

PHILOSOPHY AND RATIONALE

Staff and students at Bedford Road Collegiate are dedicated to the values of the Saskatoon Public School Division and the Education Act of Saskatchewan which includes the standards of assessment.

Student assessment is a deliberate process used to provide feedback and evidence for making sound judgments about students' learning in relation to identified learning outcomes. Teachers guide the assessment and reporting of student progress to care givers and students. Assessment also supports and informs teacher instruction. An expectation is also that students analyze their own learning, reflect on their areas of achievement and areas of improvement, and set goals for their learning.

All International Baccalaureate Diploma Programme students at Bedford Road Collegiate are expected to abide by policies set out by the Saskatchewan Ministry of Education, Saskatoon Public School Division, and the International Baccalaureate Organization.

IB ASSESSMENT POLICY

Assessment should be:

•Research-based: Assessment is based on current, generally recognized and effective practices which help promote student learning and engagement.

•Consistent: Students learn in settings where these principles are publicly, conscientiously, and consistently adhered.

•Responsive to Diversity: Equitable assessments give all students a fair opportunity to be successful regardless of their gender, socioeconomic, cultural, academic or linguistic background.

ASSESSMENT PRINCIPLES

Purpose

Assessment is a critical part of the learning process for students, teachers and caregivers. There are three interrelated types of assessment that when systematically implemented, contribute to the overall picture of an individual student's learning:

- 1) Assessment for Learning (Formative Assessment) involves using information about student progress to support and improve learning and improve instruction.
- 2) Assessment of Learning (Summative Assessment) involves teacher's use of evidence to make judgements about student's learning.
- 3) Assessment as Learning involves students thinking about their learning and monitoring their progress.

Frequency

Formative assessment is ongoing. Summative assessment occurs frequently enough to allow students to demonstrate their progress. Teachers should consider a balance between providing students with sufficient opportunities to demonstrate their progress (homework will offer opportunities for practice, serve curricular outcomes and be used as a tool informing formative assessment) and maintaining a manageable workload.

For assessments in Diploma Programme (IB DP) courses, a yearly timeline is developed collaboratively with the IB faculty to space assessments through the year based on arrival dates. Internally assessed work will be assigned a portion of the course grade, be completed in the time allotted for the course, and be designated in course outlines as a required component of the course.

ASSESSMENT PRACTICES

Roles and Responsibilities

Students

- Engagement: Engaged learners self-assess and define their own learning goals; they are able to transfer knowledge to solve problems creatively.
- Responsibility: Students describe where they are on their learning journey, what evidence they have of their progress and how they will continue to produce evidence of success and growth.
- Academic and Personal Excellence: Students strive for excellence in their learning and in their ability to communicate that learning. Assessments are designed to measure and describe that excellence.
- Culture of Academic Honesty: Students will cultivate habits that promote an obligation of academic integrity. (See <u>BRC Academic Honesty Policy</u>)

Caregivers

• Home-School Partnership: Caregivers are invited to be actively involved in the home-school partnership and are aware of intended learning, their students' progress and the priorities for continued learning.

Teachers

- Clear Communication: Students receive consistent, timely, and clear descriptive feedback. Communication is not limited to progress reports but occurs whenever it is appropriate.
- Separation of Academic and Non-academic Evidence: assessments collect information about student achievement of curriculum outcomes. Personal and social behaviours are reported separately from academic behaviour.
- Balance: Students experience a number of opportunities to demonstrate successful learning. There are opportunities to practice and opportunities to demonstrate achievement.
- Research-based: Assessment procedures are based on current practices which promote student learning and engagement. Teachers collaborate horizontally and with partnering SPSD school Aden Bowman Collegiate) to ensure calibration of assessment practices and internally assessed work.

The diploma points matrix

May 2015 onwards

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

IB DP Assessment and Local Outcomes

Assessment of an IB DP student's achievement happens in a variety of ways throughout the course of the two-year programme. It includes assessment of student work both by outside examiners, as well as the students' own teachers. Students who succeed in receiving the IB Diploma will at the same time meet Saskatchewan's high school's graduation requirements and therefore, also receive the local high school diploma. The work that students do in the IB Programme is also assessed (separately) using the outcomes contained in our local curriculums. When reporting to the Ministry of Education for an IB course, the grade will reflect as closely as possible the grade a student would have received in a corresponding non-IB class. If a teacher's professional judgement indicates that the IB grading criteria are more demanding than the provincial criteria, the grade should be adjusted accordingly.

IB DP examinations are offered in May. A variety of assessment methods are used to value both the content and the process of academic achievement and take into account different learning styles (See <u>BRC Inclusion Policy</u>), language learners (See <u>BRC Language Policy</u>) and cultural patterns.

Awarding of the Diploma

In order to be awarded the Diploma, a student must meet defined standards and conditions, including a minimum total of 24 points and the satisfactory completion of the three diploma requirements: Theory of Knowledge (TOK), the Extended Essay (EE), and Creativity, Activity, and Service (CAS). The maximum Diploma point score is 45. TOK and the Extended Essay contribute to the overall score through a <u>matrix system</u> which awards up to three points based on the candidate's combined performance.

Those who fail to satisfy all requirements or who elect to take fewer than six subjects are awarded a distinguished Diploma Course Student designation for examinations completed.

"Awarding" of the IB Diploma - The Diploma will be awarded to a candidate whose total score reaches or exceeds 24 points, provided:

- Grades have been awarded in six subjects
- The ToK assessment requirement have been met
- An Extended Essay has been submitted and assessed
- The candidate has fulfilled the requirements of the CAS Programme
- There is no grade 1 in any subject
- A candidate with 24, 25, 26 or 27 points does not have a failing condition
- A candidate with 28 points or more has only one failing condition
- The final award committee has not confirmed the candidate as guilty of malpractice

"Failing" Conditions of the IB Diploma - The Diploma will not be awarded if the candidate's results contain any one of the following failing conditions:

- An Elementary ("E") grade for Theory of Knowledge or the Extended Essay
- A grade 2 in any HL subject
- Each grade 3 in an HL subject not compensated by a grade 5 or above in another HL subject
- A grade 1 in any SL subject
- Two or more grades 2 in any SL subjects
- Four or more grades 3
- Two or more grades 3 with a grade 2 at SL Candidates will not be awarded the Diploma if they have any one of the following excluding conditions, regardless of the total points obtained.
- A grade of "N" in any component, or
- A grade of 1 in any higher level subject, or failure to complete ToK, EE or CAS

Resources

DP Approaches to Teaching and Learning (Feb 2015)

Diploma Programme: From principles into practice (for use from August 2015)

Guidelines for developing a school assessment policy in the Diploma Programme

SPSD Administrative Procedures 360 and 361

SPSD Secondary Assessment Handbook

PUBLICATION

This document will be available on the Saskatoon Public School Division's Portal for Bedford Road Collegiate

REVIEW

This policy will be subject to regular review by an Assessment and Academic Integrity Committee. Any changes or amendments must be presented to School Administration for approval and IB teaching staff for calibration of assessment practices. All practices will be shared with the school community through department meeting where review of common practices and curricular outcomes will be most relevant.

Updated: December 2021

