



Assessment Policy

Leamington District Secondary School

1. Assessment Philosophy

It is our philosophy that the purpose of assessment and evaluation is to improve student learning and to help students to become independent learners. This is accomplished by developing a collaborative approach in which students and teachers play an active role in giving and receiving feedback, monitoring progress, and adjusting learning strategies. During this process the teacher will provide support while gradually releasing more responsibility to the student. Students and parents are provided with regular feedback based on the achievement of curriculum expectations outlined in the official curriculum documents of both the Ministry of Education of Ontario and the International Baccalaureate Diploma Programme. In Ontario, our Assessment, Evaluation, and Reporting practices are guided by the Seven Fundamental Principles outlined in the Growing Success document.

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.

Students who work hard to achieve the expectations necessary to earn the International Baccalaureate Diploma Programme will be well-prepared for success in the university program of their choosing.

2. Homework

Overall workload shall be given consideration when assigning homework. Students are expected to demonstrate their learning in class under the observation of the teacher. 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 section of the Ontario Provincial Report Card.

3. Late and Missed Assignments

The IB's deadlines for Internal Assessments are non-negotiable. Students who miss an IB deadline will not be eligible to receive their credit for this subject and risk losing the Diploma. LDSS teachers of IB subjects and Core requirements work collaboratively to establish a Calendar of School Deadlines designed to provide balance by ensuring the workload is manageable for students in the Diploma Programme. The Calendar of School Deadlines will be provided each September to Grade 11 and 12 Diploma Programme students.

The intended purpose of assigning marks is to report students' level of achievement on a task relative to the criteria established in IB and Ontario curriculum documents. The IB curriculum is rigorous and on rare occasions students may experience situations that result in missing a deadline. Our intention is always to help our students to manage their workload effectively. Time management and organizational skills developed at LDSS will prepare students for success at university. A number of strategies may be used to help prevent and/or address late or missing assignments including: adjusting deadlines to help students get back on track, assisting students with time management strategies in collaboration with other staff (Student Success team), teacher-student conferences, counseling, and parental involvement.

4. Assessment in the LDSS Pre-IB Programme

Students in the LDSS Pre-IB Programme participate in enriching learning activities to help prepare them for the rigour of the International Baccalaureate Diploma Programme. Some learning activities extend beyond the requirements of the Ontario curriculum, however, we do not intend to penalize students for their choice to pursue an IB Diploma. For this reason, the achievement of students in the LDSS Pre-IB Programme are evaluated based on the De-streamed and Academic-level standards.

5. Achieving International Baccalaureate and Ontario Curriculum Expectations

Program planning ensures our students graduate with both an International Baccalaureate Diploma and an Ontario Secondary School Diploma (OSSD). Teachers of IB Diploma Programme courses develop course outlines to achieve curriculum expectations outlined in both the IB Diploma and the Ministry of Education of Ontario curriculum subject guides. Curriculum expectations describe the knowledge and skills students are expected to develop and demonstrate by the end of the course. Students are made aware of these expectations prior to learning the content for a unit of study within a course.

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Curriculum planning includes both vertical and horizontal articulation. Vertical articulation involves careful consideration of the logical progression of learning from Grades 9 through 12 while horizontal articulation develops integration between different subjects. Assessment practices will be discussed at regular meetings of IB teachers, at subject Department meetings, and on Professional Development Days.

Teachers use established criteria based on course expectations to develop criterion-referenced assessment and evaluation. When more than one teacher is responsible for teaching a subject, course outlines and assessment instruments are developed in collaboration.

6. Types of Assessment

Teachers will design and use a variety of assessment strategies to evaluate student learning and to inform their own teaching practices.

Formative assessment takes place during instruction to provide direction for improvement and adjustment to instructional programs for individual students and for an entire class. The information is gathered frequently and in an ongoing manner. Teachers provide students with regular descriptive feedback both verbally and in writing to emphasize areas of strengths and to suggest strategies for improvement. Teachers of IB Diploma subjects will include questions from past IB exams on quizzes and unit tests to better prepare students for the types of questions they will answer on Diploma Programme External Assessments (final exams).

