

SJPII School Assessment Policy 2023-2024

Created using the Saint John Paul II Academic Policy, Attendance Policy and Assessment and Evaluation Policy and IB Guidelines for developing a school assessment policy in the Diploma Programme, 2010. Policies are developed in conjunction with policies as determined by the Ministry of Education of Ontario, the Toronto Catholic District School Board and the International Baccalaureate.

School Assessment Policy Revised November 2017, March 2019, and October 2023 using the new IB document, "Assessment Principles and Practises, Quality assessments in a digital age", 2018.

Assessment Philosophy

The Saint John Paul II community believes that all students should be challenged academically and prepared for the future they choose – whether it be in the world of work or a post-secondary educational institution. Academic success is dependent on a number of factors. Two of the most important of these are regular attendance and student commitment to learning.

The primary purpose of assessment and evaluation is to improve student learning. Teachers use assessment methodologies to determine how effectively students are learning and evaluation instruments to grade the learning that has taken place and to communicate these results to students and their parents/guardians.

For students in the International Baccalaureate Diploma Programme, assessment in the format outlined in the various Subject Guides will be used regularly and consistently in order to best prepare our students for the criterion based assessment of the IB. Curriculum will be presented with an emphasis on the interplay between content, context, inquiry and skill development. This is further informed by an emphasis on ATL and ATT; and reviewed regularly to ensure equitable access for all students.

To support both formative and summative assessment of all students, our school's curriculum incorporates the most relevant and equitable resources available so that each student's voice has a platform across the subject areas for learning.

Assessment Practises

During the first week of each course, each student will be given a Course Information Sheet (CIS) which outlines the profile for success in the course, as well as the weight of each assessment within the course. It describes the specific expectations with respect to class procedures, course objectives, assignments, homework, testing, marking policy et cetera. All IB DP courses will clearly outline the expectations, evaluation breakdown and syllabus of the subject.

For every secondary school course in the province of Ontario, learning is divided into four categories:

- Knowledge and Understanding
- Thinking and Inquiry
- Communication
- Application and Making Connections

Assessment and evaluation in every course will include learning under all four categories. These categories are weighted as described in the CIS for each course, and this weighting is reflected in the mark that appears on the report cards. For IB DP courses, IB assessments may be broken down into these four categories or placed within a single category, for example, Paper 2 – Thinking and Inquiry. These Ontario categories align nicely with the approaches to learning, as espoused by the IB.

Formative assessment focuses on in-class work, daily assignments, homework, tests, projects, seminars and essays. The process of the Internal Assessment, if it is broken down into phases, may be included here. Student achievement is evaluated on an on-going basis and this evaluation and all testing and examinations will be consistent with the aims and objectives of each individual course. Specific instructions and achievement rubrics for major assignments will be discussed when these are given to the student. To be consistent with our school emphasis on descriptive feedback, it is recommended that teachers construct rubrics collaboratively with students. For IB DP students, all achievement rubrics are constructed using Subject Guides and Evaluation Criteria as laid out in these documents. All IB assessments follow a **critierion based model** that allows students' work to be judged in relation to identified levels of attainment as set out in the Subject Guides and the Annual Subject Reports by IB. In order for students to develop an understanding of what excellence looks like in any given subject, teachers will use past examinations, markschemes, student examples and examiner reports. Teachers in the IB DP will offer a variety of formats including peer, self and teacher assessment. Rehearsal of paper 1 type assessments for all DP subjects is vital – these are generally papers that provide students with unseen documents, case studies, questions, that require students to apply subject specific skills in new ways. In this way, formative assessments must combine the skills, content and context that has been used to deliver the curriculum for each DP subject as informed by the emphasis on ATL skills and ATT methods in the classroom.

To support the emphasis on formative assessment and rehearsal of IB criteria, each year just prior to the April upload of IA and PG marks, students in both the anticipated year and diploma year, participate in our **Study Block**. Students will write “mock” examinations, (one per subject), selected by their teachers. They will write these “mock” exams offsite (Diploma students) in the exact location of our May examinations. All IB protocols, including the reading of scripts, random seating plans, and timing will be adhered to. Following the examination, students are provided with the markscheme and conduct a self or peer assessment (as decided by the subject teacher) to use as a diagnostic heading into the May examination session. Having experienced these “mock” examinations, students are better prepared for what will happen in May, including things such as transit schedules at different times and travel time to the examination location.

Homework is an integral part of the learning process and the IB Diploma Programme is designed to assist the students in balancing the day to day requirements of their subjects along with core components of Theory of Knowledge, Creativity Action and Service and Extended Essay. Time management is crucial to student success and goes hand in hand with the successful completion of homework. To better support students in this area, workshops, such as Lunch and Learns, will be offered, to ensure students are fully supported in their learning needs. Weekly “extra help” sessions after school are offered to support time management. Encouraging students to achieve a balance between homework and participation in extracurricular activities is a vital component of the assessment policy.

