

5.01

EXAM SECURITY AND GOVERNMENT EXAMS

EXAM SECURITY:

Classroom unit exams and tests should always be in locked filing cabinets. If Department Coordinators wish, there is also a vault in the main office with room to store department Cross-grade or year-end exams. If teachers notice that an exam has been stolen from either a classroom or the vault, please inform the administration and any teaching colleagues who would be affected.

POLICY REGARDING STUDENTS LEAVING SCHOOL EARLY (NECESSITATING MISSING FINAL EXAMS IN JANUARY OR JUNE)

1. Students who will miss school for an extended absence (ie: Family Holiday, Work, etc.) must complete a planned absences form that is to be signed by parents and school administration.
2. Students who will miss school for extended absence will be responsible for missed assignments.
3. If a final exam (or other culminating evaluation activity) is missed, the student, at the discretion of the classroom teacher, will be responsible to write a “make-up” exam at an alternate time (either before the student leaves or when they return.)
4. If the student leaves prior to school-end in June, and if required to make up a final exam, the student will be responsible to arrange a time for an alternate exam when supervision is available. No final letter grade will be awarded until this commitment is fulfilled.

5.02

MISSED EXAMS, TESTS AND ASSIGNMENTS

IN CLASS TESTS AND ASSIGNMENTS:

Department Coordinators are responsible for meeting with Department members to establish consistent, clear procedures, guidelines and/or consequences for missed exams, (including Final Exams) tests and assignments for each course. This information is communicated to students and parents at the beginning of the course as well as being clearly stated in writing in all course outlines.

5.03

MEDICAL EXEMPTION: (Documented)

1. **P.E.:**

- If known at start of Semester, student will be re-programmed at start of course.
- Short term exemption, assign alternate activity. (Suggest short term service to teacher or area; circulate list of students so other teachers may help with placement).
- If a student has doctor's note exempting participation in their course for the duration of the time, they will not be placed into a P.E. course. (Identified in first 2 weeks of semester)
- Excused temporary medical exemptions will be given one of: walking program, written reports on the activities, weight-lifting/physiotherapy program, L.A.C. assistance, or teacher's assistant.

2. **OTHER COURSES:**

- An alternative activity should be provided for the student under supervision.

3. **AS IT APPLIES TO EXAMS:**

- If student cannot write final exam, it is suggested that the student be evaluated on term work.

5.04

HONOUR ROLL CRITERIA

ACHIEVEMENT HONOUR ROLL

Students will receive formal Honour Roll recognition, with a stamp on the report card as well as a certificate presented at an assembly, after reporting periods #2 and #2, based on school final grades (not blended). For the third reporting period we will still keep track of students who have 86% average, or straight A's in all courses for each grade for the purpose of Principal's List, and Medal of Excellence in June.

To qualify:

- Students must achieve an average of 80% and above based on a minimum of 3 courses, with no mark below 60%.
- Be enrolled in 3 or more classes includeing @KOOL, TRU transfer or work experience courses. To be included in the calculation, course must be completed with a percentage available. Planning 10 mark and effort mark will be excluded.

IB Students

As IB students are graded on the seven point IB scale, the following total points are required to qualify:

Year 1 Students:

- Semester 1 Report 2 21 points
- Semester 2 Report 4 22 points

Year 2 Students

- Each Semester 24 points

Only one, two (2) point score in Year 2 is permitted.

Excluded courses:

TOK, CAS and Extended Essay, Planning 10

EFFORT HONOUR ROLL:

Effort Honour Roll will be recorded at each semester end for students who have maintained G's in every course. Students will receive recognition for the Effort Honour Toll at the year end recognition ceremony provided that they have qualified for the Effort Honour Roll for three of the four terms. CAS, TOK and EE will be included in the Effort Honour Roll. Planning 10 mark and effort mark will be excluded.

STUDENT EVALUATION AND COURSE OUTLINES

All staff members must submit their student evaluation policies and course outlines to the Principal by the second week of September. These should be reviewed and updated annually.

A course outline must be provided to all students prior to the start of a course. Course outlines must be visible for all students.

