

HT IB Assessment Policy

Evaluation And Curriculum Philosophy

Evaluation and curriculum at Holy Trinity High School are considered to be two of the key elements of the learning process for students and teachers. Moreover, the school's mission statement guides all evaluation and curriculum decisions because of the beliefs that all students, regardless of individual differences, can succeed and that people learn in a variety of ways and at different rates. The most effective evaluation and curriculum are the result of establishing clearly and precisely articulated standards and applying the professional judgment of the teacher.

This policy statement is directed primarily towards the curriculum and evaluation standards of the academic core departments at Holy Trinity: English, Mathematics, International Languages, Religion, Science, and Social Studies, but some sections affect the delivery of the Fine Arts, CTS, and Physical Education courses.

Our Assessment Policy is based on the principles and guidelines provided in the following sources:

1. Our District Administrative Policy #108: Assessment and Assessment Administrative Regulation
2. The Alberta Assessment Consortium
3. The IBO Implementation and Development of the MYP Programme.
4. The IBO Diploma Programme Assessment Principles and Practice
5. IB Diploma Programme Assessment Policy

Purposes Of Evaluation And Curriculum

- To ensure that students achieve the outcomes of the programs of study
- To determine if the outcomes of the programs of study were achieved
- To determine the knowledge and skills students have acquired
- To find a basis for designing a program to meet individual differences
- To promote the development of whole persons
- To gather information on the quality of the learning environment
- To identify the most useful information to communicate to students and parents

In order to promote effective curriculum development and evaluation of student achievement, common language and terminology are essential. At Holy Trinity High School the following definitions have been agreed to and will be adhered to:

Achievement: A student's demonstration of knowledge, skills and attributes relative to grade level curriculum standards as outlined in the approved programs of study (Alberta Assessment Consortium, 2005).

Assessment: The collection of information on student achievement and performance on tasks to improve student learning (Alberta Assessment Consortium, 2005), and may be further defined as:

- Assessment for learning: ongoing exchange of information between students and teachers



about student progress toward clearly specified learning goals for the purpose of improving learning and informing instruction (formative assessment) (adapted from Alberta Assessment Consortium, 2005).

- **Assessment of learning:** summarizing information collected about student achievement in order to share that information with students and others (summative assessment) (adapted from the Alberta Assessment Consortium, 2005).
- **Diagnostic assessment:** provides reliable and valid information to teachers about student learning and progress, and direction for improvement and/or adjustment to a program. (adapted from the Alberta Assessment Consortium, 2005).
- **Formative assessment:** provides information to students and teachers about student learning and progress, and direction for improvement and/or adjustment to a program. Formative assessment includes opportunities for practice and may or may not be part of an achievement grade.
- **Summative assessment:** provides information to students, parents/guardians, and teachers about student achievement at the end of a period of instruction. Summative assessment is used to determine a significant portion of an achievement grade.

Assignment or Response Guide: School-produced resource where answers from a Learning Guide are recorded. No instruction is provided in it.

Carry-over: A student is granted a finite amount of time to complete a course after the mark submission date but not extending beyond the school year.

Dropping: To stop taking or end a course.

Extension: A student is granted a finite amount of time to complete a course after the course completion date but prior to mark submission date. A student may be withdrawn from the course if they do not complete by the due date.

Evaluation: The systematic process of determining the extent to which the outcomes for the program, course or task are achieved by the students.

Lab: Assignment consisting of two parts: a physical experiment or manipulation project and the written response or write up that is based on it.

Language Lab: Oral sessions in International Language courses.

Learning Guide: School-produced resource that provides course work and instruction that must be completed (can contain several forms of assessments).

Program Of Studies: The translation of the Alberta Education Programs of Studies into course material in the form of tasks.

Seminar: Classroom instruction that is regularly scheduled by a department to address specific topics.



Resource Manuals: School-produced non-textbook materials that act as substitutes for textbooks, as answer keys or as information sources.

Task: All learning activities and assessments conducted in seminars, learning guides and in the testing center as listed on the course outline.

Transferring: To switch levels within a course discipline.

Withdrawing: To leave the school.

Examination: The final exam or summative test written at the midpoint or end of the course.

Quiz: Shorter version of a test. Many quizzes could equal the value or importance of one test.

Test: The evaluation at the end of a task or series of task

Establishing Assessment Culture

In an assessment-capable learning community, it is crucial that everyone has a clear understanding of the reasons for assessment, what is being assessed, the criteria for success, and the methods by which the assessment is made. In so doing, the community is involved in the inquiry regarding the efficacy of the programme implementation (Hipkins 2009). Fostering a school-wide assessment culture involves developing assessment capability within the learning community and creating opportunities for teachers to plan, reflect and moderate assessment collaboratively.

