

International Baccalaureate Diploma Assessment Policy

Holy Heart of Mary High School

Philosophy

Assessment is the process of collecting information from a variety of sources to measure student attainment of curriculum outcomes, to provide feedback to guide future instruction and to promote student learning. Evaluation is the process of judging the quality of student work against explicitly identified criteria and assigning a value (a mark, or grade), to represent the level of achievement attained.

Principles

- Teachers are actively engaged in assessing students;
- Teachers use a wide variety of assessment techniques and strategies such as, but not limited to: written assignments, oral presentations, field work, portfolios, lab write-ups, tests, examinations, research papers, peer assessments, self-assessments, etc.;
- Students are assessed on an on-going basis;
- Assessment and evaluation practices are fair to all students;
- Assessment may be differentiated according to the student's abilities and assessment access requirements;
- Assessment enables students to demonstrate conceptual understanding and critical thinking;
- Assessments help students to analyze their own learning, reflect on progress and set goals for improvements;
- Assessment are criteria-referenced as students are assessed against published learning outcomes;
- Assessment criteria are explained to students prior to assessment;
- Teachers use assessment to guide instruction and to provide feedback to improve future learning;

Formative and Summative Assessment

Formative assessment represents the process of gathering, analyzing, interpreting and using evidence to improve student learning. It is integrated into the daily learning process and is an integral part of instruction. It provides teacher and students with information about how learning is progressing. It helps the teacher to provide timely and specific feedback to students, scaffold next steps, and differentiate instruction in response to student needs. Results of formative assessment are used by students to monitor their own progress, make adjustments in their learning approaches, reflect on their learning, and set individual goals. In other words, formative assessment serves as the foundation for learning and prepares students for the "higher-stakes" nature of summative assessments, which measure achievement and are used to evaluate student knowledge level.

Summative assessment occurs at the end of a period of learning when students are given the opportunity to demonstrate what they have learned by applying their knowledge in new and authentic contexts. Summative assessment is used by teachers to make judgments about the quality and quantity of student learning on the basis of established criteria, to assign a value to represent that quality and quantity, and to support the communication of information about achievement to students, parents, teachers and administrators.

Assessment Practices

IB teachers at Holy Heart of Mary High School adhere to these assessment practices:

Planning for assessment

- IB subject area teachers plan their courses with the IB Diploma Program outcomes, assessment criteria and final exams in mind.
- IB teacher design courses so that students' current knowledge and experience are assessed before the introduction of new learning.
- IB teachers collaboratively create and publish a timeline for internal and external IB requirements to help students plan ahead and manage their workload.

Assessment strategies

- Assessment in the IB Diploma Program is criterion-related, allowing student achievement to be judged against clearly defined pre-determined descriptors.
- IB teachers use a broad range of formal and informal assessment strategies throughout their course to allow students to demonstrate their learning.
- IB teachers provide students with multiple opportunities throughout the course to reflect upon their achievement based upon meaningful feedback.
- IB teachers design assessment tasks that allow students to achieve at the highest levels in both familiar and unfamiliar contexts.
- IB teachers design formative assessment tasks that prepare students for success on their IB summative assessments.

Feedback and reporting on assessment

- IB teachers provide students with rubrics that define expectations for assessment tasks and align with subject area criteria.
- IB teachers provide students with exemplars to illustrate high levels of achievement on assigned tasks.
- IB teachers use various methods to provide students with accurate and prompt feedback about their current levels of achievement and ways they need to do to improve.
- IB teachers record and report assessment using a secure online grade book, *Pearson PowerSchool*, that is accessible to students and parents at all times.

Analysis of assessment

- IB subject area teachers standardize their grading to ensure accuracy of interpretation of assessment criteria.
- IB teachers use assessment data to set goals that address students' learning needs, plan curriculum and drive instruction.
- IB teachers regularly review assessment practices.

IB Internal, External and School-based Assessments

The IB Diploma Program employs two types of summative assessment to determine the student's final IB grades: Internal and External Assessments. Subject teachers are well informed of the detailed IB policies that describe the conditions under which these assessments must be administered. As well, IB students receive significant instruction and practice throughout their courses in order to effectively prepare for these challenging tasks.

The IB Internal Assessments (IA) provide students with opportunities to show mastery of skills outside of final examinations and reflect the student's summative achievement rather than an average of formative marks. The principle aim of conducting internal assessment is to evaluate student achievement against those outcomes that do not lend themselves to external written exams. These IA components are marked by the IB teacher before they are moderated by an external moderator. Examples of Internal Assessments are science courses practical work, language oral interviews, and historical investigation. IB final exams are the major component of external assessment utilized in the IB as a great deal of reliability is provided by standardized examination external marking. Other work such as the Extended Essay, English Written Assignment, ToK essays and Music Investigations are also externally assessed by IB examiners.

