteria can be separated into three aspects as shown in the following sections. Descriptions are provided to indicate what is expected in order to meet the requirements of a given aspect completely (c) and partially (p). A description is also given for circumstances in which the requirements are not satisfied, not at all (n).

Assessment criteria can be found in the *Vade Mecum*.

External Assessment

The external assessment consists of three written papers constituting 76% of the total grade.

Paper 1

Paper 1 is made up of 30 multiple-choice questions that test knowledge of the core only for students at SL. The questions are designed to be short; one- or two-stage problems that address objectives 1 and 2 (see the “Objectives” section). No marks are deducted for incorrect responses. Calculators are not permitted, but students are expected to carry out simple calculations.

Paper 2

Paper 2 tests knowledge of the core only for students at SL. The questions address objectives 1, 2 and 3 and the paper is divided into two sections.

In section A, there is a data-based question that requires students to analyze a given set of data. The remainder of section A is made up of short-answer questions.

In section B, students at SL are required to answer one question from a choice of three. These extended-response questions may involve writing a number of paragraphs, solving a substantial problem, or carrying out a substantial piece of analysis or evaluation. A calculator is required for this paper.

Paper 3

Paper 3 tests knowledge of the options and addresses objectives 1, 2 and 3. Students at SL are required to answer several short-answer questions in each of the two options studied. A calculator is required for this paper.

Standard Level assessment specifications

Component	Overall Weight	Duration
Paper 1	20%	$\frac{3}{4}$ hour
Paper 2	32 %	1 $\frac{1}{4}$ hours
Paper 3	24%	1 hours

Math Studies

Students will be assessed by internal and external measures. The internal assessment will be based on a major project where students will collect information or generate measurements, then perform mathematical analysis and evaluation. The project is internally assessed by the teacher and externally moderated by the IBO. Frequent tests, quizzes, and minor projects throughout the year will allow students to demonstrate what they know and what they can do. Non-IB students will use the state and district guidelines of assessments.

The external assessment will consist of two written papers to be given at the end of the second school year. Students will be allotted a one and one-half hour time period to complete each of the two papers. Paper 1 consists of fifteen compulsory short-response questions based on the entire syllabus. Paper 2 contains five compulsory extended-response questions based on the whole syllabus which require sustained reasoning with an emphasis on problem solving.

Assessment Details:

External-

Paper 1 **1 hour 30 minutes** **40%**
15 compulsory short-response questions

Paper 2 **1 hour 30 minutes** **40%**
5 compulsory extended-response questions

*For Paper 1 and Paper 2, a GDC and a copy of the information booklet must be available for each student.

Internal-
Project

20%

Math, SL

External assessment **3 hrs** **80%**

Written papers

Paper 1 1 hr 30 min 40%
15 compulsory short-response questions based on the whole syllabus

Paper 2 1 hr 30 min 40%
5 compulsory extended-response questions based on the whole syllabus

Internal assessment **20%**

Portfolio

A collection of two pieces of work assigned by the teacher and completed by the student during the course. The pieces of work must be based on different areas of the syllabus and represent the two types of tasks:

Type I: Mathematical Investigation

Type II: Mathematical Modeling.

The portfolio is internally assessed by the teacher and externally moderated by the IBO. Procedures are provided in the *Vade Mecum*.

Frequent in class assessments will serve as a tool for evaluation, diagnosis and further planning of the learning process. These assessments could include, but are not limited to, quizzes, tests,

end of semester exams, homework, oral and written presentations and teacher and peer observations.

Visual Arts, HL

Higher Level A (HLA) Assessment:

External Assessment: Studio Work - 70%

Internal Assessment: Investigation Work Book - 30%

External Assessment of Studio Work: Students are required to have an exhibition of their work. The artworks presented should be finished works or sketches that should demonstrate the research in their IW's. An external examiner will visit the school to critique the exhibition and he will conduct an interview with each candidate for 30-40 minutes about their work. The examiner will be provided with the RWB's prior to the critique so they may reference them as necessary. The students IW and studio work not chosen for the exhibition will be available to the examiner. The examiner then allocates a single holistic grade after the interview and following consideration of the work and the relation of the work to the five criteria: Imaginative Expression, Purposeful Exploration, meaning and Function, Formal Qualities and Technical and Media skills. Together this will score for a maximum of 30 points x 2 + a maximum of 10 points for growth and commitment = a maximum of 70% for the external assessment.

Internal Assessment of the IW: IW's are assessed by the teacher in relation to the following criteria's: Independent Research, Critical Research, Contextual Research and Visual Research and this is used for internal assessment by the examiner based on the same criteria totaling 20 points + a maximum of 10 points for Integration = a maximum number of 30% for the internal assessment.

Higher Level B (HLB) Assessment:

External Assessment: Investigation Work Book - 70%

Internal Assessment: Studio Work - 30%

External Assessment of the IW: The student presents investigation workbooks that have been produced throughout the course. The student may prepare an exhibition of their work although it is not required. An external examiner will visit the school to critique the student's IW and conduct an interview with the candidate for 30-40 minutes about their work. The examiner will be provided with the RWB prior to the critique so they may refer to them as needed. The examiner will be supplied with the students IW's and studio work. The examiner then allocates a single holistic grade after the interview and following consideration of the work and the relation of the work to the five criteria: Independent Research, Critical Research, Contextual and Visual Research x 3 + a maximum of 10 points for integration of studio work = maximum of 70% of the external assessment.

Internal Assessment of the Studio Work: Student studio work is internally assessed by the teacher through the following criteria: Evidence of Purposeful Exploration through local resources including galleries, museums and interviews of local artists as well as use of electronic and print media which will allow students to analyze and emulate the creative process from imagination to final product. Students will be assessed in terms of understanding and use of Meaning and Function through examination of these artistic concepts in various cultures.

Formal Qualities will be assessed through their use of elements of art and principles of design. Students will have the opportunity to maximize Technical Skills through competent instruction in a variety of media and use of facilities provided at this school or in alternate locations as needed. Technical and Media Skills add up to a maximum of 20 points + a maximum of 10 points for Growth and Commitment to comprise 30% of the internal assessment. Points are awarded using mark band descriptors. The final holistic judgment, representing a synthesis of all relevant criteria, must be made available for the examiner during the interview.

The student will be given a numeric grade based on the same criteria to satisfy requirements for the Arlington Independent School District.

Music, SL

External Assessment

Standard Level

Listening Paper 2 ½ hours Five excerpts and questions based on musical perception and analysis **30%**

One question on prescribed work 10%

Four questions on other works 20%

Musical Investigation **20%**

Independent written investigation no more than 2000 words comparing the distinct relationships between two musical cultures analyzing the music and their lifestyles. Musical examples include one or more inherent links or similarities. The investigation can be presented in media script.

Internal Assessment **50%**

This component will be internally assessed by the teacher and externally moderated by the IBO at the conclusion of the course.

The Music SL internal assessment can be any **one** of the following:

- **Solo Performance** - Presentation of one or more solo recitals (about 15 minutes)
- **Group Performance** - Presentation of two public performances (15-30 minutes).
- **Composition** - Two contrasting compositions (5-15 minutes total when performed), with recordings and a written statement.

The criteria for the internal assessment are available in the *Vade Mecum*.