Course outlines must explain how effort grades are obtained for that course. Course outlines must explain how student achievement will be arrived at in relation to the prescribed learning outcomes

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**SCHOOL DISTRICT NO. 73 (KAMLOOPS/THOMPSON)
POLICY**

Reference No. 500.1

Effective Date:
Jan. 28, 2013

STUDENT REPORTING AND PLACEMENT

The Board of Education policy for reporting student progress is based upon regulations authorized under the *School Act*, Ministerial Orders and District directives.

Parents or legal guardians will be provided with regular written reports of student progress and will be offered the opportunity to meet directly with the teacher for an individual interview in order to discuss the contents of the student progress report.

Course or Grade Placement is a matter of judging what is appropriate for the student with respect to course or grade requirements. The final responsibility rests with the principal.

REGULATIONS

A. GUIDELINES

1. Principals are responsible for establishing school reporting and placement practices in accordance with Ministry and District policies, and, in consultation with staff and parents.
2. Teachers are responsible for establishing criteria for a grading system based upon a clear statement of the important learning outcomes of each course and subject and for reporting final achievement status in terms of these important learning outcomes.
3. Each school shall develop a written policy regarding evaluation and reporting procedures, in accordance with Board Policy No. 306.2 and inform parents accordingly.
4. Reporting of student performance is the responsibility of the classroom teacher as approved by the Principal. Reporting practices used by teachers shall be in accordance with Ministry, District and school policies.
5. Report card formats and symbols shall be in accordance with Ministry, District and school policies.

5.05 cont'd

Policy No. 246-C - Student Reporting and Placement

6. Elementary teachers will provide an overview of the student's educational program in each formal reporting period.
7. Grades 4 to 12 students shall be informed of the methods by which their performance will be evaluated in accordance with the guiding principles and standards for fair student assessment.
8. Students with special needs in elementary and secondary school that are expected to achieve the learning outcomes set out in the provincial curriculum will receive regular letter grading and reporting procedures. The student's program will be adapted as required.

For students with special needs in elementary school, who are not capable of achieving the learning outcomes set out in a provincial curriculum and for whom substantial course or program modification is required because of exceptional needs, structured written comments with effort grades and not letter grades shall be used to report student progress. Specific individual goals and objectives shall be established for the student in an Individual Education Plan (IEP). Structured written comments shall be used to report the level of the student's success in achieving the modified goals and objectives set out in the IEP for each subject area.

In secondary school, it is possible to report grades for students with special needs who are working toward their School Completion Certificate, who are on an IEP and/or enrolled in non-credit locally developed and/or board authorized and approved courses. For these students, evaluation should be in relation to the learning outcomes for the course or their Individual Education Plan (IEP) goals based on the degree to which the outcomes are achieved.

9. Students and parents have a right to appeal grades and placement assigned. Such appeals shall be in accordance with Policy 1200.1

B. Placement

10. Secondary School Promotion Policy

Placement is determined on a course/grade basis. Students may be required, at the discretion of the principal, to repeat a specific course, particularly if the skills required in the subsequent course are dependent on a better understanding of the essential skills. Principals may permit a student to accelerate in a specific subject to a higher level if his/her skills and understanding warrant advance placement.

C. The "I" Letter Grade in Elementary and Secondary Schools

11. The letter grade "I" is defined in *Ministerial Orders* as "In Progress or Incomplete". It is used to alert parents that a student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to the expected learning outcomes. The use of the symbol "I" is intended to address the individual needs of students by acknowledging what the student has achieved in a particular reporting period and what areas require further attention and support to reach minimal expectations.

