



Cameron Heights Collegiate

IB Assessment, Evaluation and Reporting Policy

(revised January 2020)

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.

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 requirements. Students will not be penalized by lower marks because they have chosen IB. Although students in CHCI Pre IB 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 CHCI Pre IB and IB courses, along with the pride of accomplishment, is the resulting higher level of achievement at university.

The Seven Fundamental Principles

(from *Growing Success*, 2010)

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- 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;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

These seven fundamental principles can be linked directly to our *Admissions Policy*, our *Language Policy* and our *Special Education Policy*. Students applying for Admission to CHCI IB will be assessed using a variety of methods: percentage marks, learning skills, the IB Learner Profile, and a teacher recommendation, so that admissions are fair, equitable and transparent. We will support all applicants and IB students, including those with special education needs and those who are English language learners. Our Special Education Policy and our Language Policy outline the supports in place for all students.

Content Standards – Curriculum Expectations

The content standards are the curriculum expectations identified for every subject area. They describe the knowledge and skills students are expected to develop and demonstrate. The expectations represent the mandated curriculum – the content standards. The teacher will develop course plans that reflect both IBO curriculum expectations in addition to Ministry of Education of Ontario requirements in order for students to graduate with both an OSSD and IBO Diploma.

Overall Expectations – describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each course. Evaluation focuses on students' achievement of the overall expectations.

Specific Expectations – describe the expected knowledge and skills in greater detail. Specific expectations must be accounted for in instruction and assessment.

Success Criteria are standards or specific descriptions of successful attainment of learning goals developed by teachers on the basis of criteria in the achievement chart. To identify success criteria teachers will:

- identify the criteria used to assess learning and what evidence of learning will demonstrate the knowledge and skills,
- use clear language and involve students in identifying, clarifying and applying those criteria to their learning by examining samples,
- use the success criteria to develop an assessment tool such as a checklist, a rubric or self-assessment.

Teachers are expected to use established criteria that are based on course aims and objectives as the basis for criterion referenced assessment and evaluation of student work in order to be fair, reliable, and transparent.

When more than one teacher is involved in teaching a subject area, teachers will collaborate to develop assessment and evaluation plans together. This will be achieved

by having assessment practice discussions at IB Council meetings, at subject Department meetings and through the collaborative review of Course Outlines which are submitted annually to the Head of School. This collaboration will ensure standardization of assessment of students' work. Collaborative marking sessions are encouraged between subject teachers to continually improve the standardization of assessment. Students' work will be assessed based on identified levels of achievement, not in relation to the work of each other.

Grading

The use of assessment for the purpose of improving learning and helping students become independent learners requires a culture in which student and teacher learn together in a collaborative relationship. Each will be playing an active role in setting learning goals, developing success criteria, giving and receiving feedback, monitoring progress, and adjusting learning strategies. During this process the teacher will provide support while gradually releasing more and more responsibility to the student.

Teachers will develop assessment plans that include diagnostic and formative assessment to inform instructional decisions that affect teaching and learning during the course. Summative assessment is used to record and report what has been learned. Assessment plans will include assessment and evaluation with variety of purpose, tools and strategies to enhance student learning.

Internal assessments will be developed, according to the timeline required for each subject area and communicated to the IB Coordinator for inclusion in the IB Calendar of Internal School Deadlines. Consideration shall be given to the workload and demands on students through the development of the IB Calendar of Internal School Deadlines. The IB Coordinator will recommend amendments as needed to allow students to perform to the best of their abilities. The Internal Deadlines Calendar will be shared with all members of the Cameron Heights Community and reviewed each year in September.

Summary Table of Assessment FOR and AS Learning (*Growing Success, 2010*)

Purpose of Assessment	Nature of Assessment	Use of Information
<p>FOR learning</p> <p><i>Gathering and interpreting evidence of where learners are in their learning.</i></p>	<p>Diagnostic:</p> <p>occurs before instruction so teachers can determine readiness to learn new knowledge and skills, in addition to gathering information regarding interests and learning preferences</p>	<p>The information gathered:</p> <p>is used by teachers and students to determine what is already known, so teachers can plan instruction and assessment as well as work with students to set appropriate learning goals.</p>
	<p>Formative:</p> <p>occurs frequently during instruction while students are still gaining knowledge and practicing skills</p>	<p>The information gathered:</p> <p>is used by teachers to monitor students' progress towards achieving the expectations so they can provide specific descriptive feedback, scaffold next steps and differentiate instruction and assessment.</p>
<p>AS learning</p> <p><i>Focuses on the explicit fostering of students' capacity over time to be their own best assessors.</i></p>	<p>Formative:</p> <p>occurs frequently during instruction with support, modeling and guidance from the teacher.</p>	<p>The information gathered:</p> <p>is used by students to provide peer feedback, monitor their own progress toward achieving their learning aims, (self-assessment), make adjustments, reflect on their learning and set goals.</p>

Evaluation is judging the quality of student learning and understanding on the basis of performance standards established by the IBO, and assigning a value to represent that quality.

Most formal evaluation of student work is external and includes examinations, performances and demonstrations as required by the IBO in each subject area which is sent to an external examiner. Each subject area has the additional responsibility for developing internal assessments which requires the teacher to grade student work before being sent for external moderation. Each subject teacher will communicate the details of the assessment plan for the students in writing as part of the Course Information provided in each class at the start of the course. Parents are advised of the assessment models for each subject area at parent meetings, through course outlines distributed to students at the beginning of each school year, and on our website.

