



PORT SAINT LUCIE HIGH SCHOOL



INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME ASSESSMENT POLICY FOR STUDENTS, FAMILIES AND STAFF

INTRODUCTION

Authorized in 2007, the Port St. Lucie High School International Baccalaureate Diploma Programme offers a rich academic program of study aligned with our school's mission statement as well as the mission statement of the International Baccalaureate Organization. Central to the education of any learner is the language(s) through which he learns, achieves, and explores his acquired knowledge and skills in the world.

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 curriculum and instruction to meet student needs and reflect on 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 Port St. Lucie High School IB Diploma Programme.

The Port St. Lucie High School

Mission Statement

The mission of Port St. Lucie High School is to prepare all students for personal success, college, and the global workplace by strategically designing rigorous and engaging work for all students in a caring and supportive environment.

The International Baccalaureate

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.

EXPECTATIONS FOR THE PORT ST. LUCIE HIGH SCHOOL 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.”ⁱ With this in mind and in accordance with the attributes of an IB learner, an IB student at Port St. Lucie High School will be held to the following expectations:

- 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’s educational and personal growth.

EXPECTATIONS FOR THE PORT ST. LUCIE HIGH SCHOOL INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME STAFF

While students are at the center of the educational experience, Port St. Lucie High School’s 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 Port St. Lucie High School strive 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 decision making;

- 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 varying 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 arena for students;
- Attend to personal well-being through intellectual, physical, and emotional balance;
- Reflect on one's professional practice and engage in professional development to meet the needs of our students.

THE PORT ST. LUCIE HIGH SCHOOL INTERNATIONAL BACCALAUREATE ACADEMIC HONESTY POLICY

DEFINITION OF MALPRACTICE

The IB Organization defines malpractice as behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

MALPRACTICE INCLUDES

- Plagiarism: defined as the representation of the ideas or work of another person as the candidate's own.
- Collusion: defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.
- Duplication: defined as the presentation of the same work for different assessment components and/or IB Diploma requirements.
- Impersonating another candidate.
- Altering grades on a computer database and/or other forms of misuse of technology.
- Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate's work/grade. Examples include but are not limited to the following: taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record, disclosure of information to and receipt of information from a candidate about the content of an examination paper within 24 hours after a written examination.

REPORTING AND INVESTIGATING MALPRACTICE

When a teacher has reason to believe that malpractice has occurred, the following steps will be taken:

- The teacher will contact the IB Programme Coordinator who will proceed in conducting an investigation. If the teacher believes that he needs assistance with the investigation, he will contact a school administrator or dean to help conduct the investigation.
- The IB Programme Coordinator will communicate the outcome of his investigation to the IB Review Committee in a written report. The IB Review Committee will meet and discuss the level of the offense(s) and determine the appropriate consequence(s).

When another candidate has a reason to believe that malpractice has occurred, the following steps will be taken:

- The student will contact an administrator, the IB Programme Coordinator and/or a trusted teacher. At the time of the report, the student will be asked to put the suspicion in writing, but it is up to the review committee to attempt to maintain student's anonymity, if at all possible. If this is not possible, based upon the investigation or accusations, this outcome will be explained to the student reporting the suspicion.
- When evidence of malpractice is presented to the IB Programme Coordinator, an investigation will be conducted to determine the validity of the accusation. If the IB Programme Coordinator believes that he needs assistance with the investigation, he will contact a school administrator or dean to help conduct the investigation.
- The IB Programme Coordinator will communicate the outcome of his investigation to the IB Review Committee in a written report. The IB Review Committee will meet and discuss the level of the offense(s) to determine the appropriate consequence(s).

APPEALS PROCESS

- After a decision has been reached by the IB Review Committee, a candidate has five school days to contact the principal and initiate the appeals process.
- The principal will consider all new information presented and will make the final determination.

