

Assessment Policy



Division Mission:

Our commitment to high-quality public education serves the community and empowers each student to live a life of dignity, fulfilment, empathy and possibility.

IB Mission:

*The International Baccalaureate aims to **develop inquiring, knowledgeable and caring young people** who help to create a better and more peaceful world through **intercultural understanding and respect**.*

*To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and **rigorous** assessment.*

*These programmes **encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.***

1. Purpose:

- To ensure that our school philosophy aligns with the IB philosophy regarding learning and assessment.
- To clearly define our criteria for assessment, as well as the responsibilities of staff, students and parents/guardians, to create a culture of continuous learning and growth.

2. Philosophy:

Teaching, learning and assessment are interdependent. Effective assessment is necessary to monitor student progress, provide feedback for improvement, and determine overall achievement in a discipline. Criteria for achievement and methods of assessment must be clearly communicated to all stakeholders, in addition to frequent and timely feedback that must be provided to students to inform their learning.

Effective assessment should

- address different learning styles and be differentiated to account for student needs
- include a variety of assessment types (including written, oral, or performative tasks)
- use predetermined criteria based on clear learning outcomes (this criteria should be clearly communicated to students)
- include both formative and summative assessments
- be ongoing and reflective such that students are able to evaluate their own progress and are provided with opportunities to improve
- monitor student progress and determine what, if any, adjustments to instruction are needed to improve student achievement

3. Roles and Responsibilities

A) Head of School will

- ensure that the school's philosophy concerning learning and assessment is clear and aligned with the IB philosophy
- ensure that relevant support materials, resources and processes are implemented for fair and valid assessment
- identify all necessary local and IB requirements, and outline how the school is adhering to these requirements

B) IB Diploma Coordinator will

- ensure the consistent implementation of the assessment policy
- provide for the evaluation and review of the assessment policy on a regular basis
- train new teachers on the assessment policy requirements
- communicate the assessment policy to teachers, parents, and staff

C) Teachers will

- provide multiple opportunities and different ways for students to demonstrate their learning
- maintain accurate and up-to-date records of student progress
- utilize ongoing formative assessment to provide immediate feedback for students to improve
- ensure that all assessments are based on predetermined criteria that accurately reflect the Learner Outcomes from both the Alberta Programs of Study and the IB subject guide
- provide students with the opportunity to participate in both peer and self-assessment
- provide students the opportunity to complete missed assessments and incomplete assignments
- clearly communicate the assessment expectations, standards and practices throughout the instructional process
- communicate with parents/guardians and students regularly about student progress and achievement
- collaborate to ensure consistency in assessment standards and practices between classes
- meet regularly for professional development and to share ideas on how to improve their instructional practices
- set appropriate internal assessment timelines to allow students to manage their workload

D) Students will

- complete all assignments and assessments in accordance with the school Academic Integrity policy
- utilize opportunities for peer and self-assessment to reflect on their own learning
- use feedback from formative assessments to improve and grow as an independent learner

- become familiar with the assessment expectations, standards and practices
- ask for clarification when assessment expectations are unclear
- make every effort to meet deadlines set for the submission of work for assignments and internal assessments

4. Policy Overview

Our IB programme follows the Harry Ainlay School General Assessment Policy as outlined in our school handbook.

This IB Assessment policy will be adhered to by all IB students and staff.

Assessment is criterion-referenced, which means that student performance is measured against predetermined assessment criteria based on the aims and objectives of each subject curriculum (from the Alberta Programs of Study and IB subject guides), rather than being compared to the performance of other students. Teachers will collaborate to design and implement assessment standards and practices that align closely with both the Alberta Programs of Study and IB objectives.

5. Assessment Standards:

Assessment criteria will reflect the learner outcomes from the Alberta Programs of Study, as well as the aims and objectives from the IB subject guide.