Purpose of Assessment	Nature of Assessment	Use of Information
<p>OF learning</p> <p><i>The assessment that becomes public and results in grades about how well students are learning.</i></p>	<p>Summative:</p> <p>occurs at or near the end of a period of learning based on the whole course.</p> <p>Internal assessments in specific subject areas. External examinations sent to IBO.</p>	<p>The information gathered:</p> <p>is used by the teacher to summarize learning at a given point in time.</p> <p>is used to record and report what has been learned</p> <p>is used to communicate to parents, students, teachers and others.</p>

Evidence for evaluation is collected over time from three different sources—observations, conversations and student products (performance tasks, demonstrations, projects, essays, tests and exams).

For group projects, each student's work within the group must be evaluated independently and assigned an individual mark (see Academic Honesty Policy).

Evidence does NOT include:

- ongoing homework
- peer or self-assessments

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. The intention of deductions is to encourage students to produce quality work within agreed timelines. Deductions are not intended to discourage students from completing work due to severe late penalties.

- 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 (preferably in collaboration with students) and clearly communicate those deadlines.
- Teachers must ensure that mark deductions do not result in a misrepresentation of students' actual achievement in the OSSD curriculum.

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, IB Coordinator intervention, and parent involvement.

Recording and Reporting

Teachers will record the results of assessment tasks throughout each course and offer students multiple opportunities to demonstrate their understanding of Ontario and IB standards and expectations. Using this evidence, teachers will report to Administration, Parents and Students.

Date Report Issued	Type of Report	Comments
October	Interim Report-Semester 1	Anecdotal report to provide an early indication of progress
November	Provincial Mid-Term Report Card	Grades provided based on the IBO 7 point scale
February	Final Provincial Report Card-Semester 1	Students also receive a summary of graduation requirements and progress
March	Interim Report-Semester 2	Anecdotal report to provide an early indication of progress
April	Provincial Mid-Term Report Card	Grades provided based on the IBO 7 point scale
July	Final Provincial Report Card	Marks reflect achievement based on IBO assessment practices for each subject area and include external examination data

In addition to the reporting schedule above, communication with parents and students about student achievement should be continuous throughout the program. This is achieved through Parent Nights (twice each year), phone calls, interviews and conferences. In addition, students will receive continuous feedback on their assignments through the Google Classroom and Google Apps for Education. Communication is designed to encourage students to become independent learners who are responsible and motivated for their own learning.

Homework

Homework assignments should be meaningful and support the demonstration of curriculum expectations. Typically, homework is formative work and should not be evaluated, but reported in the Learning Skills and Work Habits of the Ontario Provincial Report Card.

Consideration to workload shall be given when assigning homework and home assignments. Students are expected to do their primary demonstrations of learning in class under the observation of the teacher.

IB Mathematics (SL)

IB Mathematics (Analysis and Approaches SL) consists of TWO Ontario credits in grade 12 (Year 2 of IB)—MHF4U and MCV4U—and runs all year long. Students may not remove one of these courses and stay in the other. Our expectation is that, if students are writing the IB Mathematics Analysis and Approaches examination in May, they must complete both courses. There will be no “auditing” of IB classes by students.

Students who would like to complete IB Mathematics Applications and Interpretations SL will finish ONE Ontario credit (MDM4U) in first semester, and may have the opportunity to study an Ontario math course in semester two, subject to seat availability.

IB Diploma and the Ontario Diploma (OSSD)

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 DIBSO Table of Equivalence. (See below.) 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 DIBSO Table of Equivalence, 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 in the new grade

boundary. For example, if a student with French PG of 4 (72%-83%) were to achieve a 5, the FSF4UW transcript mark would be changed to 84%. If the student were to achieve a 3, the mark would be changed to 71%. Previous marks assigned in FSF3UW would not be affected.

If an adjustment is necessary in July, it will apply only to the official Ontario Student Transcript. All awards and recognition granted at CHCI's graduation ceremony will be based solely on the final official marks.

The July 6 percentage marks will be forwarded to the Ontario University Application Centre before its final deadline.

The IB will send transcripts of final grades to universities of the student's choosing, if a request is submitted to the coordinator in writing before May 31.

Table of Equivalence (Grads May 2015 and after)

Ontario universities have determined that the following Ontario percentage ranges provide a reasonable reflection of the IB Point scale. Teachers determine the most consistent IB level performance, and assign a percentage accordingly. The IBSO Transcript will be used to report early predicted grades to Universities.

IB SEVEN POINT SCALE	OSSD PERCENTAGE RANGES	Grade Range for Report Card %
7	97 to 100	97,98,99
6	93 to 96	93,94,96
5	84 to 92	84,86,89,92
4	72 to 83	73,76,80,83
3	61 to 71	63,66,69,71
2	50 to 60	53,56,59
1	Below 50	45

Teachers New to IB will be sent to an IB approved workshop as soon as possible, and IB Department Heads will be responsible for reviewing the CHCI IB assessment and evaluation policy with new staff. Teachers of Grades 9 and 10 CHCI Pre IB classes will be invited to a lunch and learn each September to review and practice the policy, and ask questions as needed.

Review of this Assessment Policy will be conducted annually by the IB Council of Teachers under the leadership of the IB Coordinator and the Head of School.

Resources

[Approaches to teaching and learning website](#), IBO, 2015.

[Assessment principles and practices—Quality assessments in a digital age](#), IBO, 2019

[Diploma Programme Assessment Procedures](#), 2020.

[Diploma Programme: From Principles into Practice](#), August 2015.

Growing Success, Assessment, Evaluation and Reporting in Ontario School, Ministry of Education, 2010.

[Guidelines for developing a school assessment policy in the Diploma Programme](#), IBO, 2010.

IBSO Coordinator and Counsellor Handbook: Reporting to Universities, January 2012.

[Programme standards and practices](#), IBO, October 2018, Updated March 2019.

WRDSB Assessment Website: <https://www.wrdsb.ca/learning/report-cards/about-report-cards-grades-7-12/assessment-evaluation-reporting-handbook/>