LEVELS OF OFFENSES

| Level of Offense | Possible Offenses | Possible Consequences |
|------------------|--|---|
| L1 | <ul style="list-style-type: none"> <input type="checkbox"/> Copying Another Assignment <input type="checkbox"/> Sharing an Assignment | <ul style="list-style-type: none"> <input type="checkbox"/> 0% on the assignment <input type="checkbox"/> Parent notification <input type="checkbox"/> A record of the incident in student's discipline file |
| L2 | <ul style="list-style-type: none"> <input type="checkbox"/> A Second Time Offense of a Level 1 Offense <input type="checkbox"/> Inappropriately sharing any assessment (or part thereof) with another student <input type="checkbox"/> Submitting work that has been developed by another as one's own <input type="checkbox"/> Committing academic malpractice on any assessment <input type="checkbox"/> Using physical or electronic methods of receiving or giving questions or answers on an assessment | <ul style="list-style-type: none"> <input type="checkbox"/> One day In-School Suspension (BIC) <input type="checkbox"/> 0% on the assignment <input type="checkbox"/> Parent notification <input type="checkbox"/> A record of the incident in student's discipline file |
| L3 | <ul style="list-style-type: none"> <input type="checkbox"/> A Third Time Offense of a Level 1 Offense <input type="checkbox"/> A Second Time Offense of a Level 2 Offense <input type="checkbox"/> Stealing, accessing, or improperly possessing any examinations or other assessments, either physically and electronically <input type="checkbox"/> Altering grades on a computer database <input type="checkbox"/> Committing academic malpractice on any midterm or final examination <input type="checkbox"/> Committing academic malpractice on any IB examination <input type="checkbox"/> Committing academic malpractice on any IB assessment <input type="checkbox"/> Impersonating another candidate for any reason | <ul style="list-style-type: none"> <input type="checkbox"/> Subject to removal from IB Programme <input type="checkbox"/> Out of School Suspension <input type="checkbox"/> Parent notification <input type="checkbox"/> A record of the incident in student's discipline file <input type="checkbox"/> Teachers have the option of rescinding recommendations |

CONDITIONS FOR ENROLLMENT IN THE PORT ST. LUCIE HIGH SCHOOL BACCALAUREATE DIPLOMA PROGRAMME

The PSLHS IB Diploma Programme uses a rigorous curriculum that is designed to ensure students receive an internationally competitive education. IB coursework prepares students for college and the global marketplace. Students who opt for the full IB Diploma demonstrate that they have met the most rigorous academic standards and are sought after by universities throughout the world. The program focuses on the "whole person" and takes on a special consideration to expand the student's global awareness in culture, economics, ideologies, and technologies. At PSLHS, students are not required to be full Diploma Program candidates; students may participate in a limited number of IB courses if they choose, or students may combine IB classes with Honors, Advanced Placement, or Dual Enrollment courses.

For students seeking to enroll in the IB Diploma Programme or in IB Diploma Programme courses, the following conditions apply:

- Students shall have successfully completed any necessary prerequisites before enrolling in any IB Diploma Programme course.

- Students shall maintain a “C” average in an IB Diploma Programme course to be considered for enrollment in the second year of that IB Diploma Programme course. Teacher recommendations for placement in HL or SL classes are strongly considered.
- 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.
- All students enrolled in IB Diploma Programme courses are expected to uphold high standards of academic integrity as established by the PSLHS Academic Honesty Policy. Students compromising the academic integrity of themselves or their peers may be withdrawn from the programme.
- Once registered for examinations, if a student fails to complete required enrollment for the course, complete required Internal and/or External Assessments or sit for the registered May examinations, the student will owe PSLHS the full amount of the examination registration (registration fee = \$168.00) and the subject fee (\$116.00) for each exam.
- Students committing to meet the requirements of the full IB Diploma must be on schedule to graduate. Students enrolled in the IB Diploma Programme are expected to meet the state/district graduation requirements as well as the Diploma Programme expectations.
- All students enrolled in the IB Diploma Programme are expected to successfully complete World Language classes during their freshman and sophomore year.
- All students enrolled in the IB Diploma Programme are expected to successfully complete Algebra I, Algebra II, and Geometry prior to enrolling in IB Math Studies or IB Pre-Calculus.
- 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.

GENERAL PORT ST. LUCIE HIGH SCHOOL GRADING POLICIES AND PROCEDURES

Report cards will be issued quarterly. It is the teacher’s responsibility to determine grades based on the following criteria:

- A minimum of nine (9) academic grades should be posted each nine weeks on a teacher’s grade book to apply toward a student’s grades in grades 1-12.
- If a teacher is using weighted grades, then there should be at least 3 grades in each weighted category. These grades may include homework, assessments, reports, laboratory activities, research papers, notebooks, portfolios, special projects, and any special activities that relate to a content area. This would not include non- academic grades for example a grade for following dress code, returning a signed Code of Conduct and so forth. All grades should be determined on student academic achievement only.

NOTE: For students who transfer from outside the district the quarter grades will be determined by the transfer grade and process outlined in the section on transfer students in this document.

- Mastery of the course objectives that have been identified for each course in the state course description and are compatible to the Common Core State Standards/Next Generation Sunshine State Standards where applicable.
- Teacher evaluation based on mastery of performance standards and exit criteria.
- Parents will have internet-based access to their child's records, including grades, through our district Parent Portal. Access is granted at the school site with appropriate identification.