A) Alberta Assessment Standards

- For in-class assessments, teachers will collaborate to implement common assessment tasks that are closely aligned with learning objectives.
- Exams will be blueprinted to assure balance in both difficulty and emphasis on various topics being assessed.
- All assessment evidence (observations, conversations, and student products) will be graded based on criterion-referenced performance standards.
- School standards for Academic for Academic Performance are described below:

Division Standards of General Academic Performance

Exemplary – A (80 - 100%)	Proficient – B (65 - 79%)	Adequate – C (50 - 64%)	Limited – D (0 – 49%)
<i>(Adapted from Alberta programs of study)</i>			
<ul style="list-style-type: none"> ● Learning goals are met in an astute and comprehensive way. ● Assignments are well crafted, organized in a purposeful fashion and demonstrate attention to precise details. ● Demonstrates an in-depth understanding and degree of skill on summative assessments. ● Has assembled an in-depth understanding of the concepts, generalizations and skills fundamental to the program. 	<ul style="list-style-type: none"> ● Learning goals are met in a practical and thorough way. ● Assignments are complete, organized in a competent fashion and demonstrate attention to relevant details. ● Demonstrates a substantial understanding and degree of skill on summative assessments. ● Has assembled a thorough understanding of the concepts, generalizations and skills fundamental to the program. 	<ul style="list-style-type: none"> ● Learning goals are met in an appropriate and reasonable way. ● Assignments are generally complete, organized in an acceptable fashion and demonstrate attention to predictable details. ● Demonstrates a satisfactory understanding and degree of skill on summative assessments. ● Has assembled a basic understanding of the concepts, generalizations and skills fundamental to the program. 	<ul style="list-style-type: none"> ● Student has demonstrated insufficient performance in relation to learner outcomes.

B) IB Assessment Standards

- Teachers will collaborate on an annual basis for standard-setting to ensure consistency and fairness prior to marking internal assessments.
- Assessments will reflect the aims and objectives from subject guides, including the use of IB command terms in assessment tasks.

C) Grades

- Assessment outcomes from the Alberta Programs of Study will be reported as a grade from Alberta Education. ***These grades will not include marks assessed based on criteria and standards from the IB subject guides.***
- The weighting of coursework and assessments used to determine the final Alberta grade in each course will be communicated to students in the course outline.

IB Grades

- The marks awarded for each course range from 1 (lowest) to 7 (highest).
- Students can also be awarded up to three additional points for their combined results on the Theory of Knowledge course and the extended essay.
- The IB Diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole program and to satisfactory participation in the creativity, action, service requirement.
- The highest total that an IB Diploma Program student can be awarded is 45 points.

IB Predicted Grades For Courses:

- The predicted grade is the IB teacher's prediction of the grade that the IB candidate is expected to achieve in the subject, based on all of the evidence of the candidate's work to date and the teacher's knowledge of IB standards. School-based assessment does not contribute to the final IB grade, which is awarded by the IBO in July.
- Teachers will use their professional judgment to consider a student's full body of work in a course when deciding on the Predicted Grade. This can include (but is not limited to) the Internal Assessment, formative assessments, summative assessments, and performance tasks.
- Final decisions about IB Predicted Grades are at the sole discretion of the IB Teacher in consultation with the IB Coordinator. Students will NOT be allowed to lobby for IA or PG mark changes but under FOIP all students can ask for direct access to their IB, IA or PG grades as soon as they are

generated. There is NO APPEAL process, nor will one be entertained, for PG or IA grades as submitted.