It is expected that teachers participate in common planning, marking and assessment practices across grade level and subject areas.

DP Concept Planners are created to facilitate meeting the objectives as presented in specific DP Subject Guides and are horizontally articulated to integrate approaches to teaching, theory of knowledge and the learner profile.

Characteristics of Effective Assessment

Highly effective assessment shares some key characteristics and allows teachers to identify individual student's strengths and areas of concern in relation to the curriculum outcomes. (Adapted from Clarke 2012).

- Authentic - connected to the real world
- Clear and specific learning goals and success criteria
- Varied - using a wide range of tools and strategies
- Developmental - focused on an individual student's progress and not on their performance in relation to others
- Collaborative - involving both teachers and students
- Interactive - with ongoing dialogues about learning
- Feedback to feedforward - where feedback is used to inform future learning.



Teachers use assessments to guide instruction and to provide timely and clear feedback to improve future learning. Effective assessment provides parents and guardians with evidence of student learning and information about their children's strengths and areas of concern in relation to the curriculum outcomes. This information can be used to support student progress and achievement. Teachers use a variety of assessment instruments to gather information about student achievement. The action that is taken in response to an assessment determines its formative or summative nature.

Communication

Communication involved the teacher, student and parent/guardians. Communication is frequent and ongoing and may include the following:

- School and home assignment feedback
- Portfolio updates and reviews
- Phone calls
- Emails
- Mini-conferences
- Student self reflection and goal setting
- Anecdotal records
- Parent Conferences
- PowerSchool

Involving parents and guardians in the assessment process

We assume a responsibility to communicate effectively and continuously with parents and guardians by providing them with meaningful information. This can be through formal communication such as report cards, as well as informal communication such as emails and phone calls. The key is timely, effective communication regularly. Listed in the teacher support documents are many guiding questions to assist you in communicating regarding assessment. The following are key points to consider:

- Involving parents/guardians in the process of three way reporting
- Involving parents/guardians in the process of informal communication
- Involving parents/guardians in the process of collecting evidence of their child's learning
- Involving parents/guardians in the process of student reflection

Reporting Practices & Agreements

Details, aims, objectives and the intent of the reporting process are well delineated in division support documents, and school developed essential agreements. Reporting practices include ongoing and continuous assessment of student learning outcomes on PowerSchool (PTPro), summary reports, student-led conferences and the student portfolio. Ongoing Progress Reporting will allow parents to view their child's progress throughout the year and have two Formal Summary Reports at the end of January and June.



Assessment Methods

All assessment and the recording of assessments is based upon the IB philosophy on assessment. The school uses different types of assessment to support students' learning process:

diagnostic-assessment: Assessments used to determine existing knowledge and experiences. The purpose of these assessments are to determine students' knowledge and academic skills at the initial stages of study. These serve as a base line that is used for teaching and planning.

Self-assessment: Tasks in which students actively reflect on their performance on assignments.

Formative assessment: Assessments that are woven into the daily learning process. Formative assessment provides teachers and students with information about how the learning is developing. It raises student awareness and helps them reflect on their learning. It guides the teacher when planning the next stage of learning.

Summative assessment: Occurs at the end of a teaching and learning cycle. Students are given the opportunity to demonstrate what they have learned by applying their knowledge in a range of contexts and formats.

IB Specific Assessment Methods

Internal Assessment: Allow teachers to assess some of the students' work during the IB course. (Examples include English individual oral commentary, language presentations, historical investigations, laboratory reports, and math projects) Teachers mark the internal assessments and this grade counts as a percentage of the student's overall final IB score. The marks for the internal assessments are submitted to the International Baccalaureate Organization (IBO), along with a representative sample of the work marked by the teacher. This sample is then sent to an IB moderator who evaluates how the teacher has applied the IB grading rubric. IBO may then adjust the marks of the assignment.

In each IB subject teachers are given a very specific list of criteria to assess and guidelines about how to mark each criterion. To determine a mark, the teacher chooses the level of achievement that best matches the work being marked. The criteria for achievement are clearly communicated to students well in advance of the internal assessments. IB assessments are graded on a scale of 1 (low) to 7 (high).

External Assessment: Completed by students while overseen by Holy Trinity teachers, these assessments are sent away to be marked by external IB examiners. Final examinations are the main means of external assessment, but work such as the Extended Essay, Written Assignment papers, TOK essays and Visual Arts exhibitions are also externally assessed.

Grading

According to our Division Policy on Assessment:

- Students will be given multiple opportunities to demonstrate their learning through multiple means of expression, within a reasonable time frame.
- A student's grade represents his/her relevant, consistent and recent learning and achievement; a zero, as part of a student's grade, will only be used in exceptional



circumstances when, after additional support and multiple opportunities, evidence of learning is not available.