UNIFORM GRADING SYSTEM

Students in grades 3-12 will be awarded letter grades to indicate student progress.

| GRADE | PERCENT | GRADE POINT AVERAGE | DEFINITION |
|-------|---------|---------------------|----------------------------|
| A | 90-100 | 4 | outstanding progress |
| B | 80-89 | 3 | above average progress |
| C | 70-79 | 2 | average progress |
| D | 60-69 | 1 | lowest acceptable progress |
| F | 0-59 | 0 | failure |
| I | 0 | 0 | Incomplete* |
| W | N/A | N/A | withdrawn Dual Enrollment |

*A student who receives an incomplete has to complete the work within the guidelines of the make-up work policy contained herein. (See Make-up Work Section) If the student does not make up all work by the designated period of time then for any missing work a grade of Zero will be entered by the teacher and the final grade will be calculated. NOTE: the "I" will calculate as a Zero on the report card until the "I" is replaced with a grade. At that time, an adjusted GPA will be calculated for the student.

CALCULATION OF HIGH SCHOOL GRADES

Full Year:

| FIRST SEMESTER GRADE | | | SECOND SEMESTER GRADE | | |
|-------------------------|-------------------------|---------------|-------------------------|-------------------------|---------------|
| 1 ST 9 Weeks | 2 ND 9 Weeks | Semester Exam | 3 RD 9 Weeks | 4 TH 9 Weeks | Semester Exam |
| 40% | 40% | 20% | 40% | 40% | 20% |

Semester 1 / Semester 2 Only:

| SEMESTER GRADE | | |
|-------------------------|-------------------------|---------------|
| 1 ST 9 Weeks | 2 ND 9 Weeks | Semester Exam |
| 40% | 40% | 20% |

In courses with State End-Of-Course Exams (EOC) the grading algorithm will change in alignment with **F.S. 1008.22**:

| FIRST SEMESTER GRADE | | | SECOND SEMESTER GRADE | | |
|-------------------------|-------------------------|-----|-------------------------|-------------------------|-----|
| 1 ST 9 Weeks | 2 nd 9 Weeks | EOC | 3 rd 9 Weeks | 4 th 9 Weeks | EOC |
| 35% | 35% | 30% | 35% | 35% | 30% |

In courses, taken only during Semester 1/Semester 2, with State End-Of-Course Exams (EOC) the grading algorithm will change in alignment with **F.S. 1008.22**:

| SEMESTER GRADE | | |
|-------------------------|-------------------------|-----|
| 1 ST 9 Weeks | 2 nd 9 Weeks | EOC |
| 35% | 35% | 30% |

**No credit or grade will be earned in the first semester in courses with End-of-Course State Exams until scores are received at applied for 30% of the grade.*

GRADE POINT AVERAGE CALCULATIONS

| POINT VALUE | | | | |
|--------------|--------------|--------------|--------------|--------------|
| A = 4 | B = 3 | C = 2 | D = 1 | F = 0 |

Letter grades in all courses are assigned the same point value. The maximum GPA is 4.0. The system is utilized to determine eligibility for graduation, extra-curricular activities, and Florida Bright Futures Scholarship Awards.

Each semester the GPA is computed on a four-point scale by Data Processing and recorded on the second semester transcript label.

Total points divided by 10 (this number is derived by counting each nine weeks 2 times and the semester exams one) = GPA to letter grade.

| GRADE POINT AVERAGE | GRADE GIVEN |
|---------------------|-------------|
| 3.51 – 4.00 | A |
| 2.51 – 3.50 | B |
| 1.51 – 2.50 | C |
| 0.51 – 1.50 | D |
| 0.00 – 0.50 | F |

If a student receives two report card academic grades of F in a semester of a course, the semester average is automatically determined as an “F” except in a course with an EOC.

A student with a disability, as defined by s. 1007.02(2) , for whom the Individual Education Plan Team determines that the end-of-course assessment cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations, shall have the end-of-course

assessment results waived for purposes of determining the student's course grade and competing requirements for middle grades promotion.

HONORS WEIGHTING-POINT SYSTEM

A weight factor of .02 is assigned for each semester of advanced academic Honors coursework that is taken in high school. A weight factor of .04 will be assigned for each semester of college level coursework to include Advanced Placement, Dual Enrollment, AICE, or IB.

The .02/.04 weight factor is added for each semester of advanced courses with a grade of C or higher. The cumulative weight is added to the cumulative GPA to determine the student's weighted Grade Point Average (GPA).

