



**IB Assessment Policy**  
**Glenview Park Secondary School**  
**(revised March 2019)**



**1. Philosophy**

It is understood that the purpose of assessment and evaluation is to:

- Improve student learning
- Clarify success criteria in order for students to understand expectations
- Help students become independent learners,
- Inform instructional decision making

The assessment practices at Glenview Park Secondary School reflect the involvement of all stakeholders within our educational community. The Waterloo Region District School Board's *Assessment, Evaluation and Reporting Handbook* and the Ontario Ministry of Education policy document *Growing Success* reflect the IBO policies, many of which are similar, if not identical.

Assessments are fair, transparent and equitable for all students, and are carefully planned to relate to curriculum expectations and learning goals. Teachers consider, whenever possible, the interests, learning preferences, needs and experiences of all students, with assessments that are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning.

In addition, our evaluation philosophy for IB students is to reward students for their successes as they reach goals above and beyond the regular Ontario requirement. Students will not be penalized by lower marks because they have chosen IB. Although students in GPSS ISP are asked to do more complex work than the Ontario curriculum may require, their mark reflects the Academic standard of both the IB and Ontario curriculum.

It is our founding belief that the greatest reward for students who work hard at GPSS ISP and IB courses, along with the pride of accomplishment, is the resulting higher level of achievement at university.

**2. Formative and Summative Assessment**

Formative assessment involves the ongoing process of gathering and interpreting evidence to monitor progress in student learning. Teachers use the data to provide descriptive feedback that is clear, specific and meaningful in a timely manner, in order to support improved learning and to adjust instruction to enhance learning and achievement. An example of formative assessment might be a homework probe or an assignment. It may also be as simple as a teacher asking a student a question in class to assess understanding of a concept. Formative assessment also provide opportunities for students to assess their own work, and that of peers, to help students identify their strengths and weaknesses, and

develop strategies for improvement. Both formal and informal formative assessments identify the learning needs of students, shape learning, and prepare students for summative assessments.

Summative assessment involves the process of gathering and interpreting evidence to assess a student's understanding of the course material. Summative assessments measure achievement based on established criteria used to assign a value to represent the quality of student learning at the end of a period of learning. At Glenview Park Secondary School, students write end of semester examinations that, as much as possible, mimic the final IB examinations that students write in May. Throughout the semester summative assessments will use tasks that students will see on the May IB exams. Summative assessments play an important role in the final grade a student earns in a given course, and to determine the predicted grade (PG) that is provided to the IBO in April. Summative assessments are used to communicate information on student achievement to students, teachers, parents/guardians and others.

### **3. IB Assessments**

IB teachers use a variety of formative and summative assessments to support and encourage student learning. IB and Ontario-based assessment is criterion-referenced rather than norm-referenced. This means that student work is marked in relation to clearly defined levels of skill attainment rather than against the work of other students. The levels of skill attainment for each subject are derived from the aims and objectives of the course and established by the International Baccalaureate Organization (IBO) which are designed to be fair to students all over the world, and from the Ontario Ministry of Education which are designed to be fair to students in Ontario. The criteria for achievement are explained to students in each course and are the focus of class and homework activities.

#### **a. Internal Assessment**

IB Internal Assessments allow teachers to assess some of the students' work during the IB course. Examples include historical investigations, laboratory reports and math projects. Our teachers mark the internal assessments and this grade counts as a percentage of the student's overall final IB score. The marks for the internal assessment are submitted to the IBO along with a representative sample of the work marked by the G.P.S.S. teacher. This sample is then sent to an IB moderator who evaluates how the teacher has applied the IB grading rubric. IBO may then adjust the marks of the assignment up or down if the teacher's marking is deemed too strict or too lenient.

Internal assessments provide students with opportunities to show mastery of skills outside of other final culminating tasks. Students receive significant instruction and practice throughout their courses in order to effectively prepare for these challenging tasks.

In each IB subject, teachers are given a very specific list of criteria to assess and guidelines about how to mark each criterion. To determine a mark, the teacher chooses the level of achievement that best matches the work being marked. The criteria for achievement are clearly communicated to students well in advance of the internal assessments. IB assessments are graded on a scale of 1 (low) to 7 (high)

#### **b. External Assessment**

IB external assessments are assessments that are completed by students at G.P.S.S., overseen by our teachers, and marked by external IB examiners. Final examinations are the main means of external assessment, but work such as the Extended Essay, Written Assignment papers, and TOK essays are also externally assessed.

G.P.S.S. students write IB examinations in May. The dates for IB examinations are set by the IBO and given to students a year in advance of their exams. IB exams are conducted in strict accordance with IBO regulations. IB external assessments typically make up about 70% of the students' final course grade, but the exact number varies from course to course.

