



# Assessment Policy IB Diploma Programme



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# **International Baccalaureate Diploma Assessment Policy**

Lo-Ellen Park Secondary School

## **Lo-Ellen Park Mission Statement**

Our mission is to provide, within a caring environment, a variety of educational opportunities to learners of all abilities so that they can develop to their full potential as healthy, socially responsible, active members of a changing global community.

## **Philosophy of Assessment**

At Lo-Ellen we believe that assessment is at the core of instruction. Regular, meaningful and timely feedback to students informs both teachers and learners in terms of growth and next steps. We strive to apply a variety of assessment strategies in order to reflect the diverse learning styles and needs of the students.

Students are taught the language of assessment; that is, they understand that formative assessment is a basis for reflection and improvement. Assessment for learning improves the results of the summative assessment.

The aim of the assessment policy is to guide the Lo-Ellen Park community through programming assessment expectations, IB requirements and the Ministry of Education requirements.

## **Assessment and IB Learner Profile**

- The IB Learner Profile is transparent in the classroom and evident in the language of the school.
- Informal observations are used by teachers to give learners feedback on their development of the learner profile attributes.
- Opportunities are made for peer and group involvement in the assessment of learner profile attributes.
- Learners reflect on their development of certain targeted aspects of the profile at the end selected learning experiences or learning periods.

## **Assessment Expectations for the Lo-Ellen Park Community**

Students should:

- have a clear understanding of the knowledge and skills that are being assessed/ the learning goals
- understand the criteria being used for assessment
- receive clear, meaningful and timely feedback on assessment
- have opportunities for self and peer assessment
- keep track of their progress as they work on a continuum of learning
- be given frequent progress reports that reflect their most consistent and most recent achievement
- keep track of assignments and test in their school agenda and practice good time management skills

Teachers should:

- use backwards design to plan meaningful assessments based on the overall expectations in the course
- make the learning goals and their relevance clear to the students
- use student performance to reflect and initiate next steps in instruction
- use a variety of assessments tools to reflect the different learning styles and needs of the students
- co-construct deadlines with students whenever possible
- communicate with parents on student achievement when necessary and via the progress report
- give monthly progress reports that reflect the students' most consistent and most recent achievement
- communicate regarding due dates so as not to overload students

The School should:

- keep records of achievement
- discuss and review assessment practices and policies on a regular basis through staff meetings, department meetings and focus groups
- share best practices with respect to assessment for, as and of learning
  - monitor the application of the Ontario Ministry of Education Assessment Policy Document

Parents should:

- be aware of Lo-Ellen Park's Assessment Policy
- support their children with respect to setting and respecting deadlines
- communicate with teachers about their student's progress
- encourage their children to use good time management skills

### **Assessment and Inclusion**

Accommodations: Students with special needs have an IEP which classroom teachers use to implement appropriate assessment tools, technology, additional time, and classroom environment considerations. The Special Education Resource Room is available for students when required; both exceptional and non-exceptional students are encouraged to use accommodations available to them. The Special Education Program Leader is responsible for completing IEP's, and teachers are responsible for reading, understanding and implementing them. Additionally, the Program Leader of Special Education in conjunction with the Diploma Coordinator are responsible for providing necessary documentation and submitting requirements to IB.

### **Assessment Practices and Strategies**

The school operates the following practices:

#### **Pre-assessment**

- All teachers assess learners' prior knowledge and experience in an appropriate way before beginning a new unit of work or learning experience.

## **Formative Assessment**

- On-going and regular assessment will take place during the teaching and learning process using a variety of methods to inform teachers and learners about the progress of learning.
- Formative assessment and learning are directly linked to provide feedback to teachers and learners that is responsive to learner needs and informs teaching practice.
- Formative assessment engages students actively in the process of learning. Students should learn to self-assess, peer-assess, and improve their performance with the aid of each teacher's timely, detailed and meaningful feedback.
- Formative assessment provides students with opportunities to learn new skills and to achieve better results while taking risks and not being afraid to make mistakes as they are not working towards the achievement of grades.
- Formative assessment can for instance be draft assignments, oral presentations, questioning, discussion, visual representations and quizzes.

