

Assessment Policy

JOHN F. KENNEDY HIGH SCHOOL MISSION STATEMENT	3
JOHN F. KENNEDY HIGH SCHOOL VISION	3
IB MISSION STATEMENT	3
INTRODUCTION	3
IB LEARNER PROFILE	4
COURSE SCHEDULES	5
REPORT CARDS	5
PROGRESS MONITORING	5
IB PREDICTED GRADES	5
DPS GRADING SCALE	6
JFK GRADING SCALE FOR INDIVIDUAL ASSIGNMENTS	7
IB GRADING SCALE	8
PROCESS GRADES: HOMEWORK & CLASSWORK	9
PRODUCT GRADES: ASSESSMENTS	9
IB INTERNAL ASSESSMENTS	10
IB EXTERNAL ASSESSMENTS	10
IB IA & EA COURSE REQUIREMENTS	11

JOHN F. KENNEDY HIGH SCHOOL MISSION STATEMENT

JFK is a safe environment where staff, families, and the community are committed to supporting all scholars in achieving **academic** and personal **excellence**. Scholars are empowered to **meet future challenges**, develop a positive character, and be active and informed citizens in our global community.

JOHN F. KENNEDY HIGH SCHOOL VISION

As Commanders, we are advocates of our passions, challengers of inequity, and champions of change. We find P.R.I.D.E. (Professionalism, Respect, Inclusion, Dedication, and Excellence) in shaping a more inclusive global community and **taking command of our role within that world**.

IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

INTRODUCTION

The following pages contain information concerning John F. Kennedy High School's International Baccalaureate Diploma Program Assessment Policy. We believe that all students are capable of learning and showing proficiency within each subject area through various forms of assessment.

This document outlines our commitment to implementing instructional practices that address our students' diverse backgrounds and needs while maintaining high, clearly defined expectations. The purpose of assessment should be to provide all stakeholders (student, family, teacher) with an opportunity to determine the student's mastery of content knowledge and skills at that moment in time and to provide appropriate support from there.

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.

As IB learners we strive to be:

INQUIRERS: We nurture our curiosity, **developing skills for inquiry and research.** We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE: We develop and use conceptual understanding, **exploring knowledge across a range of disciplines.** We engage with issues and ideas that have local and global significance.

THINKERS: We use **critical and creative thinking skills** to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS: We approach uncertainty with forethought and determination; we work independently and cooperatively to **explore new ideas** and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED: We understand the importance of balancing different aspects of our lives--**intellectual**, physical, and emotional--to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

COURSE SCHEDULES

Traditionally, all courses at JFK would provide progress reports at the 9-week mark and report cards at the end of each semester.

REPORT CARDS

Students at John F. Kennedy High School can access their report cards online at the end of each 9 weeks. Only semester grades will be recorded on the student's high school transcripts.

Students and parents at John F. Kennedy High School can view current grades, attendance, and transcript information through the [Student/Parent Portal](#).

PROGRESS MONITORING

All assignments and grades can be accessed through [Schoology](#). Students are expected to use Schoology every day as their main learning platform.

Families can login to Schoology through MyPortal ([guide here](#)) to view their students' grades and their submitted assignments.

Notifications can be turned on to receive direct emails from Schoology based on student progress. Those notification settings are available on a personal and individual basis.

IB PREDICTED GRADES

At JFK, it is our belief that learning is a continuous process. As such, students do have the opportunity to revise and resubmit work throughout their engagement in their classes. As such, we do not provide students or families with predicted IB grades, as a prediction is not likely to be fully representative of a students' academic performance until the entire course has been completed.

DPS GRADING SCALE

As a comprehensive, public high school, JFK reports and transcripts all final grades in adherence to the Denver Public Schools High School Grading Scale:

