



Riverside Secondary School



Mr. T. Omar, B.Sc., B. Ed., Principal
Ms. K. Rocheleau, B.H.K., B. Ed., Vice-Principal

International Baccalaureate Diploma Programme Assessment Policy

Riverside Secondary School is a Candidate School for the International Baccalaureate Diploma Programme (IBDP).

This document, including its principles and implementation, is to be used in coordination with the Ontario Ministry of Education document *Growing Success*, International Baccalaureate Organization policies, Greater Essex County District School Board Policies, and the Riverside Secondary School policies. The Riverside IBDP Admissions, Language, Inclusion, Academic Honesty and Assessment Policies have been developed to provide clarity to all stakeholders with regard to the implementation and procedures in place within the Riverside IBDP.

Philosophy and Principles

Assessment within the Riverside Secondary School Diploma Programme adheres to subject specific aims and objectives as outlined in the document *DP: From Principles into Practice* and meets the standards and principles outlined therein.

Assessment at Riverside Secondary School will be used to support, assess, and improve student learning. Assessment data within the IBDP and other school, board, and ministry assessments are used to help drive professional development activities within the school.

Assessments are fair, transparent, and equitable for all students, and are carefully planned to relate to the curriculum expectations and learning goals. Teachers consider the interests, learning styles and preferences, needs, and experiences of all students. Assessments 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.

Teachers use subject specific assessment criteria strand descriptors from the IB course guides when assessing student performance.

Students are engaged in formative assessment to reflect on their own learning.

Teachers determine and utilize effective formative assessment practices to guide student learning in preparation for summative assessments for the Ontario Curriculum as well as the International Baccalaureate Diploma Programme Internal and External Assessments. The Principal, in consultation with the Diploma Programme Coordinator and Subject Department Heads, will ensure that policy guidelines are being met.



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Formative Assessments and Predicted Grades

Formative assessments are designed to prepare students to confidently meet the requirements of summative assessments. Teachers will employ their knowledge of International Baccalaureate Assessment expectations and standards as well as Ontario Ministry of Education guidelines to assist students with their growth in skill and concept attainment. In support of these goals, the following conditions shall be implemented:

1. Teachers shall receive International Baccalaureate training in Diploma Programme subjects being taught and will be provided the opportunity to attend professional development opportunities to support their understanding and development.
2. Learning goals and success criteria will be shared throughout the learning process to assist students in concept attainment and to ensure that students have a clear idea of expectations.
3. Formative assessments, allowing students to demonstrate their understanding and application of concepts, will be ongoing throughout the Programme.
4. Teachers will use professional judgment and their knowledge of IBDP curriculum, prescribed learning outcomes, and standardized grading procedures to create predicted grades. These will be based on a variety of assessments administered throughout the course, with an emphasis placed on summative assessments. In developing predicted grades, teachers will consider the body of evidence developed throughout the course to determine the most accurate representation of student achievement.

International Baccalaureate Assessments

International Baccalaureate Internal and External Assessments provide an opportunity for students to demonstrate their understanding and application of concepts. These assessments are subject to criterion-referenced evaluation. The levels of attainment for each subject are derived from the aims and objectives of each course, are established by the International Baccalaureate Organization, and are communicated in Subject Guides for each course. This process creates equitable opportunity for International Baccalaureate students studying in programs throughout the world. The criteria for achievement are clearly communicated to students in each course and are the focus of activities and assessments throughout the course.

Internal Assessment

Internal assessments are an integral component of International Baccalaureate courses. Teachers will apply the International Baccalaureate grading scheme to assess student work. Internal assessments take various forms, such as historical investigations, mathematics projects, laboratory reports, individual oral commentaries, and language presentations. These assessments are graded by Riverside Secondary School teachers and form a part of the student's IB score. Marks for internal assessments are submitted to the International Baccalaureate Organization along with samples of student work. International Baccalaureate Moderators review the grades and samples to ensure that the IB grading rubric has been applied fairly, reserving the right to adjust marks when necessary.