5.05 cont'd

Policy No. 246-C - Student Reporting and Placement

12. The assignment of the "I" letter grade is intended to permit the student to continue working toward the expected learning outcomes for the course of subject. The teacher shall provide a written plan of action to the parent and student. The plan should cite the areas in which the student requires further attention; the requirements that need to be met in relation to the expected learning outcomes; the time period for completion of the requirements; and, a date of review for an evaluation of the student's performance. Parents must be given an opportunity to consult with the teacher regarding the written plan.
13. While an "I" may be used on a final report, it shall not be used as the final letter grade for a course. An "F" may be assigned only after an "I" has been previously assigned for that course, subject or grade.
14. Guidelines governing the conversion of the "I" letter grade are as follows:
 - a) When an "I" is assigned on the first term of semester report, the "I" must be converted to a term letter grade before the next formal report card is issued. This process must be followed in each subsequent reporting period. At the discretion of the principal, an "I" letter grade may be carried over in the next term or report.
 - b) If an "I" is assigned on the year-end final report, the "I" must be converted to a final letter grade in a timely manner and no later than the first day of classes in the following September.
 - c) For grade 10, 11, and 12 provincially examinable courses, an "I" letter grade must be converted to another letter grade before submission to the Ministry of Education for inclusion on a student's transcript of grades.
 - d) Principals may determine a timeline for conversion of the "I" grade to a letter grade.
 - e) Any student who transfers to another school during the school year must have an "I" from the original school changed to a letter grade for the receiving school.

5.06

EARLY FAILURES

To address the common misconception: there are no early withdrawals or early failures (I.P.).

The staff at NorKam supports the belief that students grow and gain knowledge even in a course in which they may not be successful.

Therefore, it is expected that students remain in registered classes and attempt all assignments and projects with the support of the classroom teacher.

If the student wishes to apply for L.A.C. time, he or she must follow the routine referral process.

If there are any extenuating circumstances, contrary to the above guidelines administration and counselling will meet to discuss each individual case to determine a plan for the student.

5.07

TRANSFER OF STUDENTS: INTERNAL AND EXTERNAL

EXTERNAL:

It is policy at NorKam that we enrol students within our catchment area as a first priority. We may enrol students from outside our catchment area if they are enrolling in a District program offered at NorKam: such as Cosmetology, Restaurant Training, or Trades Centre.

There is a District policy which allows for the application by students and parents to be considered for school to school transfers. A form must be completed by the student and parent and given to the neighbourhood school principal by the end of March. There is then a meeting of all secondary principals and district staff to ascertain how many of the requested transfers are possible.

The priority list for registering students at NorKam is:

1. Full-time student in our attendance area.
2. NorKam Former Grade 12's requiring one semester for graduation.
3. Full-time students not in our attendance area.
4. Student requiring upgrading (from our attendance area).
5. Part-time students (for upgrading) not in our attendance area.

INTERNAL:

Any course changes must be made through the counselling department. Counsellors will consult with the necessary staff, students, and parents.

CONSISTENCY OF EVALUATION**CHALLENGES and EQUIVALENCY:**

Many people receive qualification with certificates, diplomas and assessments outside of school. Much of this achievement is related to school course objectives. These qualifications can be recognized and thus can create for students, time for other study or endeavour. See an administrator or counsellor for further information.

Equivalency: to recognize valid credentials, at the grade 10, 11 or 12 levels, acquired from other educational institutions or jurisdictions outside the regular school system.

Equivalency Procedure:

1. Collect documentation of Ministry authorized completed courses. This documentation is only valid if it is from a valid educational institution. Parents, as defined by the Ministry of Education are not educational institutions.
2. Provide appropriate course credit.

Challenge: to permit students, who have acquired the appropriate learning elsewhere to obtain credit for Ministry authorized or Board authorized grade 10, 11 or 12 course.

Challenge Procedure:

1. If no documentation from a valid educational institution is available, the student is permitted to challenge any missing courses to illustrate prior learning. The challenge procedure must be followed as outlined in the Ministry of Education Handbook of Procedures.
2. In the case of a provincial examinable course, the student must also write the provincial examination after the course challenge has taken place.
3. In reporting TRAX to the Ministry, a "C" should be placed in the Course Type field in order to be eligible for funding.
4. It will be our determination whether or not we place a student in a course if the prerequisite has not been completed. For example, English 11 if English 10 is in the process of a challenge.

ASSESSMENT

For any student needing to challenge a Ministry authorized course at NorKam Senior Secondary School, the following criteria must be achieved:

1. Complete written assignment(s) in order to demonstrate subject/grade level literacy if applicable.
2. Compile a portfolio of evidence that demonstrates competency of the course's learning outcomes.
3. Pass the course final assessment.
4. In addition, complete course provincial examination (if applicable).

