



SOUTH FORSYTH HIGH SCHOOL

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Forsyth County Assessment Policy – 2022

Forsyth County Schools administers a balanced assessment program with a combination of standardized tests and classroom assessments. Both types of assessments are used for developing an accurate picture of a student's overall academic achievement. Standardized tests administered in Forsyth County include a combination of Norm-Referenced Tests, Criterion-Referenced Tests, Ability and Achievement Tests. Classroom assessments are created and designed according to the Georgia Standards of Excellence (GSE) as well as AP and IB Standards by course and provide teachers an ongoing measurement of student progress. Classroom assessments may include, but are not limited to, student portfolios, performance assessments, observations, interim tests, and writing samples. Below you will find a link to District and state assessment policies and procedures including a comprehensive assessment calendar:

[Teaching & Learning / Assessment \(forsyth.k12.ga.us\)](https://www.forsyth.k12.ga.us/Teaching%20&%20Learning/Assessment)

The district's current assessment focus is as follows in Forsyth County Schools. The goal is to base all assessments on learning targets and success criteria of desired student learning objectives. Summative assessments are designed first with the goal in mind (backward design), followed by aligned formative assessments and learning experiences. Students are encouraged to reflect on their performance based on learning targets and specific teacher feedback. The district's Assessment Principles and Guardrails guide general assessment practices to accurately assess student proficiency and mastery of skills.

Assessment Policy of South Forsyth High School

South Forsyth High School administers many tests throughout the school year in accordance with Forsyth County and State of Georgia policy. Students take tests as mandated by the state of Georgia, as well as tests offered on the national and international level. Standardization of student work is required based upon Georgia Department of Education standards and objectives for courses outside of and in the IB diploma coursework. IB standards and rubrics are utilized throughout IB specific courses to measure, assess, and guide student instruction and preparation for their IB exams. Where applicable, teachers at South Forsyth High School meet in collaboration teams to determine assessment and instructional needs based upon data collected and plan both instruction and assessment based upon review of that data.

In preparation for these tests, the Testing Coordinators must prepare rosters to verify special needs students who must receive accommodations, such as small group testing or extended time on the test. In addition, structured remediation is offered before certain tests to prepare students to take and be successful on the test. Before any testing period, staff members at South Forsyth High School are trained on how to administer the specific test being given. They must then sign an affidavit pledging to uphold proper security procedures before, during and after the test. The community is informed of all testing periods via the South Forsyth High School website. For many of the tests, a make-up policy is in place for students who are unavoidably absent on

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the scheduled day of the test.

End-of-Course tests are given in four subjects at the end of the course: Algebra 1, Biology, US History, and American Literature. End of Course tests are offered electronically through official state mandated and monitored testing sites, procedures, and processes. All AP US History students are allowed an exemption of the US History EOC if they take the AP US History exam.

The Georgia Alternative Assessment Portfolio is a way of assessing students who are classified as Special Education. This is in addition to existing requirements locally and by the state for Individual Education Plans (IEPs), 504 Plans, ESOL plans, and a Response To Intervention process. The Testing Coordinators work with the Special Education Department in compiling and submitting the portfolios for assessment by the State of Georgia. The IB Testing Coordinators also submit specific request to IBO for any required testing/assessment accommodations to meet the needs of any IEP, 504 or RTI requirements for each individual students. This latter process is completed via appropriate steps on IBIS with follow up documentation as necessary.

Career Tech End of Pathway assessments are given to students who have completed three courses in Marketing, Engineering, Business, Computer Science, Advanced Accounting, Human Resources, Audio-Visual, Teaching, Turf Management, or Culinary Arts.

At the national level, South Forsyth High School offers the PSAT exam for all 10th graders, plus any other upperclassmen (9th or 11th) who wish to take it. South Forsyth High School is also a testing site for students who are home-schooled occasionally for AP exams, EOC's and EOPA's. Lastly, South Forsyth High School assesses all English Language Learners (ELL) students using the ACCESS/WIDA exam each year during the state testing window.