The maximum Honors GPA is determined by adding the cumulative Honors points to the cumulative GPA based on a four-point scale, for example: If a student took four advanced courses during each semester of high school and earned a grade of C or higher in each, his honors weight would be +.64 ($32 \times .02 = .64$). This weight would be added to his/her cumulative GPA.

STUDENT/FAMILY ACCESS TO INFORMATION

Skyward Family Access is a web-based component of Skyward, the student database management system. This access will enable parents to take an unprecedented and much more proactive role in their student's education. This access is secured by a unique username and password.

With this system, parents have access to the following information on their student(s):

- Student Demographic Information - View general information and emergency contact information to make sure information is current in database records.
- Student Grade Book Information - View student's current grades, missing assignments, and teacher comments.
- Message Center - View messages from student's teachers to parent/guardian and the ability to reply back on a one-to-one basis.
- Student Attendance - View every absence or tardy recorded for the student in an easy to use calendar format.
- Student Schedules - View the student's schedule as well as teacher and contact information for each class.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME GRADE SCALE

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.

Students in the Port St. Lucie High School International Baccalaureate Diploma Programme may find they earn higher grades in school than in their IB subject areas; the reverse may also be true. A variety of variables including classroom policies, use of formative assessments as learning and instructional tools, the role attendance plays in classroom expectations may result in variance between the school-based grades and those earned by the student through the IB assessments. Individual course syllabi outline any classroom and school expectations that may influence school-based grades.

ACADEMIC SUPPORT AND ASSISTANCE

Port St. Lucie High School 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 – accruing at least twice per academic term.

The formal IB Diploma Programme assessments fall into three categories: internal assessments, external assessments, and End-of-Course (EOC) examinations (see International Baccalaureate Diploma Programme Assessments Section of this document). These assessments are summative in nature and evaluated according to criterion-referenced rubrics 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, provide needed support in making progress toward mastery, and to allow for students to actively engage in and reflect on their experiences in each class. While preparing students for summative assessments, teachers utilize a variety of formative assessments to scaffold instruction, ensuring student mastery of content knowledge and skills.

Additionally, teachers commit to provide regular before or after-school tutorial sessions whereby students are able to receive one-to-one or small group support in meeting the course expectations. Care is taken to ensure that, to the degree possible, scheduled tutorials in one content area do not conflict with scheduled tutorials in another. Moreover, many teachers make themselves available through other means to assist students in their educational experience, such as One Drive, Skype, text, and e-mail. The IB Diploma Coordinator and the Port St. Lucie High School Counselors are available to meet with students and their families to support student academic success as well.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME ASSESSMENTS

Assessment of the DP is high-stakes, criterion-related performance assessment that is based on the following aims:

- DP assessment should support the curricular and philosophical goals of the programme through the encouragement of good classroom practice and appropriate student learning.
- The published results of DP assessment must have a sufficiently high level of reliability, appropriate to a high-stakes university entrance qualification exam.
- 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.
- 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).
- Assessment for each subject must include a suitable range of tasks and instruments/components that ensure all objectives for the subject are assessed.
- 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 INTERNAL ASSESSMENTS

Internal assessments are pieces of student work that are evaluated by the 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, practical laboratory work in Group 4, Science, artistic performances and presentations in Group 6, Arts and more. Internal assessments often allow for greater student flexibility in exhibiting their acquired knowledge and skills according to IB criterion-referenced rubrics as well as the opportunity for students to show their progress over time and outside of the restrictions of the examination environment.

INTERNATIONAL BACCALAUREATE DIPLOMA EXTERNAL ASSESSMENTS

External assessments also enable students to show their assignments 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, Language A (English), Theory of Knowledge essays, Musical Investigations in Group 6, Arts and more. 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 sent, 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 PORT ST. LUCIE HIGH SCHOOL INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM

All teachers in the Port St. Lucie High School 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, how to use the 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.

PORT SAINT LUCIE HIGH SCHOOL IB DIPLOMA PROGRAMME ASSESSMENT CALENDAR

MAY 2017

| DATE | MORNING | TIME | AFTERNOON | TIME |
|-------------|----------------|-------------|------------------|-------------|
| Monday | | | Biology | |

| | | | | |
|---------------------|---|--|--------------------------|--|
| May 01 | | | | |
| Tuesday May 02 | AP Spanish Biology | | | |
| Wednesday May 03 | AP Eng Lit Comp | | English | |
| | | | | |
| Thursday May 04 | English | | Math Studies Calculus | |
| Friday May 05 | AP US History Math Studies Calculus | | | |
| | | | | |
| | | | | |
| Monday May 08 | Environmental Science | | | |
| | | | | |
| Tuesday May 09 | | | AP Spanish | |
| Tuesday May 09 | | | History | |
| Wednesday May 10 | History | | | |
| | | | | |
| Thursday May 11 | | | Chemistry | |
| Friday 12 | Chemistry | | | |
| Friday May 12 | AP Human Geography | | Psychology | |
| Monday May 15 | Psychology | | Physics | |
| Monday May 15 | | | IB Sports Exercise | |
| Tuesday May 16 | Physics | | | |
| Tuesday May 16 | Sports Exercise | | Spanish | |
| Wednesday May 17 | Spanish | | | |