- **The IB scale and, therefore, the only permitted predictions for subjects, are as follows:**

Grade

- 7 Excellent performance
- 6 Very good performance
- 5 Good performance
- 4 Satisfactory performance
- 3 Mediocre performance
- 2 Poor performance
- 1 Very poor performance

The IB scale for theory of knowledge and the extended essay are as follows

- marks will be reported as such to IB but will be converted to a percentage score for submission to the Alberta Transcript as per our Locally Developed Course outlines

Theory of Knowledge Grades:

- A Excellent performance
- B Good performance
- C Satisfactory performance
- D Mediocre performance
- E Elementary performance

Extended essay grade boundaries

Extended essay grade boundaries are the same for all extended essay subjects. In order to compile this mark teachers complete the Ainlay IB marking rubric

The bands are:

- A: 30 – 36
- B: 25 - 29
- C: 17 - 24
- D: 9 - 16
- E: 0 - 8

6. Assessment Practice

A) Formative Assessments

- Formative assessments will provide students an opportunity to check their understanding.
- These assessments will be ongoing and provide immediate and specific feedback for students to improve their learning.
- Formative assessment tasks will include a variety of written, oral, or performance tasks for students to build upon their existing knowledge.
- Students will be provided with the opportunity for peer assessment and self-assessment as a way to reflect upon their own learning.
- Marks for formative assessment will **not** be included as part of the student's overall grade.

B) Summative Assessments

- Teachers will use their professional judgment in evaluating student work, conversations, and assessments to provide the most accurate grade that reflects overall student achievement.
- A variety of summative assessment tasks will be used for students to demonstrate what they have learned based on the aims and objectives of the entire course.
- The criteria for grading will be based on the outcomes of the course (from the Alberta Programs of Study and IB subject guides).
- Grading standards and criteria will be pre-determined and clearly communicated to students prior to assessment.
- Some opportunities will be provided for students to replace a previous assessment with new evidence (based on the professional judgment of the teacher).
- A shared calendar of IB assessments will allow students and teachers to create reasonable timelines in order to minimize stress and maximize student achievement.

C) Homework

Homework is meant to:

- help support student learning;
- reinforce what students have learned in school; and
- provide an an opportunity for independent practice

- Homework may be also used for formative or summative assessments
- Teachers will clearly communicate to students the criteria upon which homework will be assessed when it is assigned

D) Missing or Incomplete Student Work

- In order for teachers to gain an accurate overview of student achievement, students are required to submit a complete body of work during the entirety of the course.
- A large quantity of missing or incomplete work from a student means that teachers do not have enough evidence upon which to make a valid assessment.
- Principals must make sure that teachers communicate with parents/guardians promptly and regularly about missing or incomplete student work. This is outlined in Administrative Regulation [GKB.AR – Standards for Evaluation](#), section 4.
- When a student has missing or incomplete work, teachers may take any of the following steps:
 - provide an alternate assessment
 - hold individual student meetings to discuss the completion of the work
 - communicate with parents/guardians by phone, email, or conference
 - provide missed assessment opportunities (after school - teacher supervised)
 - set up round table meetings with teachers, student and parent/guardians
 - involve administration as necessary
- In the rare event that students have not completed enough work for teachers to use for assessment, students will be withdrawn from a course or assigned IEA (insufficient evidence to assess) and will not be assigned a final grade.

E) Internal Assessments

- **IB Internal assessments (IA's)** are pre-determined tasks created to assess student performance on the aims and objectives laid out in the IB subject guides.
- Examples of IA's include English Orals, International Language Orals, Global Politics Engagement Activity and HL Extension, Independent Investigations in Science, Math Exploration, Theatre Collaborative Projects, Dance Performances, Visual Art Exhibitions, etc
- IAs will be graded based on the rubric outlined in the relevant IB subject guide for each respective subject.
- Marks from IAs will contribute to the determination of the predicted final IB grades in grade 12 (from 1- 7 on an IB scale).
- In some cases, marks from IAs will also comprise a part of the student's summative assessment for a course.
- Students will receive scaffolded instruction to help them develop and practice essential skills before they submit their final IA.
- All IB internal assessment marking will be moderated both internally (if more than one teacher is involved in the instruction of the two year course), and externally by the IBO.
- A moderation factor may be applied to all candidates for a given subject if the IB moderator finds a consistent discrepancy in how the IB rubric has been applied.
- Overall IB awarded grades will be scaled to reflect the moderation factor and ensure that all students are assessed to the same IB standards globally.
- All IB students will be expected to complete their IAs in accordance with the Academic Integrity Policy.