Also, at the national and international level, South Forsyth High School offers Advanced Placement exams through the College Board in addition to the International Baccalaureate exams through the IBO.

System and School Level Formative & Summative Assessment Policy

All Forsyth County Schools use a standardized assessment scale with both formative and summative pieces. Formative assessments take many forms throughout the school and are balanced by unit summative grades decided within the content teams. *Formatives range from lab experiments and write ups to simple oral questioning pieces driving at developing skills and content on specific units of study. Summative assessments include both authentic assessment projects as well as formal exams. In IB courses, all assessments are aimed to prepare students to complete and pass the May IB exams in their subject areas, with content of the assessments covering specific areas of the various Papers and other Assessment requirements of the IB Course Guide for that course.*

The system has posted the following general assessment principals for application across the county for the use of formative assessment:

- Grades are communication, not compensation.
- Accurate, undistorted marker of student's learning. Nothing here is about what a child deserves.
- Instruction and grading are criterion-referenced, not norm-referenced.

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- Accurate, undistorted marker of student's learning. Nothing here is about what a child deserves.
- Anything that diffuses the grade accuracy is removed from the grading practice.
- Averaging scores, particularly on the 100-point scale, distorts the grade accuracy.
- Value consistency and integrity: evaluative criteria are common among like-subject colleagues.
- Teach and assess for proficiency, not short-term memory.
- Students learn at different rates of speed.
- Fair isn't always equal. We are hired to teach so that students learn, whatever time and methods it takes. With every assessment, we engender hope.
- Assessment's purpose is instruction, not mere documentation.
- At any given moment, every person is usually doing the best they can.
- Recovering fully from a failure teaches more than being labeled a failure.
- Students' future learning and success depend on ethical, accurate assessment and reporting practices.
- It is incumbent on us to dismantle ineffective, antiquated practices that do not serve that cause.

Students in grades nine through 12 receive grade reports on a quarterly basis throughout the school year. The interim reports are issued at the nine- and 27-week points and the report cards are issued at 18 and 36 weeks. The reports include a numerical average for the grading period for each course, the End of Course Test (EOCT) score, if applicable, and a three-point rubric defining Work Habits that impact student achievement. The average is calculated 75% summative and 25% formative. The End-of-Course-Test (EOCT) in specific EOC Courses per above, per state rule, has a weight of 20% on the final course grade. Advance Placement courses and IB Courses carry Quality Points posted on the transcript at the completion of the course. AP and IB course students are exempt from Final Exam requirements if they take the relevant AP or IB Exam in that subject.

IB DP & CP Course Assessment Process

All teachers assigned to IB Courses must have attended and be certified by the appropriate IB Course Training, either online or face-to-face as appropriate. Teachers use formative and summative in-class assessments that are designed to resemble the structure and format of external and internal IB assessments to prepare students for the May IB exams. Any resources that are provided on assessment day are provided on in-class assessments to better prepare them for those exams. Students are also given instruction on all formal IB exam requirements and components and are allowed some in class instructional time to work and make progress on their internal assessment components. In March, teachers are instructed to provide Predicted Grades on students both to IBO and to the Coordinator based upon their in-class performances over the course of the year in their class. This includes any Internal Assessment pieces as well as all assessments aimed at preparing the students for the May Assessment cycle for IB exams. Instructors allocate designated review time a few weeks before the actual external assessments commence in order to review content and skills for taking their IB external assessments. Students are advised of relevant deadlines for completion and submission of both Externally assessed and Internally assessed components. Specific requirements for completion and submission of TOK assessments are completed in December of the senior year. The RP and the EE components of the CP and DP respectively are completed across December and January. Specific dates and times for the assessment of Language B Oral assessments are set aside in early February and students are advised of the requirements for said assessments. For Language A Literature HL, this year's assessments have been flipped moving forward. The oral Internal Assessments are now being assessed in 11th grade and the written task is now assessed in the 12th grade. Prior

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to this assessment cycle, those two assessments were completed in the opposite of that.