- No single assessment shall be weighted more than 25% of a student's final grade, with the exception of grade 12 diploma exams, course challenges, or in exceptional circumstances.
- When determining a Level of Achievement multiple sources of assessment (such as observations, conversations and products) will be used.

For all courses, the mark given at each reporting period is cumulative. This mark will be based on various work (written or non-exam), seminars, tests, and final examinations. The following evaluation categories and ranges will govern all courses in all departments.

IB DP Grading System

Marks in IB courses are reported using the IB 1 - 7 scale as described below. The 1-7 marks are based on the IB standardized criteria on levels of achievement in each course.

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

Earning the IB Diploma

Students in the IB Diploma Programme must take one course in each of the five academic groups: Language and Literature, Language Acquisition, Individuals and Societies, Experimental Sciences, and Mathematics. Students must also take a sixth course, either an Arts course or an additional course from one of the subjects listed above. Three of the six courses must be completed at the Higher Level of programming. Students must also complete the Theory of Knowledge (TOK), Extended Essay (EE) and Creativity, Action and Service (CAS) requirements.

Each of the IB subjects is graded on a 1-7 scale. To determine diploma eligibility the marks in each of the six subjects are totalled. Combined performance in the Theory of Knowledge and the Extended Essay,



which are marked on an A-E basis, contribute up to three additional points to a student's total, according to the chart below. In order to receive an IB Diploma, a student must complete all assessment components for each of the six subjects and complete the TOK, EE, and CAS requirements.

Theory of Knowledge						
		A	B	C	D	E
Extended Essay	A	3	3	2	2	1 + Failing Condition*
	B	3	2	1	1	0 + Failing Condition*
	C	2	1	1	0	0 + Failing Condition*
	D	2	1	0	0	0 + Failing Condition*
	E	1 + Failing Condition*	0 + Failing Condition*	0 + Failing Condition*	0 + Failing Condition*	0 + Failing Condition

The maximum total possible IB Diploma Program score is 45 (6 X 7 plus 3). A student must earn at least 24 points and meet the following additional rules and requirements.

*28 points overall will be required to be eligible for the diploma if a student attains an "E" grade in either the extended essay or theory of knowledge. Attaining a grade "E" in both the extended essay and theory of knowledge is an automatic failure.

Learning Diversity

Assessment and Inclusion

As per Alberta Education, differentiation is inclusion in practice. Differentiation is our accepted method of continuing review and adaptation of goals and learning methods within a classroom. Differentiation brings forth a culture of collaboration that encourages and supports problem solving. Students with identified learning difficulties are allowed inclusive access arrangements and reasonable adjustments (e.g. additional time, use of assistive technology, breaks, etc.) for all assessments in one or more subjects throughout the year, as appropriate to their needs.

Students with identified learning needs can receive accommodations. An accommodation is a change or alteration to the regular way a student is expected to learn, complete assignments or participate in the classroom. There are three types of accommodations:

- classroom/physical accommodations; e.g., alternative seating, adaptive devices
- instructional accommodations; e.g., providing copies of notes, alternative reading materials
- evaluation/testing accommodations; e.g., extra time, oral tests



Students with identified learning needs may also receive adapted or modified programming. Students with learning disabilities usually require adapted programming and additional learning resources so they can actively participate. These additional resources may include adapted instructional strategies and materials, assistive technology, personalized learning materials, assessment accommodations, or supplementary supports. These learning resources must be reflected in the student's individual program plan (IPP).

Some students with learning disabilities may require modified programming because they are not on a graded curriculum but receive programming that focuses on life skills, foundational skills and academic readiness skills. Modified programming outcomes are specifically selected to meet a student's special education needs and are outlined in the student's IPP. Any special examination requests will be communicated with IB during the student registration process.

Assessment and Language

Assessment of language learning is an on-going process throughout the school year in both formal assessments (formative and summative) and informal situations (learning experiences and inquiry). All four skill areas (reading, writing, listening, speaking), as well as the students' knowledge of grammatical structures and their ability to use these correctly, are assessed regularly at levels appropriate to the students' language phase and abilities.

Student language level and ability is acknowledged and incorporated into the planning of assessments. Whenever reading, writing, listening or speaking tasks are assigned, expectations are set according to the student's language level.

*Please refer to our Inclusive Education and Language Policy for further information.

Assessment and Academic Integrity

We strive to develop in students the skills needed to demonstrate integrity when completing assessments. Students are explicitly taught to be principled and honest about their work while appreciating and formally acknowledging the work of others. We encourage teachers to design assessments that lead students to produce original and authentic work.

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