#### **4. School-Based Assessment**

IB teachers also use school-based student assessment in addition to IB internal and external assessments. These school-based assessments are essential for student success and contribute to our students' report card grades. Report card grades during the course are based on unit tests using past IB exam questions, practice exams and in-class assignments modelled on IB assessments as well as Ontario-based assessments. Teachers evaluate school-based assignments using Ontario and IB rubrics and determine the IB 1-7 scores based on mark bands available in the yearly subject reports provided by the IB. These school-based assessments do not contribute toward the final IB grade, which is awarded by the IBO in July. In the final semester of a course, school-based assessments and the subject-specific grade descriptors are used by the teacher to determine the student's predicted grade.

#### **Late and Missed Assignments**

The intended purpose of assigning marks is to report students' level of achievement on a specific assignment with the goal of improving and reporting on student learning. Teachers meet in June every year to collaborate on major Internal Assessment and External Assessment deadlines. This is to ensure that assessments are spread out throughout the semester. Adhering to these deadlines will help reduce student overload as well as ensure that assessments are submitted for feedback and review prior to the deadlines set by IBO.

- Students should be clearly informed about due dates and consequences of late or missed assignments as per IB policy.
- Strategies should be used that motivate and facilitate completion of work and demonstration of learning and allow for alternative opportunities to do so.
- It is the responsibility of the teacher to establish deadlines (preferable in collaboration with students) and clearly communicate those deadlines.
- Should a student miss a summative assessment, teachers may offer an alternative assessment at a time of their choice .

A number of strategies may be used to help prevent and/or address late or missing assignments including: assisting students with time management strategies in collaboration with other staff,

teacher-student conferences, counseling, referral to student success during class time, IB Coordinator intervention and parent involvement. Repeated absences on test dates will result in a referral to guidance, IB coordinator or administration. Assessments that are incomplete at the time of the upload to IBO will be entered as Incomplete which will result in a loss of IB credit.

## 5. Reporting IB Grades

Various methods are used to communicate student achievement throughout the academic year. A letter outlining assessment practices is sent home to parents with the course outlines. Parent-teacher interviews are held each semester providing parents and guardians a time to meet with teachers to discuss their child's progress in each course. As needed, teachers consult with parents and guardians on an individual basis.

Marks in IB courses are reported using the IB 1-7 scale as described below. The 1-7 levels are based on the IB standardised criteria on levels of achievement in each course. This level is reported to students and post-secondary institutions using the IB Schools of Ontario IBDP Report.

IB Level	OSSD Percent Range	+ or -	
7	97-100	100	7+
		99	7
		97	7-
6	93-96	96	6+
		94	6
		93	6-
5	84-92	92	5+
		88	5
		84	5-
4	72 to 83	83	4+
		78	4
		72	4-
3	61 to 71	71	3+
		66	3
		61	3-
2	50 to 60	60	2+
		56	2
		50	2-

1	Failing grade	45	1
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The Ontario Secondary School Report Card is used to report grades as percentages. All of our students receive these grades in November, February, April and June. In order to report achievement as a percentage grade, teachers use the Table of Equivalents instituted by the IB Schools of Ontario. Teachers determine the most consistent IB level performance, and assign a percentage accordingly.

Predicted Grades (PG's) are a record of student achievement. Teachers use practice exam marks and term work including Internal Assessment grades, to arrive at a PG. All assessment requirements, as outlined in IB Curriculum Documents for each subject area, will be adhered to. The PG's are assigned an equivalent interim percentage for the corresponding Ontario courses in accordance with the IBSO Table of Equivalents (see above). These interim percentages will be in effect until July 5. They will form the basis for the final report card.

May IB exam results are available on July 6. All final IB results will be reflected on a student's permanent Ontario transcript as of July 6. If the Ontario report card mark assigned to the final 4U or 4M course in the subject series does not match the final IB 1-7 grade, according to the IBSO Table of Equivalents, the 4U or 4M percentage will be adjusted up or down.

A mark adjusted down shall be assigned the percentage at the top of the new grade boundary. A mark adjusted up shall be assigned a percentage at the bottom of the new grade boundary. For example, if a student with French PG of 4 (72%-83%) were to achieve a 5, the FSF 4UW transcript mark would be changed to 84%. If the student were to achieve a 3, the mark would be changed to 71%.

## 6. Resources

The following assessment resources were consulted in the creation of this document:

- Waterloo Region District School Board (2013). *Assessment, Evaluation and Reporting Handbook*, Kitchener: WRDSB.
- Ontario Ministry of Education (2010). *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*, Toronto: MOE.
- International Baccalaureate Organization (2010). *Guidelines for developing a school assessment policy in the Diploma Programme*, Cardiff: IBO.
- IB Schools of Ontario (2012). *IBSO Coordinator and Counsellor Handbook: Reporting to Universities*, Toronto: IBSO
- International Baccalaureate Organization (2009). *General Regulations*, Cardiff: IBO
- International Baccalaureate Organization (2010). *Diploma Programme Assessment Principles and Practice*, Cardiff: IBO
- International Baccalaureate Organization (2015). *The Diploma Programme: From principles into Practice*, Cardiff: IBO