In addition to the IB internal and external assessments, IB at Holy Heart of Mary teachers utilize school-based student assessments that are essential for student success and contribute to the students' report card marks. These marks are based on unit and cumulative tests using past IB exam questions, practice exams, and in class and homework assignments modeled on IB assessments, etc. These school-based assignments may be evaluated on a 1-7 score based on IB grading criteria and mark bands. However, the report card grade each student earns in a particular IB course is not tied directly to the marks earned on the formal IB assessments, but is reflective of work completed in preparation for those summative assessments. The methods as outlined below support our school-based assessment practices.

The IB Diploma Program at Holy Heart of Mary High School subsumes these school-based interventions to nurture student responsibility regarding submission of major assignments and unit tests and to provide information to parents in order to help maximize student achievement.

- IB teachers will clearly outline all assigned work to students in class and due dates noted.
- Students will be notified at least five days prior to writing a unit test or having a major assignment due.
- All tests and major assignments will be posted on our online school website Assessment Board.
- Teacher name, test date/assignment due date and topic will be noted on the Assessment Board.
- Absenteeism shall not exempt students from missed assessments or tests. Upon return to school, arrangements shall be made to address the missed assessment. If a student misses a test, the IB teacher will add the value of the missed assessment onto another evaluation (midterm, final, etc.). The form and timing of the assessment will be determined by the teacher. In extreme circumstances, an alternate assessment or exemptions may be granted in consultation with parents, teachers, and administration. (Note: This applies to all forms of assessment except mid-year and junior year final exams.)
- Late submission of a major assessment the teacher shall implement the following interventions:
 - Conference with the student to determine the reason for not meeting the deadline and determine a new due date when the assignment or alternate assessment can be submitted;
 - If the second due date is not met by the student, the teacher shall make contact with the parents;
 - If after contact with the parents, the major assessment is not submitted, then the teacher will use professional judgment to determine the appropriate response. Assigning a zero for work not submitted may occur in the absence of other evidence of learning.

- Final assessments shall be graded as follows: any student passing a comprehensive final exam shall receive the mark achieved on the final exam if the mark is higher than the combined exam and term mark in that course.
- Final grades shall be determined by considering all evidence of learning, as averaging shall not be used as a sole indicator of a student’s level of attainment of the course outcomes. For example, outliers may be omitted if there is clear evidence of student growth relative to the course outcomes.
- Homework is a significant tool that contributes to the student’s successful mastery of topics taught in class, achievement of course outcomes and grades. It is highly recommended that IB students spend some time each night working on each of their IB subjects. A good rule of thumb is for IB Diploma students to expect up to 15 hours of homework per week. The amount of time will vary depending on course workloads at different times in the year and the nature of the homework tasks.

Reporting IB Grades

IB course evaluation and student achievement is communicated throughout the academic year via a variety of methods. In September, IB course curriculum outcomes and assessment practices are communicated through course descriptions provided to students. In September, a curriculum evening is held to inform parents about course outcomes and assessment practices. Parent-teacher interviews sessions are held once each semester. The presence of a parent at these sessions is strongly recommended as a private 10-minute meeting time is allotted to a parent to conference with individual IB teachers to discuss the student’s progress. As needed, teachers consult with parents on an individual basis via email, phone, or face-to-face meetings.

IB course grades, based on school-based assessments, are reported to students and their parents on an ongoing basis through the use of password protected online accounts on Pearson PowerSchool. Report cards are distributed to students and parents at least twice a semester and monthly progress reports from PowerSchool are printed for parents. These report cards provide IB students with a provincial grade and an IB grade of 1 to 7 for each IB course as well as a grade for any provincial courses the student is enrolled in.

Marks in IB courses are reported using the International Baccalaureate 1 - 7 marking scale as described below. The 1-7 marks are based on the IB standardized criteria on levels of achievement in each course.

IB Grading Scale		
Subjects are marked according to the following scale	The ToK course and extended essay are grades according to the following scale	NL Provincial Grade Adjustments for IB Courses*
7 - Excellent Performance	A - Excellent	7 – 97 - 100
6 - Very Good Performance	B - Good	6 – 93 - 96
5 - Good Performance	C - Satisfactory	5 – 85 - 92
4 - Satisfactory Performance	D - Mediocre	4 – 72 - 83
3 - Mediocre Performance	E - Elementary	3 – 61 - 71
2 - Poor Performance	N – No grade	2 – 50 - 60
1 - Very Poor Performance		1 – 0 - 49

*Grade equivalencies in all Canadian provinces were consulted, and these were determined based on the median. They follow those established by the *IB Schools of Ontario*.

The final IB scores, received during in July of senior year, are based on the IB internal and external assessments, not on school-based assessments. Students are notified of their final IB marks in early July through access to a secure IB website. Requests are made to the IB Coordinator in the early spring for official IB results to be sent directly from the IBO to a university in July.

Earning the IB Diploma

To achieve the IB Diploma Program students must take one course in each of five academic groups: Language A1, Second Language, Individuals and Societies, Experimental Sciences, and Mathematics. They must also take a sixth course, either an Arts course or additional course from one of the groups listed above and successfully complete the Theory of Knowledge (TOK), Extended Essay (EE) and Creativity, Action and Service (CAS) requirements.