Letter Grade	Percent Based	Weighted Value	Unweighted Value	Description
A	93-100	5.2	4.0	<p>The student demonstrates thorough knowledge and mastery of skills that allow him/her to function independently above their current educational level.</p> <ul style="list-style-type: none"> - The student demonstrates a comprehensive understanding of all relevant information relevant to the topic at level. - The student demonstrates comprehension and understanding of knowledge and skills above his/her grade level. - The student can perform skills or processes independently without any significant errors.
A-	90-92	4.77	3.67	
B+	87-89	4.33	3.33	<p>The student demonstrates mastery of knowledge and skills that allow them to function independently on all major concepts and skills related to their educational level.</p> <ul style="list-style-type: none"> - The student demonstrates a comprehensive understanding of all information relevant to the topic at level. - The student can perform skills or processes independently without any significant errors.
B	83-86	3.9	3.0	
B-	80-82	3.47	2.67	
C+	77-79	3.0	2.33	<p>The student demonstrates basic knowledge and skills usage but cannot operate independently on concepts and skills related to his/her educational level. Requires remediation and assistance to complete tasks without significant errors.</p> <ul style="list-style-type: none"> - The student has an incomplete knowledge of the topic and/or misconceptions about some information. - The student requires assistance and coaching to complete tasks without errors.
C	73-76	2.6	2.0	
C-	70-72	2.17	1.67	
D	60-69	1.3	1.0	<p>The student demonstrates some skills and knowledge, but requires remediation to complete basic skills or knowledge sets.</p> <ul style="list-style-type: none"> - The student can demonstrate some knowledge in content area, but displays misconceptions about some information. - Student can complete skill set, but requires significant coaching and assistance.
F	0-59	0	0	Lack of evidence and/or unsatisfactory performance on assessment and evaluations of student work.

JFK GRADING SCALE FOR INDIVIDUAL ASSIGNMENTS

As a school committed to equitable and inclusive grading processes, an adjusted grading scale applies to all individual assignments completed within Kennedy courses.

Letter Grade	Percent Based	Description
A	93-100	<p>The student demonstrates thorough knowledge and mastery of skills that allows him/her to function independently above their current educational level.</p> <ul style="list-style-type: none"> - The student demonstrates a comprehensive understanding of all relevant information relevant to the topic at level. - The student demonstrates comprehension and understanding of knowledge and skills above his/her grade level. - The student can perform skills or processes independently without any significant errors.
A-	90-92	
B+	87-89	<p>The student demonstrates mastery of knowledge and skills that allow them to function independently on all major concepts and skills related to their educational level.</p> <ul style="list-style-type: none"> - The student demonstrates a comprehensive understanding of all information relevant to the topic at level. - The student can perform skills or processes independently without any significant errors.
B	83-86	
B-	80-82	
C+	77-79	<p>The student demonstrates basic knowledge and skills usage but cannot operate independently on concepts and skills related to his/her educational level. Requires remediation and assistance to complete tasks without significant errors.</p> <ul style="list-style-type: none"> - The student has an incomplete knowledge of the topic and/or misconceptions about some information. - The student requires assistance and coaching to complete tasks without errors.
C	73-76	
C-	70-72	
D	60-69	<p>The student demonstrates some skills and knowledge, but requires remediation to complete basic skills or knowledge sets.</p> <ul style="list-style-type: none"> - The student can demonstrate some knowledge in content area, but displays misconceptions about some information. - Student can complete skill set, but requires significant coaching and assistance.
F	51-59	Unsatisfactory performance on assessment and evaluations of student work.
Incomplete	50	The student attempted the assignment but there is a lack of evidence to warrant any higher mark. It is encouraged that the student resubmit the assignment in order to demonstrate an observable understanding of the content.
Missing	40	The student did not turn in the assignment.
Academic Dishonesty	N/A	Per the JFK Academic Honesty Policy , students who engage in academic dishonesty will receive no grade; the assignment must be redone after the student engages in a restorative conversation.

IB GRADING SCALE

Upon completing an IB course, students will receive two grades. The first grade is the one that appears on their high school transcript (see "[DPS Grading Scale](#)") and reflects the progress at the end of each semester.

The second grade, sometimes referred to as a mark, is provided by the International Baccalaureate Organization and reflects a student's coursework over the 1-2 years in their IB course and the level of competency shown on the IB Exam (or externally assessed work in the case of Film or Visual Arts). These marks are what colleges and universities use to award credit. Visit the [IBO website](#) for more information on how these scores are reported.

The International Baccalaureate Diploma Program uses a different scale and set of descriptors in order to assess student work. Generally, this 7-point scale is:

7	Excellent	3	Mediocre
6	Very Good	2	Poor
5	Good	1	Very Poor
4	Satisfactory	0	No Work

The complete descriptions as it related to each subject group can be found below:

Group 1 English Lang & Lit Spanish Lang & Lit	Group 2 Spanish; French	Group 3 History; Psychology	Group 4 Chemistry; Biology; SEHS	Group 5 Math A&A; Math A&I	Group 6 Film; Visual Arts
--	-----------------------------------	--	---	---	-------------------------------------

The [Theory of Knowledge](#) course and [Extended Essay](#) use a letter system:

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

For students pursuing the IB Diploma, points are awarded for TOK and the EE using the following matrix:

	Extended Essay					
Theory of Knowledge	Grade	A	B	C	D	E or N
	A	3	3	2	2	Failing Condition
	B	3	2	2	1	
	C	2	2	1	0	
	D	2	1	0	0	
	E or N	Failing Condition				

PROCESS GRADES: HOMEWORK & CLASSWORK

At JFK, we operate on a weekly schedule where Monday are Commander days and students attend all their classes for 45 minutes. Tuesday through Thursday are alternating Green (periods 1,3, 5, and 7) and Blue days (2,4,6, and 8), where students attend classes for 90 minutes.