Internal assessments are a type of formative assessment. IB Diploma Programme subjects require that students complete one or more Internal Assessment (IA), which may include a research paper, performance, or scientific investigation. Students develop their own IA, under the guidance of their IB teacher and in accordance with requirements set out in the IB subject guides. IA due dates will be listed on the Calendar of School Deadlines. IAs are marked by LDSS IB subject teachers, who must adhere to criteria established by IB. To ensure consistency of assessment practices among subject teachers, collaborative marking sessions will take place whenever possible. IA marks are submitted to IB and a sample of marked IAs is sent for moderation by trained IB examiners to ensure teachers are marking according to IB standards. Discrepancies may result in final mark adjustments, which are made by the IB Coordinator after the release of final IB grades in July.

Summative assessment is a judgement of the quality of student learning and understanding of the established curriculum expectations for the entire course. It occurs at or near the end of a period of learning. Summative assessments are used to record what has been learned and to report this information to students, parents, teachers, the International Baccalaureate Organization (IBO) and post-secondary institutions.

External assessments are a type of summative assessment. For IB Diploma subjects, external assessments may include examinations, performance recordings, and essays, which are sent to the IB for grading by official examiners. Examinations take place in the month of May in the final year of instruction for the course and are sent away for grading by trained IB examiners.

7. Grading & Evaluation

Evidence for evaluation is collected over time from three different sources: observations, conversations, and student products (performance tasks, demonstrations, projects, essays, tests and exams). Evidence does not include diagnostic, self- or peer-assessments nor does it include ongoing homework. For group projects, each student's work within the group will be evaluated independently and assigned an individual mark. According to Ontario's Growing Success document, "Determining a report card grade will involve teachers' professional judgement and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence." (p. 39)

Our IB teachers want our students to have a clear picture of how their IB work will be assessed. IB subject teachers take the time to explain the process, criteria and standards required to achieve an excellent grade on each IB assessment. Strategies to ensure student success on these tasks may include having students use assessment criteria to mark sample assessments posted on the IB website, sharing de-identified marked exemplars of excellent work completed by past students in our program, and, before an internal assessment is submitted for evaluation, having students engage in self-assessment and reflective practice using the rubrics and assessment criteria for each task.

To ensure consistency in the evaluation process of IB Internal Assessments (IAs), our teachers engage in a practice known as internal moderation. In this process, an IB-trained subject teacher will utilize IB rubrics and established standards to grade a student's work. Then, another IB teacher trained for the same subject will use the same rubrics and standards to grade the assignment a second time. The final step is for the teachers to meet to discuss discrepancies (if any) and refer back to IB standards to agree on a fair final mark prior to its submission to IB. In cases where there is only one teacher at the school for a given IB subject, every effort will be made to perform the moderated marking procedure with a teacher of the same IB subject at Riverside Secondary School, another GECD SB IB World School offering the IB Diploma Programme.

As a member of the IB Schools of Ontario (IBSO) organization, LDSS IB teachers apply the IBSO Table of Equivalence (ToE, shown below) to all assessments designed to measure progress in Diploma Programme courses (Grades 11 & 12). The ToE supports school, student and parent understanding of the IB assessment levels in relation to the Ontario Ministry of Education objectives outlined in Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, aligning with already familiar percentage grades and levels. The focus of where to place the students' ministry percentage, within the aligned grade band, is drawn from learning evidence and the professional judgement of the teacher. All assessment and evaluation of IB students and the application of the ToE should be supported by the IB Grade Descriptors, and the Subject Grade Boundaries published annually by the IB.

IBSO Table of Equivalence

IB Grade	Equivalent OSSD Percentage	Ontario Ministry of Education Assessment Level
7	97-100	4
6	93-96	4
5	84-92	4
4	72-83	3
3	61-71	2
2	50-60	1
1	Below 50	R

8. Reporting

To assess achievement of Ontario curriculum expectations (which overlap with those of IB), teachers will use evidence collected from formative assessments (projects, performances, essays, tests, etc) administered throughout the semester(s) in which the Ontario course curriculum expectations are delivered. For example, in the first semester of Biology SL students will learn the content that corresponds with the Ontario curriculum for Grade 11 University level Biology (SBI3U). At the end of that semester, they will receive a grade on their Ontario Provincial Report Card that reports their achievement of the Ontario curriculum expectations for that course. Teachers will record the results of assessment tasks throughout each course and will offer students multiple opportunities to demonstrate their understanding of Ontario and IB standards and expectations. Using this evidence, teachers will report to students, parents and school administration according to the following general schedule:

Date Issued	Type of Report	Explanation
October	Progress Report-Semester 1	Anecdotal report to provide an early indication of progress
November	Provincial Midterm Report	Achievement of IB and Ontario curriculum expectations at course midpoint is reported
February	Final Provincial Report Semester 1	Students also receive a summary of graduation requirements and progress
March	Progress Report-Semester 2	Anecdotal, as in October
April	Provincial Midterm Report Card	Achievement of IB and Ontario curriculum expectations at course midpoint is reported
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, communication with parents and students about student achievement is continuous throughout the program. The lines of communication between teachers and parents are kept open through phone calls, email and through personal meetings at Parents' Night (once each semester following progress reports). Students are also encouraged to take responsibility for monitoring their own progress and working with their teacher to make plans for improvement.

Predicted Grades (PG) are a record of student achievement. Teachers use practice exam marks and term work, including Internal Assessment grades, to arrive at a PG, which will be sent to IB in April. These interim percentages will be in effect until IB exam results are available and will form the basis for the final report card. For purposes of Ontario reporting, this will serve as 70% of students' overall final grade.

Final Grades Upon receipt of final IB grades in early July, the IB Coordinator will re-apply the ToE to the final course grade to calculate the remaining 30% of the overall grade. Calculations will be used to update the OSSD transcript, if necessary. If the Ontario report card mark assigned to the final 4U or 4M course in the subject does not match the final IB grade 1-7, according to the IBSO ToE, 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 bottom of the new grade boundary. For example, if a student with a Language and Literature HL predicted grade of 5 (84-92%) were to achieve a 6 as their final grade from IB, the ENG4U (Ontario Grade 12 University English) transcript mark would be changed to 93%. If the student were to achieve a 4 as their final grade from IB, the mark would be changed to 83%. Previous marks assigned to ENG3U (Ontario Grade 11 University English) would not be affected. All final results will be reflected on a student's permanent OSSD transcript as of that date and final results will be sent to post-secondary institutions.

Students may access final grades via the IB Information System (IBIS). Access codes and instructions are provided prior to the end of the school year and students are advised to save this information for future reference (ordering transcripts).

Disputing Final Results – if a student believes that final IB results for a subject are lower than deserved and the IB subject teacher can provide evidence to support this claim, the IB Coordinator may assist the student in initiating an Enquiry Upon Results (EUR) appeals process. This involves a re-moderation of IB assessments for a particular subject. The student or their parent/guardian must provide signed permission to undertake the EUR process and are responsible for paying the associated fee (approximately \$300 US/subject).

In September, LDSS IB subject teachers examine our students results, feedback, and published IB subject reports to reflect on the assessment data and make any necessary adjustments to teaching strategies.

9. Implementation and Review of Assessment Policy Document

LDSS teachers of IB courses use this policy to guide assessment and evaluation in all Diploma Programme courses offered at our school. Together with the LDSS Calendar of School Deadlines, the LDSS Assessment Policy will be shared and reviewed with students in September of Year One (Grade 11) and Year Two (Grade 12).

This policy will be reviewed and updated annually by a committee that includes the IB Diploma Coordinator, an Administrator, IB teachers, parents/guardians, and students.

This policy document was last reviewed and updated in the month of June, 2023.

Documents consulted in the preparation of this policy

Diploma Programme Assessment Procedures. Cardiff U.K.: International Baccalaureate Organization, 2024.

Fees and Billing Information for IB World Schools 2024. Cardiff U.K.: International Baccalaureate Organization, 2024.

Growing Success Assessment, Evaluation and Reporting in Ontario Schools. Toronto, ON, Canada: Ministry of Education, 2010.

Guidelines for developing a school assessment policy in the Diploma Programme. Cardiff U.K.: International Baccalaureate Organization, 2010.

IBSO A & E Best Practice TOE. Toronto, ON, Canada: IBSO, 2018.