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Southside High School

An International Baccalaureate High School

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Southside High School IB Assessment Policy

Overview

The primary purpose of assessment is to improve students' learning and teachers' teaching as both respond to the information assessment provides. A quality assessment system serves to guide instruction throughout an academic course. A comprehensive assessment system enables us to 1) identify students' prior knowledge; 2) engage learners to determine both strengths and areas of growth; 3) enhance opportunities for student learning; and 4) differentiate instruction to meet individual student needs.

Assessments may take on many forms including, but not limited to: tests, labs, presentations, homework, quizzes, research papers, oral presentations, portfolios or other projects. Some assessments take place over an extended amount of time while others are limited to a few minutes or hours. IB assessments emphasize a student's ability to both understand and apply knowledge rather than simply to memorize or regurgitate information. According to the IBO assessment principles, schools and teachers must utilize both formative and summative assessment practices. Assessments are designed and implemented to align with the standards of the IBO, the state of SC and the School District of Greenville County. Assessments are used to inform students, parents and other stakeholders the levels of student mastery and proficiency. Students are assessed based on benchmarks, rubrics and criteria from state, district and IBO guidelines.

Types of Assessment

Formative assessment refers to a number of methods teachers may use to evaluate student learning and progress. The overall goal of formative assessment is to collect information to improve instruction and student learning while it is happening. Conversely, summative assessment gives an overview of previous learning and is concerned with measuring student achievement (*Diploma Programme assessment: principles and practice – 2009*). The goal of summative assessment is to gauge student learning when a unit of instruction has finished. To ensure students are familiar with IB scoring, IB teachers incorporate past IB exam questions, IB Question banks, and the IB Approaches to Teaching and Learning in the construction of their summative assessments.

IB assessment are criterion-referenced, rather than norm-referenced. Criterion referenced assessments occur when an assessment is graded against a pre-determined, fixed set of criteria

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and expected outcomes. Assessments are not graded on a “curve” or in relation to other students. Norm-referenced assessments measure student performance based on the performance of a norm reference group of students.

Students in the IB program are given a variety of assessments to both demonstrate and improve their learning. Most courses have required assessments which are graded by their instructor (Internal Assessments). These assessments are also externally moderated by IB examiners. Some classes have assessments (External Assessments) that are graded directly by IB examiners. Teachers will provide students dates when prescribed IB assessments are due. IB teachers at SHS adhere to the following guidelines:

- IB teachers plan their specific courses in accordance with the overall scope and sequence of the IB Diploma Program.
- IB teachers plan both for their courses and assessments with the final IB exams in mind.
- Coursework is assigned to students with clear and specific due dates
- IB teachers use a range of both formal and informal assessments to gauge student learning
- IB teachers use IB assessment criteria when grading student work
- When available, teachers provide students with previously graded student work so they are able to see what is expected.

Feedback and Review

IB teachers at Southside High School believe providing feedback beyond correct and incorrect responses is essential to improving student learning. Teachers therefore make every attempt to provide feedback that notes both strengths and weakness of student work so what students they can improve or expand upon their initial work. Many IB teachers also incorporate peer feedback as a part of their overall assessment process. Additionally, IB teachers ensure their feedback is timely and consistent with overall IB assessment policies. IB assignments frequently lend themselves to a process of submission, review, revision and resumption. The purpose of this cycle is to ensure students receive appropriate feedback and are able to take that feedback to expand on the previous submission and further demonstrate their learning.

Consistent with district policies, grades are maintained via the student management system, Power School / Power Teacher. Teachers also maintain active google classrooms noting due



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dates for student assignments and associated grades of those assignments. Internal and External Assessments are submitted to the IB coordinator via a shared, password protected google drive.

Communication of Assessment Policies

Students and parents are made aware of IB assessment policies in a number of ways. The IB handbook is available on the Southside High School IB webpage. All teachers (not just IB teachers) are required to note their assessment policies both on the class syllabus and their google classroom. The IB Assessment Policy is discussed with students each year during class meetings. Consistent with district policies, teachers maintain records of student progress through the student management system (Power School). Parents are able to keep track of this information through their student's backpack account. Internal and External Assessments are stored through the district's shared drive each year with the IB coordinator so they are submitted on time and in the correct format.

Responsibilities

Student Responsibilities

- Successfully complete all assessments and requirements for each course, including but not limited to diagnostic, formative, summative assessments as well as any internal or external assessments.
- Meet deadlines for all classroom assignments, IA deadlines and external assessments.
- Meet deadlines / meetings with CAS and EE supervisors
- Assume responsibilities for their own learning, including letting teachers or the IB coordinator know when they are experiencing difficulties with work or assignments.

Teachers

- Follow deadlines as outlined on the IB Assessment calendar
- Submit appropriate documentation to the IB coordinator in a timely manner
- Maintain communication to parents, students and the IB coordinator regarding student progress
- Maintain an up to date gradebook with grades updated at least once per week as noted in district policy.

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- Adhere to district guidelines regarding the minimum number of major (3) and minor (12) assignments per grading period
- Utilize assessment to guide instruction, focusing on both student success and gaps in achievement.
- Refer to teacher resources in MYIB regarding any course changes
- Utilize a variety of instructional strategies and assessments to allow for classroom differentiation

IB Coordinator

- Register students for IB exams as appropriate
- Communicate IB exam results to students, teachers, staff and parents as needed
- Analyze exam results to allow for continuous program improvement
- Ensure all IB teachers have appropriate training
- Set manageable deadlines for all IB assessments
- Ensure teachers are aware of any curriculum changes
- Collaborate with other district IB coordinators and the district IB coordinator regarding programmatic changes or district initiative that may affect IB
- Communicate and collaborate with administration and guidance regarding scheduling demands

Administration (school and district)

- Support an overall master schedule that provides sufficient instructional time for IB courses
- Allocate appropriate funding for exams, program fees, instructional materials and teacher training
- Provide appropriate space for exams in May

Late Work

Late Work Policy To better serve our students' educational needs and provide consistency across the school, Southside High School will adhere to the following late work policy. Late work is defined as:

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- Student attended class and failed to submit a required assignment
- Student has an unexcused absence as coded in PowerSchool Additionally,

Teachers define/classify assignments as “Major” & “Minor”

- Per teacher’s discretion, and due to the nature of some assignments, the assignment may not be eligible for make-up (i.e. discussions, labs, etc.) these assignments may be exempted OR replaced with an alternative assignment.
- Special consideration will be given for quarter/ 9-week classes (Gov’t/Econ, Law Ed, History of Minorities, Psychology, and Sociology).
- Assignments will be counted as late if they are submitted after 12:00 a.m. (midnight) on the due date.
- Students should refer to each course syllabus regarding course specific policies

Course Weighting / Graduation Requirements

A full discussion of the SC graduation requirements and course weights related to grade point averages can be found in the IB Handbook.

All IB Policies can be found on the IB Program section of the main SHS website.
This policy will be reviewed annually.

Date of last update: October, 2025