Each one of the IB subjects is graded on a 1-7 scale. To determine diploma eligibility the marks in each of the six subjects are totalled. Combined performance in the Theory of Knowledge and the Extended Essay, which are marked on an A-E basis, contribute up to three (3) additional points to a student's total, according to the chart below.

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

Upon successful completion of the IB Diploma students can earn up to a maximum of 45 points. Each course completed in the six groups provides a maximum of seven (7) points plus an additional three (3) bonus points may be awarded for their combined performance on ToK and the extended essay. In order to receive an IB Diploma, a student must complete all assessment components for each of the six subjects and complete the TOK, EE and CAS requirements. A student must meet the following additional rules and requirements.

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

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

Graduation Requirements Completed

To satisfy provincial high school graduation requirements, throughout their high school years, IB students complete a combination of provincial courses and IB courses. (The NL Department of Education accepts all IB courses as equivalent to provincial credits.)

- Successful IB Diploma students will receive an IB Diploma and a NL High School Graduation Diploma
- Successful French Immersion IB Diploma students will receive an IB Diploma, a French Immersion Certificate, and a NL High School Graduation Diploma
- An IB Diploma student who fails to satisfy the requirements for the IB Diploma will be awarded certificates for individual subjects and, in combination with the successful completion of appropriate provincial requirements courses, a Newfoundland and Labrador High School Graduation Diploma.

Training of IB Teachers

All IB teachers attend specialized IB professional development conferences or online workshops which provide training in the teaching and assessing of IB courses. Teachers receive comprehensive training to guide their instruction and to deliver the IB subject. They receive copies of previous IB exams, mark schemes, annual IB subject reports, and make connections with other IB teachers. Resources in the community are accessed and utilized such as additional subject specific training sessions with our retired IB teachers, consultation of IB subject guidelines, and use the IB Online Curriculum Centre. Where feasible, two IB teachers have been trained to teach the individual subject and they teach their cohort in both the junior and senior year. These teachers of common IB subjects work together to implement, assess and instruct their subject areas.

Academic honesty is strictly enforced following the guidelines outlined in *Holy Heart of Mary's Academic Honesty Policy*.

Instances of Cheating can be described, but not limited to the following:

- Giving or receiving information, looking on someone else's paper, or allowing someone else to see one's paper during an exam, test or quiz;
- Unauthorized receipt or distribution of exam, test or quiz contents, materials, or answer key;
- Use of unauthorized resources such as notes during an exam;
- Producing a form of assessment such as a project, paper or assignment for another student or asking someone to take an exam or produce a project, paper or assignment in the student's place;
- Copying work which was assigned to be done independently or letting others copy one's work.

Instances of Plagiarism can be described, but not limited to the following:

- Any misrepresentation of another's work as one's own including copying of sentences, phrases, images, entire essays, passages from an undocumented source, musical scores, and other similar works.

Incidents of malpractice on any school-based or IB assessment will be addressed in the following ways:

- the IB teacher informs the IB Coordinator and the school administrator that a candidate has engaged in malpractice
- a meeting is conducted between the student, parent, IB teacher, IB Coordinator, and school administrator
- the school's administrator provides consequences that act in accordance with the NL English School District's policies
- the student is required to agree that all future assessments will be completed following all of the principles of academic honesty in order to remain in the IB Diploma or IB course
- a record of the incident is kept by the school administration

IB Policies – Inclusive Assessment & Language Policies

At Holy Heart of Mary High School all students are immersed in an inclusive environment in which a delivery model of services focusing on reasonable, non-intrusive accommodations is provided to students who have identified learning requirements. Upon admission to Holy Heart of Mary, parents contact a guidance counselor, a student support team is formed, and the processes outlined in our *Inclusive Assessment Policy* are enacted. Request for inclusive assessment arrangements for final IB exams must be submitted to IBO at the beginning of grade 12.

Resources

Newfoundland and Labrador English School District (August 2012), *Assessment and Evaluation Policy*

International Baccalaureate Organization (July 2011), *Academic Honesty Policy*, Cardiff: IBO.

International Baccalaureate Organization (July 2014), *Candidates with Assessment Access Requirements*, Cardiff: IBO.

International Baccalaureate Organization (September 2016), *General Regulations*, Geneva: IBO.

International Baccalaureate Organization (2010), *Guidelines for developing a school assessment policy in the Diploma Programme*, Cardiff: IBO.

Note:

Acknowledged as a working document, Holy Heart of Mary's IB Diploma Program *Assessment Policy* is implemented and reviewed annually by IB teachers, IB coordinator and school administrators.

The assessment policies for various schools available online and those posted on the OCC site were viewed and it was concluded that in many cases we concurred with their phrasing of some policy components.

Grade equivalencies follow the Table of Equivalent Grades as set by the International Baccalaureate Schools of Ontario (IBSO), created in conjunction with the Ontario University Admissions Centre (OUAC).

Holy Heart of Mary's IB Diploma Program *Assessment Policy* is available on the school's website