Teachers must assess the following criteria according to School District #73 Policy 306.2. Evidence of the assessment process must be demonstrated to all parties.

****The above criterion is applied at the discretion of the administration based on the evidence presented.**

EVALUATION:

Within a department or course area, there must be consistency regarding marking and grading. Departments are encouraged to meet to develop and/or review these standards.

Where an "I" has been issued by a teacher, the following information shall be provided to the parent in written form:

- i. Requirements and expectations (action plan)
- ii. Date to complete the requirements

A copy of the Interim report, with the action plan, must be given to the appropriate counsellor to be filed in the student's file. A subsequent conversion of the "I" will also be given to Counselling for filing. (NorKam has developed a form to record this data to be given to parents. Copies are in Counselling office.)

NorKam Senior Secondary Policy for Academic Honesty

PURPOSE:

Genuine learning is built on a foundation of honesty and integrity. At NorKam we strive for excellence in all that we do and, as such, we maintain that all course work is original and reflects the standards stated in the Academic Honesty Policy. Whenever possible, violations and consequences will be treated as learning opportunities for any individuals involved. The guidelines below outline what constitutes academic honesty, how to avoid all forms of academic dishonesty, the procedure for addressing academic dishonesty and the consequences of such dishonesty for the student.

DEFINITIONS:

Academic Honesty Modeling of this core value requires that all members of the NorKam community respect the integrity of each other's work and recognize the importance of acknowledging and safeguarding the intellectual property of all people. Academic honesty is the expression of this respect and acknowledgement through honest work habits, honest communication, originality of work, and accurate and thorough citation practices.

Academic Dishonesty (or Malpractice) Any attempt to copy, falsify, fabricate, or otherwise misrepresent information relevant to a student's participation in any course is considered academic dishonesty. Cheating, plagiarism, fabrication, collusion, and academic misconduct are all forms of academic dishonesty/malpractice and do not reflect the values of NorKam Secondary.

- **Cheating:** An act or attempt at fraud or deceit where a student uses someone else's work or ideas for their own benefit.
- **Plagiarism:** The presentation of another source's ideas or work, in whole or in part, as one's own. ***Plagiarism can be either intentional (deceit) or unintentional (ignorance or error).*
- **Fabrication:** The intentional use of invented information or the falsification of research or other findings with the intent to deceive.
- **Collusion:** A type of plagiarism that involves working with others, without permission from the teacher, to produce work which is then presented as one's own independent work.
- **Academic misconduct:** The intentional violation of NorKam academic policies and procedures by the means listed below or by other means not explicitly identified in other sections of this policy.

VIOLATIONS AND CONSEQUENCES:

There are three stages of consequences that will be applied to instances of academic dishonesty. These stages are based upon the severity of the incident and the intention of the student. Stages two and three consequences may include those of earlier stages in addition to those listed within their own category.

STAGE ONE violations will be dealt with by the teacher. The student will meet with the teacher in order to discuss the violation and to determine a course of action. School administration may be advised of the incident. *Subsequent stage one violations will immediately be considered stage two violations of this policy and will be dealt with accordingly.

Stage one violations include, but are not limited to:

- copying written work from another person (not for marks).
- collusion during in-class work (not for marks).
- divulging information to another about a test or a quiz.
- using electronic or print information without properly citing sources.
- including a passage, image, or model from another source without proper citation.
- fabrication of quotes/sources or information for a written assignment (not for marks).
- any other academic misconduct that the teacher, principal or vice-principal deems to fit in this stage.

Stage one consequences may include, but are not limited to, one or more of:

- redoing and submitting the assignment/test again at the discretion of the teacher.
- completing an alternate and/or additional assignment/test at the discretion of the teacher.
- teachers notify administration of incident and a parent/guardian will be contacted.
- student may receive a lower report card effort mark.

