



## Superior C.V.I. – Assessment Policy

### Purpose:

This document represents a statement of intent and action describing principles and practices for achieving educational goals relating to all aspects of assessment in the IB Programme at Superior CVI

This document will provide an overview of how assessment information, both formative and summative, is gathered, analyzed, interpreted and used to improve student learning with the aim of helping students to achieve their potential. It will make clear to the whole school community what the expectations and practices of IB assessment are in the school.

With respect to summative assessment, teachers must be aware of the principles and practices that the IB uses to conduct their assessment, and to understand how to measure student performance against the IB assessment criteria to judge levels of achievement. Thus, IB teachers will use their knowledge of the summative assessment expectations and practices to help students improve their performance in a formative way.

This document also recognizes the unique circumstances of our school, in particular, integrating the IB expectations with those of the Ontario Ministry of Education, as reflected in curriculum documents as well as in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools* (2010). This may involve synthesizing some aspects of the two systems, or running them parallel to each other. However, it is of utmost importance that schools understand and implement the IB assessment expectations and practices to give students the best chance of succeeding in the IB Diploma Programme.

The approach taken to assessment at Superior C.V.I. must align with the following IB assessment principles:

### Standard C4: Assessment:

1. Assessment at the school aligns with the requirements of the programme.
2. The school communicates its assessment philosophy, policy and procedures to the school community.
3. The school uses a range of strategies and tools to assess student learning.
4. The school provides students with feedback to inform and improve their learning.
5. The school has systems for recording student progress aligned with the assessment philosophy of the programme.
6. The school has systems for reporting student progress aligned with the assessment philosophy of the programme.
7. The school analyses assessment data to inform teaching and learning.
8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
9. The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Diploma Programme extended essay.

## Philosophy:

It is the policy of Lakehead District School Board (4010) that the primary purpose of assessment and evaluation is to improve student learning; to do so, these practices must be fair, transparent and equitable for all students.

The primary purpose of assessment and evaluation is to improve student learning. Key terms pertaining to assessment are defined as follows:

- **Assessment:** The process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.
- **Assessment for learning:** the ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go next, and how best to get there.
- **Assessment as learning:** the process of developing and supporting students in reflecting on their own thinking and work and that of others.
- **Assessment of learning:** the process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time.
- **Evaluation:** The final judgment made about student achievement based on assessment of learning

## Guiding Principles:

- Fair, transparent and equitable assessment practices support all students, including those with special education needs, those who are learning the language of instruction, and those who are First Nation, Métis or Inuit (refer to the S.C.V.I. IB Language and Equity and Inclusion Policies).
- Accountability for assessment, evaluation and improvement of student learning is the shared responsibility of students, parents/guardians, and the school.
- Assessment and evaluation practices and procedures must be communicated clearly to students, parents/guardians and adult students.
- Lakehead District School Board will publicly report school and Board achievement results and school and Board improvement plans but will not rank individual schools or students.
- Consistent reporting practices will ensure that students, parents/guardians and students receive clear, personalized information about student progress and achievement based on the expectations and standards outlined in the Ontario curriculum Kindergarten to Grade 12.
- Assessment, evaluation and reporting practices must be regularly reviewed in the context of classroom, school and system results using information from internal and external sources.

## Assessment Practices:

1. Assessment and evaluation practices must be valid, reliable, and fair to all students (consult the S.C.V.I. IB Equity and Inclusion Policy);
2. Assessment and evaluation practices must be based on clear expectations and levels of achievement, consistent with current Ontario curriculum and that of the IB in Diploma subjects;
3. Assessment and evaluation criteria (for both IB assessments and assessments used to meet Ontario Curriculum expectations), practices, and results must be clearly and consistently communicated to students and parents or guardians to encourage student progress, success and learning;
4. Assessment and evaluation practices must provide students with opportunities to demonstrate a

wide range of learning – using different tools (oral, written, electronic –multi-media, digital tools);