REQUIRED DISTRICT AND STATE ASSESSMENTS FOR GRADUATION

Florida students entering grade nine may choose from one of four options to earn a standard diploma. They are:

- 24-credit program
- 18-credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- An International Baccalaureate (IB) curriculum
- An Advanced International Certificate of Education (AICE) curriculum

Florida's public high school graduation requirements are specified in the following sections of Florida Statute:

- Section 1003.4282, F.S., Requirements for a standard high school diploma (effective July 1, 2013)
- Section 1002.3105, F.S., Academically Challenging Curriculum to Enhance Learning (ACCEL) Option rengthening

DIPLOMA OPTIONS:

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

FLORIDA STATE ASSESSMENT REQUIREMENTS:

Students must pass the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the EOC assessments and the results constitute 30 percent of the final course grade. These assessments are in the following subjects:

- Algebra I
- Biology I
- Geometry
- U.S. History
- Algebra II (if enrolled)

CREDIT ACCELERATION PROGRAM:

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Geometry
- U.S. History
- Biology I

□ Algebra II

REQUIREMENTS FOR STANDARD DIPLOMA DESIGNATIONS:Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must:

- Pass the ELA Grade 11 statewide assessment;
- Earn 1 credit in Algebra II (must pass EOC);
- Pass the Geometry EOC;
- Earn 1 credit in Statistics or an equally rigorous mathematics course;
- Pass the Biology I EOC;
- Earn 1 credit in Chemistry or Physics;
- Earn 1 credit in a course equally rigorous to Chemistry or Physics;
- Pass the U.S. History EOC;
- Earn 2 credits in the same World Language; and
- Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.

A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student:

- Takes the respective AP, IB, or AINCE assessment; and
- Earns the minimum score to earn college credit.
- Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.

Merit Diploma Designation

- Meet the standard high school diploma requirements;
- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

REQUIREMENTS FOR 24-CREDIT STANDARD DIPLOMA:4 CREDITS OF ENGLISH LANGUAGE ARTS

- ELA I, II III, IV
- ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement

4 CREDITS OF MATHEMATICS

- One of which must be Algebra I and one of which must be Geometry
- Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)

3 CREDITS OF SCIENCE

- One of which must be Biology I, two of which must be equally rigorous science courses.
- Two of the three required credits must have a laboratory component.
- An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I)
- An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)

3 CREDITS OF SOCIAL STUDIES

- 1 credit in World History
- 1 credit in U.S. History
- .5 credit in U.S. Government
- .5 credit in Economics with Financial Literacy

1 CREDIT FINE AND PERFORMING ARTS, SPEECH AND DEBATE, OR PRACTICAL ARTS1 CREDIT PHYSICAL EDUCATION8 ELECTIVE CREDITS1 ONLINE COURSE

Students must earn a 2.0 GPA on a 4.0 Scale

PORT ST. LUCIE HIGH SCHOOL'S INTERNATIONAL BACCALAUREATE ASSESSMENT POLICY COMMITTEE

Port St. Lucie High School's International Baccalaureate Language Policy Committee is comprised of the IB Coordinator and IB staff members from Groups 1 – 6. The Committee meets in August and June of each school year, making recommendations on support for the teaching and assessment of IB classes.

"Graduation Requirements." *fldoe.org. Florida Department of Education, 2015.* Web. 08 May 2015.

International Baccalaureate Organization. IB Learner Profile Booklet. Cardiff, Wales: International Baccalaureate Organization, 2009.

International Baccalaureate Organization. Diploma Program: From principles into practice. Cardiff, Wales: International Baccalaureate Organization, 2015.

International Baccalaureate Organization. Guidelines for developing a school assessment policy in the Diploma Program. Cardiff, Wales: International Baccalaureate Organization, 2010.

Patrick Henry High School. Patrick Henry High School Language Policy. Minneapolis, MN: Patrick Henry High School, August 2009.

"Student Progression Plan." *stlucie.k12.fl.us. St. Lucie County School Board, 2015.* Web. 08 May 2015.