

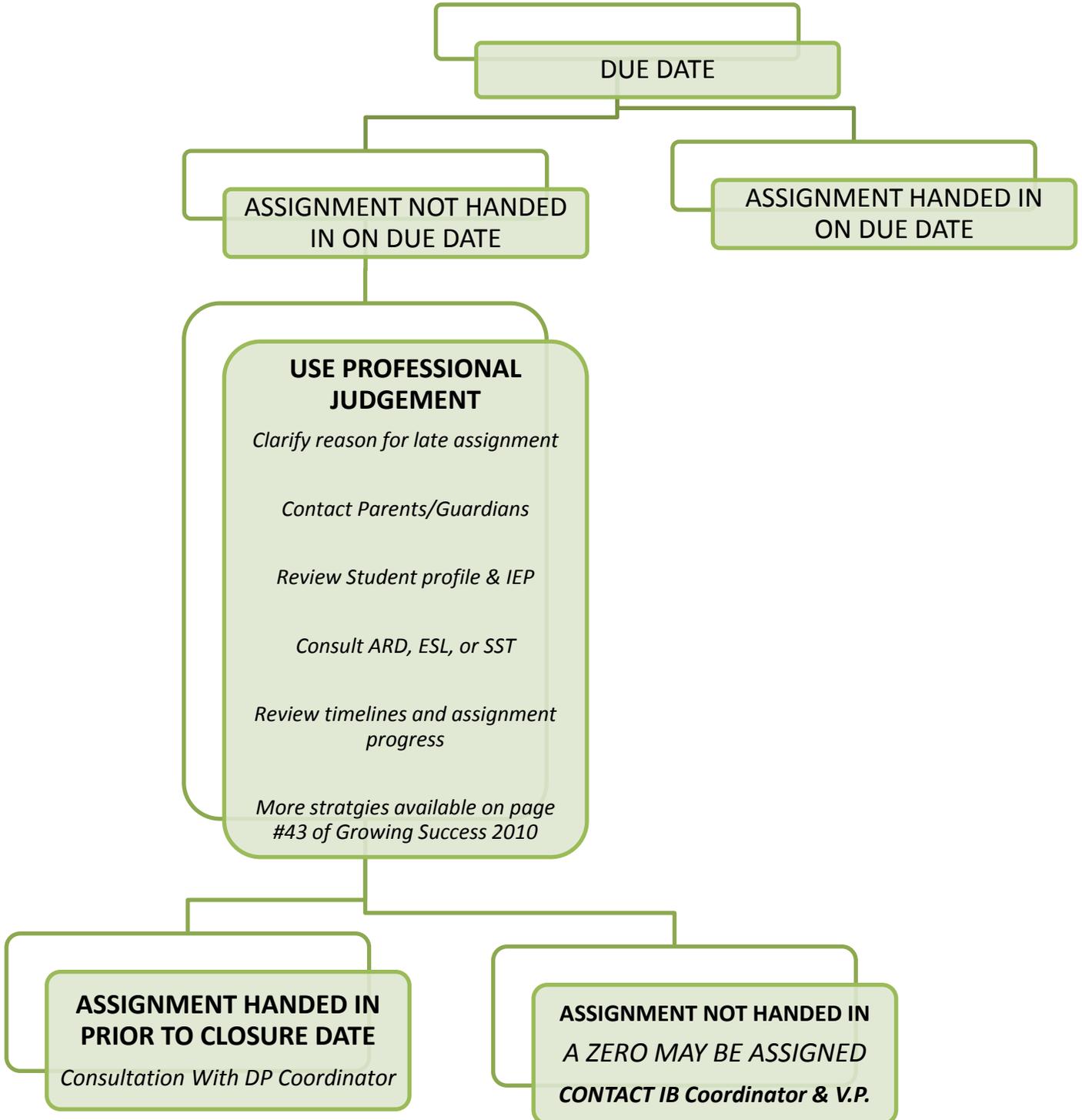


# St. Paul Secondary School

815 Atwater Avenue, Mississauga, Ontario, L5E 1L8

Phone: (905) 278-3994 Fax: 905-278-1163

*Students are responsible for their behavior in the classroom and the school, but also for providing evidence of their achievement of the overall expectations within the period specified by the teacher and the International Baccalaureate Programme.*



**PRIOR TO DUE DATE**

*Communicate Assignment  
Expectations*

*Chunk Assignments*

*Establish Checkpoints*

*Review Student Profile  
and IEP*

*Refer to ARD, ESL, or SST*

*Contact  
Parents/Guardians if you  
sense problems*

*Conduct Student/Teacher  
conferences*



*Lord our God, we thank You for the gift of Catholic education. May Your Sprit's gifts of joy and hope be present in everything we do in our Catholic schools.*

# **International Baccalaureate Assessment Information**

<http://www.ibo.org/en/programmes/diploma-programme/assessment-and-exams/>

<http://www.ibo.org/en/programmes/diploma-programme/assessment-and-exams/understanding-ib-assessment/>

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment *for* learning” and “assessment *as* learning”. As part of assessment *for* learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment *as* learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

Teachers will obtain assessment information through a variety of means, which may include formal and informal observations, discussions, learning conversations, questioning, conferences, homework, tasks done in groups, demonstrations, projects, portfolios, developmental continua, performances, peer and self-assessments, self-reflections, essays, and tests.

Assessment is based on evidence of student achievement of the provincial curriculum expectations. Teachers will ensure that students’ demonstration of their achievement is assessed in a balanced manner with respect to the four categories of the achievement chart (Application, Communication, Thinking and Inquiry, and Problem Solving) and that achievement of particular expectations is considered within the appropriate categories. All *specific* expectations must be accounted for in instruction and assessment.