F) External Assessments

- **IB External Assessments (EA's)** will be completed by Harry Ainlay School students while being advised and/or supervised by our IB teachers or invigilators in accordance with the guidelines set out in the IB Subject Guides and the Conduct of Examination Booklet.
- EA's are submitted to the IBO for external marking by international IB examiners.
- Examples of EA's include Extended Essay, TOK Essay, English HL Essay, Theatre Arts submissions, and Visual Arts Projects, etc.
- ALL May Paper 1, 2 and / or 3 Final Examinations are also assessed externally.

- The dates and general times (am or pm) for May IB final examinations are set by the IBO. Students will have access to these dates prior to IB registration in October of their grade 12 year. The exact start and end times for the examinations will be posted and delivered to students at least two weeks prior to the examination period.
- If a subject includes IB examinations, they will make up between 60-75% of the final IB subject grade awarded to a student on their IB transcript (there are no examinations in the IB arts).
- EA marks are not blended or averaged with Alberta Education marks.

G) Grades/Marks Appeal Process

- To appeal an assignment or assessment mark your child has been given, contact the classroom teacher. If you cannot resolve the appeal with the teacher, the principal will make a decision and explain it to you. The principal's decision is final. A principal's authority to do this is set out in the *Education Act*.
- In early July, there will be a day to contact the school to appeal final marks for Alberta grades. When this date is set, we will communicate it to you.
- To appeal IB final grades, contact the IB coordinator for advice and instructions. The deadline for IB enquiry upon results is in mid-September.

7. Reporting

- Interim Reports are an important tool for communicating student achievement. They offer students and their parents/guardians a detailed mark breakdown and information about missing or incomplete assignments. Marks for every course will be uploaded once a month for semestered courses and once every second month for full year courses.
- Progress reports will be released in accordance with the timelines and format detailed in the district [Implementation Guide for Communicating Student Achievement and Growth - 2021-2022](#).
- Students will be assessed on both IB and Alberta Provincial curriculum within our classes. As a member school of the Edmonton Public School Board we are required to only report grades that reflect Alberta Standards on our school generated transcripts.
- IB predicted grades and internal assessment grades are determined for our students to satisfy the IB requirements and for

- students to use when applying for admission to post-secondary institutions that accept IB predicted grades for admission.
- Students at Harry Ainlay School will earn two transcripts; one transcript from Alberta Education and a separate transcript from the International Baccalaureate Organization (IBO) in July of their grade 12 year. Most universities will consider the higher of the two grades for admission purposes.

8. Policy Review

- All new IB staff will be trained in its intricacies and will be trained in IB protocols either directly through an IB workshop or via teacher mentorship by an experienced IB trained teacher.
- This policy was adapted from LOHS policy and reviewed by a committee of IB teachers at Harry Ainlay School. It is reviewed by IB teachers and school administration as needed, or at least once every five years. Amendments are made as needed.

Resources:

- Edmonton Public Schools (2021). *School Assessment Plan: Harry Ainlay School*.
- Edmonton Public Schools (2021). *Student Rights and Responsibilities: Harry Ainlay School*.
- International Baccalaureate Organisation (2010). *Guidelines for developing a school assessment policy in the Diploma Programme*
- International Baccalaureate Organisation (2015). *DP From Principles to Practice*.
- International Baccalaureate Organisation (2017). *Diploma Programme assessment appeals procedure*
- International Baccalaureate Organisation (2020). *IB Programme Standards and Practices*.
- International Baccalaureate Organisation (2021). *Assessment principles and practices—Quality assessments in a digital age*

International Baccalaureate Organisation (2021). *Conduct of examinations booklet*.