Summative assessment or the final assessment will be administered at or near the end of the course to determine how well the student has met the expectations of the course. It is often in the form of a written final examination, but may also be in the form of an oral presentation or examination, a performance, an essay, an independent study or another evaluation method suitable to measure how well the specific course expectations have been met. Internal Assessments and Practise IB exams may be included here.

The final grade for each course will be determined according to the Ministry of Education of Ontario policy. The policy requires:

- 70 % of the students' grade based on formative evaluation (course work)
- 30 % of the students' grade based on summative evaluation (final evaluation)

IB DP students will earn an Ontario percentage grade for each individual course that they complete. Higher level subjects will constitute three individual courses (Total of 300 hours of instruction time approximately) and Standard Level subjects will constitute two individual courses (Total of 200 hours of instruction time approximately).

Predicted Grades will be based on both formative and summative assessments using all individual courses completed for each subject. In the case where different teachers delivered the courses, student predicted grades will be generated collaboratively by all teachers involved. The Predicted Grade should reflect the student's most consistent result in each subject. IB Component Grade Boundaries should be used to determine the Predicted Grade 1-7. All IB evaluation components, such as Internal Assessments and External Assessments (Written Assignments, Papers 1-3) should be utilized in this decision.

Reporting

Report cards will be issued 4 times per year:

- 1st semester mid-term (November)
- 1st semester final (February)
- 2nd semester mid-term (April)
- 2nd semester final (June)
- IB Official Grades July – IB DP Students only

IB DP students' Predicted Grades are reported during the 2nd semester mid-term reporting period. These PG's are sent to IB and to OUAC, the Ontario University Admissions Centre. Students receive a copy of these PG's. These PG's will be reported using the 1-7 IB scale; Ontario grades will be reported using IBSO Table of Equivalents that provide an equivalent numeric grade to the IB grade of 1-7.

IB DP students' Final Grades may be altered upon receipt of final IB Grades in July.

In addition to reporting a percentage/Predicted mark, teachers will also indicate how well a student is progressing in developing his or her learning skills. There are six learning skills to be reported on each report card, according to Ministry of Education of Ontario requirements:

- Responsibility
- Organization
- Independent work
- Collaboration
- Initiative

- Self-regulation

These learning skills compliment the ten attributes of the IB Learner Profile as well as the Approaches to learning categories. These learning skills are not included within the mark reported for each student, rather the student's progress in each skill development is noted, from Excellent to Needs Improvement.

Reporting progress to parents/guardians is not limited to just the reporting period identified above. Early warning letters may be sent to parents/guardians approximately 6 weeks into each semester. Regular contact with students/parents/guardians is encouraged whenever the need arises. For IB DP students, regular meetings with the IB DP Coordinator, CAS/EE Coordinator and Guidance Counsellor take place to ensure full and regular reporting of achievement. Finally, parent/guardian-teacher interviews are held twice each year, following the mid-term reporting periods in each semester.

Roles and responsibilities for implementing, evaluating and reviewing the assessment policy and for training new teachers.

As with all IB policies (*Access and Admission Policy, Language Policy, Academic Integrity Policy, Access and Inclusion Policy*), the Assessment Policy will be reviewed whenever the need arises, when a new document by the IB is produced and during our Self Study Review year. Members of the IB team, along with the IB DP Coordinator and school Administration will meet to review the policy documents. Any changes in direction or policy from the *Ministry of Education of Ontario, the Toronto Catholic District School Board, IB Schools of Ontario* or the *International Baccalaureate*, will be reviewed and adjustments made as appropriate. Revised policies will be published on the school IB website and www.edmodo.com website, which all DP parents can access free of charge. All Policies are presented at the beginning of each school year during our Parent Information Sessions.

Training of new IB DP teachers occurs throughout the year as the need arises. The IB DP Coordinator, using the IB publication, *Coordinator Notes*, maps out a training plan for updating and maintaining current and new teachers in their training. Enrolment, budget, school timetable and teacher schedules are all considerations used when determining which new teachers need to be trained and in which subjects. Constant communication between the IB DP Coordinator and the Administration is critical to making this planning successful. Prior to all training, the DP Coordinator meets with all new teachers to review basic IB information, to set up their account on My IB so that they can access the PRC and to answer any questions about IB in general ahead of the training.

This policy is often used in conjunction with the Academic Integrity along with the Access and Inclusion Policies. If students demonstrate academic dishonesty during school assessments, such as plagiarising or cheating on a school examination, school policies relating to Assessment and Evaluation, found in the School Agenda Book, will be followed, in conjunction with the Academic Honesty Policy. If this occurs during an IB assessment or examination, then the Academic Integrity Policy, along with the rules outlined by the IB will be strictly adhered to. Assessment access support, for students with an IEP, will be followed as per the requirements of our Access and Inclusion Policy. The DP Coordinator will access the Assessment Access portion of IBIS for each of the affected students and will complete the necessary forms, along with the appropriate documentation in order to best support our students' assessments needs.