As essential steps in assessment *for* learning and *as* learning, teachers need to:

- plan assessment concurrently and integrate it seamlessly with instruction;
- share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;
- gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools;
- use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals; analyze and interpret evidence of learning;
- give and receive specific and timely descriptive feedback about student learning;
- help students to develop skills of peer and self-assessment.

Teachers will also ensure that they assess students’ development of learning skills and work habits using the assessment approaches described above to gather information and provide feedback to students.

We support the fulfilment of these policy requirements by encouraging continuing professional development among staff and by fostering a school-wide collaborative learning culture based on the sharing of knowledge and on a sense of collective responsibility for outcomes.

## **IB Assessments**

IB teachers use a variety of formative and summative assessments to support and encourage student learning. IB assessment is criterion-referenced rather than norm-referenced. This means that student work is marked in relation to clearly defined levels of skill attainment rather than against the work of other students. The levels of skill attainment for each subject are derived from the aims and objectives of the course and established by the International Baccalaureate Organization (IBO). They are designed to be fair to students all over the world. The criteria for achievement are explained to students in each course and are the focus of class and homework activities.

### **Internal Assessment**

There are two types of summative IB assessment tools which are used in the determination of final IB grades: internal and external assessments. Detailed IB policies describe the conditions under which these tools must be administered.

IB internal assessments 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. St. Paul 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 St. Paul 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 up or down.

Internal assessments provide students with opportunities to show mastery of skills outside of final examinations. Students receive significant instruction and practice throughout their courses in order to effectively prepare for these challenging tasks.

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).

St. Paul IB teachers use the St. Paul IB calendar to maximize student achievement and minimize student stress. The due dates for IB internal assessments are established in consultation with other St. Paul IB teachers in order to spread out the workload of the IB Diploma Programme over the two years and avoid overlap.

### **External Assessment**

IB external assessments are assessments that are completed by students at St. Paul while overseen by St. Paul Teachers, but 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, and TOK essays are also externally assessed.

The dates for IB examinations are set by the IBO and given to students a year in advance of their exams. IB exams are conducted in strict accordance with IBO regulations. Practice exams are conducted in January and June of year 1 and January of year 2. Practice exams are an important part of review and exam preparation. IB final exams typically make up about 75% of the students' final course mark, but the exact number varies from course to course.

## **School-Based Assessment**

IB teachers also use school-based student assessment in addition to IB internal and external assessments. These school-based assessments are essential for student success and contribute to the students' report card marks. The report card grade each student earns in a particular IB class is not tied directly to the marks earned on formal IB assessments, but is reflective of work completed in preparation for those assessments. For example, the actual marks on IB final examinations will not be available until July. Report card marks during the course are based on unit tests using past IB exam questions, practice exams and in-class assignments modelled on IB assessments. 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 provided by IB. All St. Paul Teachers have received specialized training in the use of IB grading criteria and mark bands. These school-based assessments do not contribute toward the final IB grade, which is awarded by the IBO in July.

## **Reporting IB Grades**

A variety of methods are used to communicate student achievement throughout the academic year. Curriculum outcomes and assessment practices are communicated through course outlines provided to students. Parent meetings are held in October each year to clarify IB grading and answer any questions parents may have concerning IB assessments. Curriculum evenings are held each semester to inform parents and guardians about course objectives and assessment practices. 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. As needed, teachers consult with parents and guardians on an individual basis.

Course grades, based on school-based assessments, are reported to students and their parents and guardians on an ongoing basis through communication with teachers. Grades are also reported to students and parents twice a semester using provincially authorized report cards according to the report schedule of the Ontario Ministry of Education.

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

Official transcripts are required to be submitted to universities (Ontario University Application Centre) for consideration of admission and scholarships. Ontario IB students receive two official transcripts. The first and most important transcript is the IB transcript which displays the 1-7 grades based on school-based assessments marked according to IB standardized assessment criteria. These correspond to the 1-7 marks shown on report cards. The transcripts show the marks recorded during the most recent reporting period, as required by the Ontario Ministry of Education (November, February, April or June).

Ontario IB students also receive a second Ministry of Education transcript displaying percentage marks converted from the 1-7 IB scale. Achievement levels attained according to IB standards and criteria are translated into a percentage grade using a Table of Equivalencies developed by the association of International Baccalaureate Schools of Ontario.

The percentage conversion is completed using the standardized TOE conversion scale.

IB Grade	Converted Percentage Grade
7	99-100
6	92-98
5	84-91
4	77-83
3	70-76
2	50-69
1	Failing Grade

Prince Andrew High School, Nova Scotia, Canada

## **EVALUATION**

At St. Paul, all curriculum expectations must be accounted for in instruction and assessment, but *evaluation focuses on students' achievement of the overall expectations*. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgment to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not necessarily evaluated.

For students with special education needs and English language learners who may require accommodations but who do not require modified expectations, evaluation of achievement will be based on the appropriate subject/grade/course curriculum expectations and the achievement levels.

### **Evidence of Student Achievement for Evaluation**

Evidence of student achievement for evaluation is collected over time from three different sources – *observations, conversations, and student products*. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning. "Student products" may be in the form of tests or exams and/or assignments for evaluation. Assignments for evaluation may include rich performance tasks, demonstrations, projects, and/or essays. To ensure equity for all students, assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher. Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class. The evaluation of student learning is the responsibility of the teacher and the International Baccalaureate Programme, and must not include the judgment of the student or of the student's peers.