



**I.E. Weldon Secondary School
IB World School 1438**

Assessment Policy
2015-2016

“Learning often means changing the game board, not just learning fancier strategies on the same board with the same pieces.”

Governing Philosophy

I.E. Weldon recognising and respects the importance of effective assessment and evaluation in creating high quality learning opportunities for all learners. As such, assessment and evaluation tools are used to gather information in order to serve myriad functions that both shape and reflect curricular objectives and teaching practice. For example, assessment and evaluation is used to:

- establish academic strengths and areas for potential improvement;
- determine student progress throughout the learning process;
- communicate student progress and success to all stakeholders within the current academic context, to post-secondary institutions, to potential employers etc;
- supply feedback for teachers on the implementation of teaching strategies and practices;
- inform teacher reflection

Given the centrality of assessment and evaluation in crafting and reflecting meaningful learning experiences, it is essential that assessment practices reflect the diverse needs and abilities of all learners. To this end, our programme focuses on providing students with assessment practices and procedures that align with seven fundamental principles, specifically outlined in the Ministry of Education regulation document entitled *Growing Success (2010)* and echoed in the IBO publication *Diploma Programme Assessment: Principles and Practice (2010)*. These fundamental principles provide for assessments that are:

- 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.

Policy Design and Revision

This Assessment Policy is a working document that has been developed by stakeholders representing all subject groupings, including ToK and CAS, and school administration¹. Each year staff will review the existing assessment to determine how well the policy in practice has fulfilled IB expectations and principles outlined in IB policy documents: *Diploma Programme Assessment: Principles and Practice (2010)*, and *IB Diploma Programme Assessment Policy (2010)*. The focus of committee discussions will centre on clarifying assessment strategies, opportunities for moderated marking and vertical integration, identifying and rectifying assessment practice inconsistencies, determining professional development needs and opportunities and shaping improved assessment strategies. Based on the findings of the committee policy adjustments will be crafted to better meet the needs of our students. Each year, the Assessment Policy will be updated and uploaded to our school website for communication to the school community.

Assessment Practice Guidelines

I.E. Weldon is committed to assessment and evaluation practices that reflect the seven fundamental principles listed above. To this end, we have created a number of assessment guidelines to be applied in all classes in our IB programme. Special consideration was given to the *IB Diploma Programme Assessment policy (2010)* when crafting these guidelines.

1. All assessment in Diploma Programme subjects should relate directly to the course of study and its stated objectives as stipulated in the most current subject-specific IB curriculum document.
2. The same assessment methodology used to determine final grades by the IBO should be reflected in the assessment breakdown associated with the terminating course for all IB subjects, prior to the May examination session in which students will sit exams and submit external assessments to the IBO.
3. All summative assessments in IB classes must be designed to reflect specific, identifiable assessment criteria stipulated in individual subject documents. These assessment criteria must be communicated to students at the outset of the assignment. Teachers will clarify to students how the criteria apply to the task and will provide exemplars that demonstrate fulfillment of the criteria.

¹ For a list of all committee representatives, please see Appendix A.

4. All summative assessments in IB classes must utilise IB assessment rubrics where appropriate.
5. IB Diploma Teachers should scaffold assessment tasks through the program, or adapt examination (end-of-course) criteria, so that students in the first year of study have access to the full range of assessment grades.
6. Teachers will provide a full range of differentiated assessment opportunities to ensure the development of all skills and learning expectations associated with each IB subject, as outlined in the IB subject document.
7. Teachers will provide multiple opportunities for students to develop and demonstrate subject skills through the use of formative assessment. Only summative assessments, however, will be used to calculate student grades.
8. Teachers will provide descriptive feedback on student work. This descriptive feedback must align with identified assessment criteria.

Grading Practices

I.E. Weldon follows the following guidelines when assigning grades to student work.

1. All grades must reflect specific criteria communicated to students when the assessment task was initially assigned.
2. All assessed work must receive a raw score, reflective of mark bands developed for individual IB subjects and based on specific assessment criteria, an IBO Level Grade from 1 to 7 and a percentage grade associated with each Level. The relationship between IBO Level grades and raw scores will be developed in consultation with data gathered from annual subject reports published by the IBO. The percentage grade assigned to each piece of assessed work must reflect the IBSO Table of Equivalent Grades.² Only these percentage grades will be reported as marks for the Ontario Secondary School Report card.
3. When utilizing criterion based marking rubrics, teachers will select the mark band that best fits the work produced by the student. In cases where a mark band fit is unclear, student work will be submitted to the Subject Department Head for grading resolution.
4. All Predicted Grades will be based on the most recent student performance information available. To this end, all terminating subject courses will base their final marks on an assessment breakdown that models the assessment breakdown for that subject as determined by the IBO. I.E. Weldon will facilitate mock examinations to provide this assessment information to teachers.

² Please see Appendix B for the IBSO Table of Equivalent Grades.

5. Final report card marks for Year Two candidates will reflect awarded Predicted Grades. When the IBO reports student results in July, following the examination period, final marks may be changed to reflect actual results.



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IBSO TABLE OF EQUIVALENT GRADES

Once an IB Diploma candidate's teachers have determined his/her raw score and IB Level grade on any IB assignment, specific percentages will be selected from the appropriate ranges listed below. These percentage grades will then be used for reporting purposes in completing Ontario Secondary School Report Cards and shared with the Ontario Universities Application Centre in order to fulfil post-secondary prerequisite entry requirements. This scale is used in all IB Diploma Courses in Grades 11 and 12.

IB Level Grade	Equivalent OSSD % Grade	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	1



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Assessment Policy: Appendix A
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Assessment Policy Committee Members

Erin Matthew	IB Coordinator, Committee Chair
Kevin Ray	Vice Principal, Assessment Portfolio
Danielle Lazzarin	Department Head of English
Kyle Timms	ToK Coordinator
James Simmons	EE Coordinator
Samantha Quackenbush	CAS Coordinator
Stephanie Campbell	Department Head of Modern Languages
Mairi Bew	Department Head of Canada and World Studies
Russell Briere	Department Head of Science
Sheri VanKessel	Department Head of Mathematics
Wally Koekebakker	Department Head of Performing Arts
Paul Marshall	Department Head of Visual Arts