## **Summative Assessment**

- Summative assessment takes place at the end of a teaching and learning process or experience and is planned for in advance.
- The assessment is designed so that learners can demonstrate their knowledge and understanding in authentic tasks and apply their skills in new ways. The tasks involved are usually modeled on those mandated by the IB and graded in accordance with IB criteria. These grades count towards semester grades.
- Summative assessments can take a variety of forms (including for example tests, examinations, lab reports, oral and visual presentations, essay projects, portfolios, performances, oral examinations...)

## **Peer Assessment**

- Peer assessment may happen as part of the teaching and learning process. Examples of peer assessment in the Diploma Program will be based on clear criteria given by the teacher and often mediated by the teacher. This will often take place in smaller groups, and the format can for instance be on oral feedback on written work, on in class presentations, drafts for written work ( processual writing strategies). This is very much in line with the learner profile attributes of open-mindedness, communication and critical thinking.

## **Assessment Strategies**

### **Observations**

All learners are observed regularly, with the teacher noting the performance of the individual, the group and the whole class. Observations include how groups work and the various roles of participants within the groups.

### **Task Specific Rubrics**

Assessment criteria and learning outcomes are established to the learners clearly in advance of an assessment.

## **Criterion Referencing**

All assessment criteria are referenced.

Assessment in the IB Diploma Programme is guided by the IB and the guidelines and practices are outlined in the IB document *Diploma Programme Assessment Principles and Practices* (IBO 2010/2004)

The IB describes assessment of the Diploma Programme as “high-stakes, criterion-related performance assessment.” It is based on the following aims:

- DP assessment should support the curricular and philosophical goals of the programme, through the encouragement of good classroom practice and appropriate student learning.
- The published results of DP assessments (that is, subject grades) must have a sufficiently high level of reliability, appropriate to a high-stakes university entrance qualification.
- DP assessment must reflect the international-mindedness of the programme wherever possible, must avoid cultural bias, and must make appropriate allowance for students working in their second language.
- DP assessment must pay appropriate attention to the higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding and application).
- Assessment for each subject must include a suitable range of tasks and instruments/components that ensure all objectives for the subject are assessed.
- The principal means of assessing student achievement and determining subject grades should be the professional judgment of experienced senior examiners, supported by statistical information.

Some key features of Diploma Programme assessment include the following:

- An emphasis on criterion-related (as opposed to norm-referenced) assessment. This method of assessment judges a student's work in relation to identified levels of attainment, rather than in relation to the work of other students.
- A distinction between formal IB assessment and the supporting formative processes that schools need to develop for themselves
- Valuing the most accurate demonstration of student performance, rather than just averaging attainment grades over a reporting period.
- Examining student understanding at the end of the course, based on the whole course and not just aspects of it. Students must be able to recall, adapt and apply knowledge and skills to new questions and contexts.

## **Assessment Criteria**

Subject teachers present the assessment criteria of their subject early in the programme, and these are furthermore easily available for parents and students in the subject briefs on the school homepage. Assessment tasks are marked according to these criteria so that students, teachers and parents are clear about the progress of the learner.

### **Grading and Reporting**

A grade, or summative evaluation, is based on the most consistent and recent demonstration of student work. It reflects achievement on the overall learning goals. The Ontario Ministry of Education's assessment publication Growing Success governs the assessment, evaluation and reporting in Ontario schools. The four categories on the achievement chart, Knowledge and Understanding, Thinking, Communication and Application, are assessed in every course. More information can be found at: <http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf>

In addition, students in the IB Programme are evaluated using the IB numbers scale. IBSO (IB Schools of Ontario) mandates that the conversions will be as follows:

<b>IB Grade</b>	<b>Ontario Equivalent %</b>
<b>7- Excellent Performance</b>	<b>97-100</b>
<b>6- Very Good Performance</b>	<b>93-96</b>
<b>5- Good Performance</b>	<b>84-92</b>
<b>4- Satisfactory Performance</b>	<b>72-83</b>
<b>3- Mediocre Performance</b>	<b>61-71</b>
<b>2- Poor Performance</b>	<b>50-60</b>
<b>1- Very Poor Performance</b>	<b>Below 50</b>

### **TOK and Extended Essay Grading**

The TOK course and the Extended Essay are graded according to the following scale;

A: Excellent

B: Good

C: Satisfactory

D: Mediocre

E: Elementary (failing grade)

N: No grade

The following matrix will be used for awarding points for TOK and the EE.