It is the responsibility of the teachers to ensure that all homework assigned is necessary for the development or rehearsal of skills and knowledge. Homework should not be given just to create the illusion of a rigorous course. All work assigned to students should be able to be completed within the asynchronous period for homework assignments and within the synchronous period for classwork assignments.

It is the responsibility of students to commit to use this time meaningfully and productively. All teachers are available to assist students during asynchronous office hours.

Work assigned as a process grade (i.e. homework or classwork) will contribute to 20% of a student's overall grade.

PRODUCT GRADES: ASSESSMENTS

Any assignment that assesses a student's mastery of a skill or concept is referred to as a product grade or assessment. This may look like a project, paper, test or quiz, presentation, or other form that requires a student to fully and independently demonstrate their understanding of the objectives of a course.

Assessments contribute to 80% of a student's overall grade.

IB INTERNAL ASSESSMENTS

IB internal assessments are projects, portfolios, labs, performances, etc., that are completed during the course of each IB class. They are assessed by the teacher, using IB criteria (see "[IB Grading Scale](#)"), and moderated by the IBO.

Students will turn in draft work, receive feedback, and make revisions before submitting the final copy, which will ultimately be graded as an assessment. In order to maintain the integrity of IB Internal Assessment, once a student submits a final draft of an IA, they may not revise and resubmit their work again.

Internal Assessments are integral components of IB courses and are intended to be complete learning experiences. Failure to complete or submit an IA means that the requirements of the course have not been met, and the student will no longer have "IB" listed on their transcript.

It is the responsibility of the teachers that students understand the expectations of the IA and are familiar with the assessment criteria. Teachers must also give students an appropriate amount of time in class to complete the assessments (as outlined in their subject guide).

IB EXTERNAL ASSESSMENTS

All Group 1-5 IB subjects will have final exams, assessed in May at the completion of the course. It is at the discretion of the student and their family to sit for the IB exam; however, completion of the exam is the only way to earn college credit for your course.

All HL courses and two-year SL courses must be taken at the end of the senior year. SL courses that span one year can be tested at the end of a student's junior year, but juniors may not take more than 2 IB exams.

Certain IB courses have external assessment components that are completed in addition to these exams or in lieu of the exams (due to the nature of the subject). IB Visual Art students do not have a formal May exam but instead submit all course EAs to be externally graded.

There is a cost for IB exams.

IB IA & EA COURSE REQUIREMENTS

In order to receive IB scores for courses, students must take the external and internal exams listed on the next page.

Chart A:

Group	Course	Internal Assessment(s)	Externally Assessed Work	
			External Assessment	May Exam
Group 1	English Language & Literature HL	- Individual Oral Presentation (IO)	- HL Essay	- Paper 1 - Paper 2
	Spanish Language & Literature HL	- Individual Oral Presentation (IO)	- HL Essay	- Paper 1 - Paper 2
Group 2	Spanish SL & HL	- Individual Oral Assessment		- Paper 1 - Paper 2
	French SL	- Individual Oral Assessment		- Paper 1 - Paper 2
	(Spanish or French) Ab Initio SL	- Individual Oral Assessment		- Paper 1 - Paper 2
Group 3	Psychology HL	- Experimental Study		- Paper 1 - Paper 2 - Paper 3
	History HL	- Historical Investigation		- Paper 1 - Paper 2 - Paper 3
Group 4	Biology SL & HL	- Individual Investigation		- Paper 1 - Paper 2 - Paper 3
	Design Technology HL	- Individual Design Project		- Paper 1 - Paper 2 - Paper 3
	Sports, Exercise, and Health Science SL	- Individual Investigation		- Paper 1 - Paper 2
	Environmental Systems & Societies SL	- Individual Investigation		- Paper 1 - Paper 2
Group 5	Math: Applications & Interpretations SL	- Exploration		- Paper 1 - Paper 2 - Paper 3
	Math: Analysis & Approaches SL & HL	- Exploration		- Paper 1 - Paper 2 - Paper 3
Group 6	Visual Arts SL	- Exhibition	- Process Portfolio - Comparative Study	
	Film HL	- Film Portfolio - Collaborative Film Project	- Textual Analysis - Comparative Study	
Core	Theory of Knowledge	- Exhibition	- TOK Essay	