5. Assessment must consider a range of evidence of learning that is obtained from multiple sources, including: conversations, observations, and products;
6. Assessment and evaluation practices must guide students in their efforts for improvement;
7. Assessment and evaluation practices must provide students with opportunities to set personal goals, assess their learning, and reflect on their achievement;
8. Assessment and evaluation practices must accommodate the needs of exceptional students and students for whom English is not their first language (see S.C.V.I. IB Language and Equity and Inclusion Policies);
9. Assessment and evaluation practices must be regularly reviewed in the context of classroom, school, system results and IB results, using information from local and external sources;
10. Both formative and summative assessment tasks are performed to gauge the level of student understanding and skill. In the case of IB Diploma Programme courses, formative assessments in the form of mock exams, timed essays, and oral presentations will be undertaken to assess student progress and to prepare them for their May examinations. The breakdown will vary between courses, however, 70% of the final grade for Ontario curriculum courses is derived from formative assessment throughout the course, and 30% is determined by summative tasks such as culminating activities and formal examinations;
11. Determination of a final grade is based on valid and reliable evidence of learning and captures the most consistent level of achievement, with consideration given to most recent achievement. The teacher’s professional judgment will inform the final mark for reporting purposes;
12. IB subject teachers will utilize an IB Grade Equivalency Chart to determine equivalent Ontario percentage grades when IB specific assessments are considered in a reporting period.

IB Grade	OSSD Level	OSSD Percentage
7	4	97-100
6	4	93-96
5	4	84-92
4	3	72-83
3	2	61-71
2	1	50-60
1	Below Level 1	Below 50%

### **Roles and Responsibilities of IB Staff:**

#### *The Role of the Principal*

- To oversee all assessment and evaluation tasks, including the issuing of reports and the scheduling of summative tasks
- To provide opportunities for teachers to engage in professional development activities involving assessment and evaluation practices

- To provide guidance for teachers, students and parents when issues arise regarding assessment tasks
- To ensure teachers report grades as required
- Review data with the IB Coordinator for each School year
- Review mid-term and final grades and sign report cards
- Mediate any issues that require his/her feedback

#### *The Role of the IB Coordinator*

- To oversee all aspects of curriculum implementation and assessment practices, and to act as a resource for all subject teachers, students and parents
- To facilitate the submission of all IB grades and assessment materials to IB by the established deadlines
- To ensure the consistent application of the Language, Equity and Inclusion, Assessment and Academic Honesty Policies
- To ensure data is provided to teachers each year (i.e. Subject results report) and that meetings are held to reflect on the data from each previous school year
- To encourage teachers to access online resources and discussion forums provided through [ibo.org](http://ibo.org).
- To ensure teachers are IB trained as required, to address professional development requirements, taking into account curriculum changes.
- Hold regular meetings with parents to express expectations, requirements, distribute subject briefs, calendars for deadlines, provide an overview of IB assessments and explain how final report card grades are determined that are equivalent to IB grades
- To facilitate meetings between subject teachers (in school and within Ontario) to discuss assessment practices
- To establish deadlines for reporting grades and the submission of Internal and External Assessments
- To communicate assessment practices with parents (e.g. at semi-annual parent meetings)
- To deal with concerns regarding assessment practices and grades
- To report summative grades to IBIS (predicted grades, IA marks)
- To report anticipated grades, predicted grades and final marks to Universities/Colleges
- To provide students with access to IBIS for final grades in July
- To ensure subject teachers utilize the IB grade equivalency chart (developed by the University of British Columbia and endorsed by the IB Schools of Ontario) to determine equivalency between IB grades and Ontario Percentage grades on report cards.