	<b>Theory of knowledge (TOK)</b>					
	<b>Grade Awarded</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E or N</b>
<b>Extended Essay</b>	<b>A</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>Failing condition</b>
	<b>B</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>Failing condition</b>

	<b>C</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>0</b>	
	<b>D</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	
	<b>E or N</b>	<b>Failing condition</b>				

### **Award of the IB Diploma**

The IB diploma is awarded based on performance across all parts of the Diploma Programme.

A total of six subjects must be studied, with a combination of standard and higher levels (SL and HL). Students must also complete the “core”, which is made up of creativity, activity, service (CAS), theory of knowledge (TOK) and extended essay (EE).

Each subject is graded 1—7, with 7 being the highest grade. These grades are also used as points (that is, 7 points for a grade 7, and so on) in determining if the diploma can be awarded.

TOK and the EE are graded A—E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total. CAS is not assessed but must be completed in order to pass the diploma.

The overall maximum points from subject grades and TOK/EE is therefore 45 ((6 x 7) + 3). The minimum threshold for award of the diploma is 24 points, below which the diploma is not awarded.

The additional requirements are the following.

- CAS requirements have been met.
- There is no “N” awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade I 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.

In addition, students who have completed these conditions through multiple languages may be eligible for a bilingual diploma (see section A7.6.2)

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.

### Summary

Students must study six subjects, plus TOK, EE and CAS. They must accumulate no fewer than 24 points from assessment in these subjects in addition to grade stipulations. They must meet all of the additional requirements listed above. They must do so within a maximum of three examination sessions. Candidates who successfully meet these conditions will be awarded the diploma.

Ontario Secondary School Report Cards reflect the equivalent percentage of the IB grade given. Interim and Predicted IB grades are sent to OUAC (Ontario Universities Application Center) along with the provincial report cards in February and April. Final IB marks are received, reported and sent to OUAC in July.

The final IB scores, received during 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.

### **IB Assessment**

All courses require an internal assessment designed by the subject teacher. Internal assessments vary according to subject. Sample sets of internal assessments are sent away for external moderation. External assessments include the Theory of Knowledge essay, the Extended Essay and all examinations. All grades are reported to the Coordinator who organizes and carries out IBIS up loading and reporting.

### **Assessment by course**

#### **Language A: Literature**

<b>Type of Assessment</b>	<b>External/Internal</b>	<b>Format</b>
Individual Oral	Internal	Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied.
HL Essay	External	Written coursework component; 1,200-1,500 word essay on one work studied.
Paper 1: Guided literary analysis	External	Exam - Guided analysis of unseen literary passage/passages from different text types.
Paper 2 : Comparative essay	External	Exam - Comparative essay based on two literary works written in response to a choice of one out of four questions.



**Language B: French**

Type of Assessment	External/Internal	Format
Individual Oral Assessment	Internal	A visual image that is clearly relevant to one (or more) of the themes of the course.
Paper 1	External	One writing task from a choice of three
Paper 2	External	Listening portion; Reading portion

**History**

Type of Assessment	External/Internal	Format
Historical Investigation	Internal	Historical Investigation: Written assignment of 2,200 words
Paper 1	External	Source based exam (1 hour)
Paper 2	External	2 Essays (1 hour 45 minutes)

**Mathematics: Analysis & Approach**

Type of Assessment	External/Internal	Format
The Exploration	Internal	A piece of written work that involves investigating an area of mathematics.
Paper 1	External	No calculator allowed - Section A involves short response questions; Section B involves extended-response questions.
Paper 2	External	Graphical Display Calculator (GDC) allowed - Section A involves short response questions; Section B involves extended-response questions.

**Science (Biology/Chemistry)**

Type of Assessment	External/Internal	Format
Individual Investigation	Internal	Scientific investigation taking about 10 hours and a write-up of approx 6-12 pages.
Paper 1	External	Multiple-choice
Paper 2	External	Data analysis, short answer and open response

Paper 3	External	Short answer and extended response
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### **Visual Art**

<b>Type of Assessment</b>	<b>External/Internal</b>	<b>Format</b>
Exhibition	Internal	Consists of curatorial rationale, two exhibition photographs, artworks (HL: 8-11 & SL: 4-7)
Process Portfolio	External	A documentation of the candidate's creative processes and a digital compilation of evidence of the candidate's art-making practices
Comparative Study	External	Comparison of three major works.