STAGE TWO violations are more serious in nature and will be dealt with by the teacher and the principal or vice-principal. All incidents will be recorded in the school student management system and a parent/guardian will be contacted. **Subsequent stage two violations will immediately be considered stage three violations of this policy and will be dealt with accordingly.*

Stage two violations include, but are not limited to:

- copying from another student's quiz/test or assignment.
- allowing another student to copy from a quiz/test or assignment.
- using specifically prepared materials during a test (ie: notes, formula lists, etc.)
OR electronic devices during an assessment without authorization.
- collusion during an assessment or assignment.
- copying published papers from electronic or print sources.
- fabrication or misrepresentation of information, citation data, quotes, or sources of information for an assessment or written assignment.
- submitting an assignment or other assessment created in whole or in part by an individual other than the student.
- re-submitting previously graded work for marks in another class (*self-plagiarism*).
- any other academic misconduct that the teacher, principal or vice-principal deems to fit in this stage.

Stage two consequences may include, but are not limited to, one or more of:

- exclusion from receiving recognition for service awards, honour roll, gold cord, or Medal of Excellence.
- exclusion from extra-curricular activities such as dances, sports teams, clubs or other school-sanctioned events that demand social integrity.
- the student may receive an "N" for their report card effort mark.

STAGE THREE violations are very serious and may result in a referral to the district superintendent's office. Consequences will be applied to students who exhibit behaviours that are determined to be in conflict with the learning environment or when progressive interventions have failed to correct academic misconduct. A hearing will be convened with an administrator, a representative of the superintendent's office, a parent and the student. The representative of the superintendent, in consultation with school administration and teachers, will determine the consequence(s) and, ultimately, may determine that the offending student can no longer attend NorKam.

Stage three violations include, but are not limited to:

- accessing computer systems in order to alter marks or other records.
- copying and/or distributing any part of a test, quiz, or other assessment without authorization.
- taking a test for someone, or permitting someone to take a test for the registered student.
- stealing an examination or answer key for a quiz, test, exam, or assignment.
- repeated stage one and/or stage two violations.
- any other academic misconduct that the principal or vice-principal deems to fit in this stage.

Stage three consequences may include, but are not limited to, one or more of:

- in-school or directed suspension.
- alternative consequences as determined through the hearing process.

***This policy is in accordance with School District 73 (KAMLOOPS/THOMPSON) POLICY 600.2: Student Discipline, Effective Date, September 22, 2008.**

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5.10

NorKam Senior Secondary Assessment and Evaluation Policy

Assessment and evaluation measure of student learning. It is a framework that assists teachers in planning lessons, teaching students, and monitoring the student learning. An integral part of assessment comprises is not only the involvement of the teacher, but also the involvement of the student and the parent(s)/guardian(s) as well. At NorKam, the teachers are encouraged to use various assessment tools to effectively assess and evaluate students.

Formal IB Assessment and Evaluation

In the International Baccalaureate (IB) Diploma Programme at NorKam, students demonstrate learning through formal IB assessments. These assessments determine approximately 80% of each student's grade. The approximate remaining 20% comes from internal assessments conducted in the classroom. Each student's progress in the classroom is formally assessed, evaluated and reported to parents/guardians four times a year in the form of a report card and informally two times a year. At NorKam, semester/year end grades become part of the student's transcript and can be reported to universities, employers and others.

Formative Assessment

The goal of formative assessment is to monitor student learning to provide ongoing and immediate feedback that can be used by teachers to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- Help students identify their strengths and weaknesses and target areas that need improvement.
- Help teachers recognize where students are struggling and address problems immediately.
- Help teachers to build in targeted interventions.

Formative assessments are generally not included in the summative mark. Examples of formative assessments include requiring students to:

- Draw a concept map in class to represent their understanding of a topic.
- Submit one or two sentences identifying the main point of a lecture.
- Turn in a research proposal for early feedback.

Summative Assessment

The goal of summative assessment is to evaluate student learning at the end of a learning standard by comparing it against the criteria of an established standard or benchmark.

Summative assessments have a high point value and are formally recorded as an achievement mark. Examples of summative assessments include:

- An end of unit, midterm or final exam
- A final project
- A paper
- A senior recital

NB: Information from summative assessments can be used formatively when students and teachers use it to guide their efforts and activities in subsequent courses.