#### *The Responsibility of the Subject Teacher*

- To be cognizant of assessment practices of the Ontario curriculum and those of the IBO, including approaches to assessment as outlined in the S.C.V.I. IB Equity and Inclusion and Language Policies

- To interpret and implement the curriculum and assessment expectations of the Ontario Ministry of Education curriculum and the International Baccalaureate Programme, in an equitable and inclusive manner as per the S.C.V.I. IB Equity and Inclusion Policy
- To assess student progress and monitor the academic achievement of English Language Learners, as per the S.C.V.I. IB Language Policy
- To implement strategies to ensure student success
- To devise and provide opportunities for students to engage in a variety of assessment tasks, both formative and summative to ensure they are meeting the expectations of the province and the IB
- To maintain accurate and up-to-date assessment records in Edsby, visible in real time by both parents and students
- To become knowledgeable, through training, consultation with colleagues, and regular access to the changes to assessment and evaluation practices. To design and provide formative assessment structures and practices that help students to improve their understanding of what constitutes excellence and where their own work stands in relation to this (assessment for, as and of learning). To collaborate with other teachers in the same subject to design and implement assessments
- To report assessment results to students and parents on a regular basis (progress reports six weeks into the semester, mid-term grades and final grades, as well as informal feedback during the remainder of the semester)
- To utilize an equivalency chart developed by the University of British Columbia and endorsed and supported by the IB Schools of Ontario to determine equivalent Ontario grades.

### **Review:**

This document will be reviewed annually in conjunction with the Lakehead Public School Board's Assessment and Evaluation Policy and Procedures.

Teachers of IB Diploma Programme subjects will review this document annually with the school's pedagogical leadership team. Parental input will be sought at appropriate junctures.

### **IB Assessment Practices:**

The International Baccalaureate Organization has developed a system of criterion referenced evaluation for each subject and assessment task. The criterion is listed in each subject guide, and students are provided with the rubric prior to and during their work on the task as well as being briefed on expectations. Students are also given the opportunity to receive ongoing feedback at appropriate stages of the development of these assessment tasks, prior to being submitted.

Each assessment has its own specific set of criteria which measures the students' competence in a variety of skills, some linked to course content, some to the formatting of the assessment task, and some linked to the student's ability to analyze and synthesize information. These criteria, as well as all subject guides, undergo review every five to seven years. Through the Programme Resource Centre (PRC), teachers are able to post comments and participate in review questionnaires about curriculum and assessment practices. Teachers are also updated through the PRC about all upcoming changes to procedures. This way, there is a continuous feedback loop between IB (IB Curriculum and Assessment Office in Cardiff, Wales) and IB teachers around the world.

## **External vs Internal Assessments:**

In certain subject areas, and for certain core requirements, students may be assessed externally as well as internally.

**External** — these assessment tasks are generated by the student but not marked by the classroom teacher; instead, they are sent directly to an IB examiner who will provide the only mark for the task.

- these assessments include the Extended Essay and the Theory of Knowledge Prescribed Title (both of which are assigned a letter grade). These assessments are only submitted to an IB examiner for those students who are completing the full diploma
- In Group One Language and Literature, one HL Essay is also submitted for external assessment for all students taking the course.
- In Group Six, Visual Art Comparative Study and Process Portfolio will be submitted as External Assessments.

**Internal** — each subject area also submits internal assessments.

- These are marked by the teacher, and then a sample, chosen at random by IB, is marked by an examiner.
- The entire class set of marks is then moderated, depending on how accurate the examiner thinks the teacher's marks to be.
- The moderation process also includes the comparison of all of the same tasks internationally (ie. against the results of all IB students completing that task in a given year), so that the results received by the student indicate how he or she compares to her peers around the world.

These assessments include the following:

- English Oral Commentary
- French Oral
- Geography - Field Study
- History - Historical Investigation
- Biology, Chemistry and Physics IAs
- Mathematics IA
- Visual Arts Exhibition

## **Implementation of the Policy:**

The Assessment Policy is reviewed annually by the Principal, IB Coordinator and IB subject teachers. As such, this is a working document. The Principal and IB Coordinator ensure that subject teachers have a copy of, understand and adhere to the Principles and Policies outlined in the document. In communicating with parents at grade-specific meetings held at least semi-annually, aspects of the document are presented and discussed. As a result, all stakeholders share in an awareness of key features of the document.

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