### **Ontario Ministry of Education Examinations and Reporting**

In each semester, students receive monthly progress reports, mid-term report cards, write final exams, and then receive final report cards. Many varied and differentiated assessments inform the final mark. According to Ontario standards, the following breakdown applies to most courses:

- 70%- Term Work
- 30%- Exam and/or Culminating Activity

Parents are invited to attend parent-teacher interviews at the beginning of each semester and the school welcomes parent meetings outside of these set dates so that open communication between all stakeholders is possible whenever needed.

Examinations are held in January and June. Final grades and comments are reported on the report card. IB Exams are held in May and final IB results are released in July.

### **Additional IB Assessment Practices**

IB teachers are committed to ensuring that their course outlines convey clearly their assessment policies for their courses and to ensuring that such policies are in line with IB policy. These outlines shall be available to all interested parties.

Lo-Ellen Park Secondary IB teachers recognize that their assessment must balance formative and summative assessment (assessment as, for, and of learning) in addition to higher-order and fundamental cognitive skills. In addition, assessment should include connections to TOK and international topics.

## **Planning for IB 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 and manage their workload.
- Where it is necessary to send teachers for IB training, this is determined by the IB Coordinator in conjunction with the leadership team at the start of the school year once all staffing has been finalized.

## **IB 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 what they need to do to improve.
- IB teachers record and report assessment using a secure online grade book, *Aspen*.
- IB teachers allow students opportunities to reflect on and use teacher and peer feedback to make changes to their work
- IB teachers allow students opportunities to re-assess for a grade (format can be changed at teacher discretion)
- IB teachers are required to provide mock exams, review moderators comments and the accuracy of their reported past PG's, in order to ensure the most accurate final IB mark for students.

## **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 through training and dialogue with colleagues
- IB teachers are encouraged to grade sample assessments released by IB and compare their own grading with that of the samples until they have an operational understanding of how the rubric should be used to assess learning.
- IB teachers with common courses are expected to collaborate on curriculum design by planning lessons and creating assessments as well as collaborate on grading and comparing marks with one another and discussing any discrepancies in the scores. This process is designed to promote inter-rater reliability and improve the objectivity of internal assessment scoring. For our courses with only one teacher, the DP coordinator will provide teachers the opportunity to network with past IB teachers in their subject and subject teachers at other schools.
- At Lo-Ellen Park IB teachers and the IB coordinator schedule regular meetings to discuss grading, written and oral assessments, IB assessment timelines, the Extended Essay and discuss student progress/challenges and mental health.

### **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 offered by the IBO and use the IB Online Curriculum Centre.

### **Extended Essay Teacher Responsibilities**

It is recognized that teachers will be called upon to act as mentors for students writing Extended Essays in their subject areas and that teachers must be aware of the IB policies regarding limits to teacher assistance on the extended essay. To this end, the teachers shall work with the EE Coordinator to ensure diploma student success in this central task.

### **IA Teacher Responsibilities**

Teachers understand the Internal Assessment (IA) and External Assessment (EA) components of their courses and shall meet with the DP coordinator to establish an IA timetable to maximize student achievement and minimize student stress. Of central importance is the full description of the conditions under which the IA is carried out by the students, in order to preserve common standards regarding collaboration between students, teacher assistance, etc. All IA work shall be carefully structured to meet IB policy (including reasonable limits on words, etc.) and to provide students with opportunities to show mastery of skills outside the purview of the examinations without duplicating work already covered by the student as part of their extended essay. Teachers recognize that IA assessment which takes place over an extended time should reflect the student's summative achievement rather than an average of his/her formative marks. Teachers shall work to ensure that work selected for moderation is submitted punctually, understanding that such moderation may lead to adjustment of student marks.

## **Homework**

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.

## **Resources**

*Growing Success: Assessment, Evaluation and Reporting in Ontario's Schools : Covering Grades 1 to 12.* Toronto: Ministry of Education, 2010. Print.

International Baccalaureate Organization (2017), *Candidates with Assessment Access Requirements*, Cardiff: IBO.

International Baccalaureate Organization (2015), *Diploma Programme: From principles into practice*, Cardiff: IBO.

International Baccalaureate Organization (2010), *Diploma Programme Assessment Principles and Practice*, Cardiff: IBO.

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