Reporting

When the term grade, final semester grade, or a final year end grade is reported, the grade is a composite of what the student knows and is not just an average of marks.

IB DP subjects are marked according to the following scale.

7 - Advanced	4 - Solid	1 - Struggling
6 - Excellent	3 - Basic	N - No grade
5 - Strong	2 - Limited	

Regular mark break down

Recommended BC Ministry of Education grade breakdown by percent

- A – 86-100%
- B – 73-85%
- C+ – 67-72%
- C – 60-66%
- C- – 50-59%
- F – 0-49%

In the IB Diploma Programme, the Theory of Knowledge course and the extended essay are graded according to the following scale

A – Excellent

C – Satisfactory

E – Elementary

B – Good

D – Mediocre

N – No grade

Effort Criteria

At NorKam Senior Secondary, teachers separate student achievement from behavior and effort in the reporting of grades. As a result, the achievement mark reflects what a student actually knows and is not directly influenced by the student's behavior or effort-

At NorKam Senior Secondary, effort grades are determined and given each term using the following criteria- Effort grades are not used for final marks.

School Wide Effort Matrix

Criteria	Good (G)	Satisfactory (S)	Needs Improvement (N)
Compassion	<ul style="list-style-type: none"> Is respectful of others' rights Cooperates with teacher and peers Contributes positively to the learning environment 	<ul style="list-style-type: none"> Disruptive or disrespectful once or twice Generally cooperative Makes limited contributions to the learning environment 	<ul style="list-style-type: none"> Frequently disruptive or disrespectful Uncooperative with teacher and peers on multiple occasions Chooses to not participate in the learning environment
Accountability	<ul style="list-style-type: none"> Arrives to class with all materials Demonstrates good organizational skills Conscientious in obtaining/submittin g missed work Work completed and submitted on time Seeks assistance when necessary Maintains focus and is on task 	<ul style="list-style-type: none"> Sometimes arrives in class unprepared Somewhat disorganized Some gaps in assigned work Occasionally needs reminding of missed/late assignments Although needed, infrequently seeks assistance Occasionally lacks focus in the classroom 	<ul style="list-style-type: none"> Frequently comes to class unprepared or without materials Lacks organization Work often not submitted or submitted late Makes little effort to keep up with missed assignments Rarely, if ever, seeks assistance Lacks focus in the classroom
Criteria	Good (G)	Satisfactory (S)	Needs Improvement (N)
Respect	<ul style="list-style-type: none"> Rarely, if ever late (provides notes) Rarely finds cause to leave the classroom Excellent 	<ul style="list-style-type: none"> Occasionally late, but no pattern exists Occasionally finds excuses to leave the classroom 	<ul style="list-style-type: none"> Frequently late to class Finds excuses to leave class Attendance is unreliable with

	attendance record with all absences excused <ul style="list-style-type: none"> Follows classroom rules 	<ul style="list-style-type: none"> Some classes missed without note Generally follows classroom rules 	frequent unexcused absences <ul style="list-style-type: none"> Has trouble following classroom rules
Excellence	<ul style="list-style-type: none"> Exhibits a positive attitude Work reflects students ability Strives for quality 	<ul style="list-style-type: none"> Maintains positive attitude most of the time Quality of work is inconsistent with student ability Doesn't exert him/herself 	<ul style="list-style-type: none"> Exhibits a negative attitude Completed work often shows little care or effort Frequently off task

IB Diploma Requirements

The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- CAS Requirements have been met.
- The candidate's total points are 24 or more.
- There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- There is no grade E awarded for theory of knowledge and/or the extended essay.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

*At the end of Year 1 if a student is not achieving enough predicted points to receive the diploma, options for intervention or demission from the program will be examined by both the student, parents, teachers and coordinator. Every effort will be made to allow students to complete partial and single courses within the IB program congruently with regular grade twelve courses, schedule and space permitting.

Marks Challenge Process

Parent and student concerns will be reviewed by the Principal on an individual basis. This review will be based on the following criteria:

- Learning intentions
- Based on teacher's course outline
- According to SD73 Policy 306.2