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External Assessment

External assessments are developed by the International Baccalaureate Organization, administered at Riverside Secondary School, and marked by external International Baccalaureate examiners. Assessments tools include final course examinations, written assignments, the Theory of Knowledge essay, and the Extended Essay.

International Baccalaureate examinations are written in May. Dates are set by the International Baccalaureate Organization and shared with students one year in advance. These exams are conducted in strict accordance with IBO regulations. At Riverside Secondary School, students will write most exams in May of their grade twelve year, but depending on course selections and scheduling, may be required to write one or two exams in grade eleven.

School-Based Assessment

Throughout IBDP courses at Riverside Secondary School, teachers use school-based assessment to gauge students' learning as it relates to their preparation for future IBDP Internal and External Assessments. These school-based assessments are informative for teachers and essential for student success and contribute to students' report card marks. Report card marks during the course may include unit tests, practice exams and in-class assignments modelled on IB assessments, as well as activities and assignments based on Ontario curriculum expectations. Teachers evaluate school-based assignments using IB rubrics and then convert the marks to 1-7 scores based on mark bands available in the yearly subject reports. These school-based assessments do not contribute toward the final IB grade, which is awarded by the IBO in July.

Reporting IB Grades

Riverside Secondary School employs various methods to communicate student achievement to students and parents throughout academic reporting periods. Teachers will communicate with students, parents, and guardians on a case-by-case, individual basis. 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.

Marks in IB courses are developed using the IB 1 - 7 scale as referenced in figure #1 on page 4. The 1-7 marks are based on the IB standardized criteria on levels of achievement in each course. Use of this scale throughout the course empowers students to better understand their progress as it relates to the upcoming Internal and External Assessments in a particular course.



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Figure #1.
IB Grading Scale

- 7: Excellent Performance
- 6: Very Good Performance
- 5: Good Performance
- 4: Satisfactory Performance
- 3: Mediocre Performance
- 2: Poor Performance
- 1: Very Poor Performance

On the Ontario Secondary School Report Card, Riverside Secondary School reports grades as percentages. These are produced in November, February, April and June. In order to report achievement as a percentage grade, teachers use the following Table of Equivalents instituted by the IB Schools of Ontario:

IB Level	OSSD Percent Range	+ or -	
7	97 to 100	100	7+
		99	7
		97	7-
6	93 to 96	96	6+
		94	6
		93	6-
5	84 to 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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Diplomas Earned

The Ontario Secondary School Diploma

The Ontario Secondary School Diploma (OSSD) is awarded to students who have earned a minimum of 30 credits (18 compulsory and 12 optional), and successfully completed the Ontario Secondary School Literacy Test (OSSLT) and 40 hours of Community Service.

International Baccalaureate Diploma Programme Diploma

The IB Diploma is awarded *unless* a candidate meets one of the conditions outlined below:

- i. **CAS** requirements are not met.
- ii. The candidate has earned fewer than **24** points.
- iii. An **N** is awarded for TOK, EE or any subject (HL/SL).
- iv. A grade **E** is awarded for one or both of **TOK/EE**.
- v. There is a grade **1** awarded in any subject.
- vi. Grade **2** has been awarded *three or more times* in any subject (HL or SL).
- vii. Grade **3** or below has been awarded *four or more times* in any subject (HL or SL).
- viii. The candidate has earned *fewer than 12 points in HL* subjects.
- ix. The candidate has earned *fewer than 9 points in SL* subjects.
- x. The final award committee has judged the candidate to be guilty of *academic misconduct*.

International Baccalaureate Course Credit

An IB Diploma candidate who fails to satisfy the requirements for the IB Diploma will be awarded course credit for successful completion of individual DP subjects and will earn the OSSD as long as the above-mentioned criteria are met.

References:

Diploma Programme: From Principles into Practice for use from August 2015
Guidelines for developing a school assessment policy in the Diploma Programme, Cardiff: IBO. 2010
Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, Toronto, MOE. 2010
Riverside Secondary School Assessment and Evaluation Guidelines September 2017
Abbotsford Senior Secondary School IB Diploma Programme Policy for Assessment
Bellerose Composite High School IB Assessment Policy
Turner Fenton SS – DP Assessment Policy