School Process for Recording and Reporting DP & CP Assessments

Teachers are trained in December and January in the expected process for administering, recording, storing and reporting DP Internal and External Assessments from DP Courses that must be submitted to IBO. This process involves several steps:

1. Security and Protocols – including how to secure testing materials, instructions to students regarding academic honesty, and procedural pieces for location, scheduling and timing based upon their subject area requirements and the overall school Assessment Calendar. *These steps are planned out from November to February, then implemented through the end of the assessment cycle of the year in May.*
2. Recording – This varies depending on written or oral format. For orals, teachers are trained to utilize either software within our district provided laptops or one of the schools purchased small digital recorders at their preference. Student Orals are then uploaded to teacher county provided Google Drives for upload as needed to IBIS prior to the submission deadline provided by IBO. For written tasks (*EE, RP, TOK, English Literature Written Task*), these are supervised by the classroom teacher and then collected electronically on Google Drive for grading and reporting.
3. Reporting – teachers attend two training seminars provided by the Coordinator, one in December and a more detailed one in February to prepare for the upload and reporting of samples and written and oral assessments to IBIS. (*Instructions to teachers provide at the bottom of this document*).
 - a. For the May 2018 and May 2019 Assessment Cycles (ONLY) the students uploaded their own external assessments – For tasks that IB requires all students to submit for external assessment, students are brought to a lab where they are directed on how to upload and confirm submission of their assessment materials. The teacher and the coordinator then check to determine and correct any errors or omissions. This includes the EE, the Lang A and B Written Tasks, TOK and the Reflective Project for the CP.
 - b. Assessment cycles after May of 2019 all external components were submitted by students to the Coordinator via a shared google drive. Such student work was submitted as pdf documents and then ownership of the documents was transferred to the Coordinator for official upload on IBIS prior to the appropriate IB deadline for submission.
 - c. For the May 2018 and May 2019 Assessment Cycles (ONLY) the teachers uploaded their selected SAMPLE of their Internal assessments on IBIS. Teacher Uploaded internal assessment (samples) – for tasks that IB only needs a small sampling, teachers collected and stored an e-copy of the students work on our school Google Drives. They grade and assess this work either electronically or on hard copy that is then scanned to e-copy. Grades are submitted to IBIS by each individual teacher. The Coordinator then selects the teachers' sample and informs them so that they can upload the required work. Marked samples are then submitted to IBO via IBIS according to directions provided to the teachers by the Coordinator. The Coordinator provides a check point and oversight of the process to confirm it is complete and secure. Students are required to sign a Consent to Upload for each such submission that is stored in hard copy by the Coordinator for any future reference necessary.
 - d. Assessment cycles after May of 2019 all Internal Assessments did not have SAMPLE selection. The SAMPLE was ALL student Internal Assessments. These were uploaded for each subject.

Extended Essay Assessment Process

The EE process is detailed in a separate Extended Essay Assessment Policy document of the DP Self-Study. As

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the extended essay is externally assessed, this is uploaded per the procedures listed above in February/March timeframe. Students submit their final drafts and RPPF forms via google and upon saving as a pdf document and final submission to their EE google folder, they transfer ownership of the final documents to the IB DP Coordinator. For the reporting of predicted EE grades, teachers submit their predicted grades to the EE coordinator who then turns them over to the IB Coordinator for recording on IBIS.

Reflective Project Assessment Process

The RP process is detailed in a separate Reflective Project Assessment Policy document of the CP Self-Study. The RP is currently completed within the PPS classroom and submitted to the teacher of PPS in December of their senior year in the program. Students submit their final drafts and required reflection forms via ITSLearning platform. The PPS teacher then marks/grades the RP's, collects a Consent to Upload, records and submits student work on IBIS. As the RP is externally checked for all candidates this is uploaded per the procedures listed above as part of the standard SAMPLING process.

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