



## R.E. MOUNTAIN SECONDARY SCHOOL

### IB DIPLOMA PROGRAMME

#### Assessment Policy

One of the fundamental roles of assessment is to improve and enhance student learning. Hence, assessment must be rooted in timely, informative and constructive feedback that will help to create the building blocks for further learning. Assessment also forms the foundation of knowledge and understanding in the IB Programme. Assessment also supports students' understanding of their own learning, helping them to build strategies that will promote their learning in the future. Assessment must also provide a clear definition of what excellence looks like, providing students with a vision to which they can aspire within each course and the overall programme.

Assessment is broken down into two areas: Formative assessment as feedback for learning and self-evaluation; summative assessment as evidence of learning. Formative and summative assessment is administered using the IB scale throughout each area of study.

**Formative assessment** is diagnostic in nature and the most important form of assessment. It is the process through which teachers and/or peers provide oral and/or written feedback to students to help further their learning; it indicates to them the areas they have mastered, the level at which mastery has occurred and the areas that require further attention.

Formative assessment is also reflected in the process of self-evaluation as it provides students with the opportunity to self-assess and peer-assess. This helps students take ownership of their learning. Formative assessment happens on an ongoing basis throughout the year as teachers monitor and receive student work and as they share their work with each other and reflect on their own learning. Formative assessment may be as simple as a comment as a teacher circulates through the class or can include significant feedback related to a major area of study.

**Summative assessment** is evidence of the culmination of student learning at the end of an instructional period. In addition to summative assessment within the classroom, in IB, the final summative grade is determined through Internal Assessment (labs, presentations, experiments and commentaries) and External Assessments (exams and essays). At the end of the two-year program, exams are administered at the school level and distributed world-wide to be assessed by IB. Samples of these assessments are gathered centrally and re-assessed to ensure consistency of evaluation. Adaptations on Internal and External Assessments are permitted based on an Individual Education Program established for students with special needs. The IB final assessment is the ultimate summative assessment. Summative evaluations may also be provided to students as major areas of study in a particular subject are completed. While these assessments may be summative in nature, they also provide formative feedback for students to improve their learning as they approach the final evaluation.

Teacher collaboration when more than one teacher is responsible for a subject area ensures consistency in practice and feedback. It also helps to standardize processes that will lead to the internal assessments provided to the IB for evaluation. Interdisciplinary collaboration also maintains consistency in approach between subjects.

Students in the R.E. Mountain IB Programme also take the provincially required English 12 exam administered at the end of January during their grade 12 year.

Academic honesty is of utmost importance to ensure both ethical development in students and accurate assessment of students' knowledge and understanding. As part of their learning, students will become familiar with appropriate documentation and citation of sources used in the development of their ideas. Students will have many opportunities to demonstrate their understanding of this critical academic skill. R.E. Mountain's academic honesty policy is emphasized as a central part of the school's philosophy in every classroom.

Formal reporting occurs five times per year in the form of a report card at the end of each term, an interim during the first term and a culminating self-evaluation.

This policy was developed in consultation with the teachers, the head of school and the IB coordinator of R.E. Mountain Secondary School. It will be reviewed along with other policies during IB staff meetings and may be adjusted as the needs and/or profile of the Programme changes. It is posted on the school website under IB Program Overview.

The following are grade conversion scales for IB to BC Ministry of Education Equivalents:

### British Columbia University Grade Conversion Scale

IB Grade	% Equivalent
7	96 – 100
6	90 – 95
5	86 – 89
4	76 – 85
3	70 – 75

### British Columbia Ministry of Education Grade/Percentage Scale

Letter Grade	Percentage	Descriptor
A	(86-100%)	Excellent Performance
B	(73-85%)	Very Good Performance
C+	(67-72%)	Good Performance
C	(60-66%)	Satisfactory Performance
C-	(50-59%)	Minimally Acceptable Performance
SG		Although completion of normal requirements is not possible, a sufficient level of performance has been attained to warrant, consistent with the best interests of the student, the granting of standing for the course or subject and grade.

TS		May be granted by the principal, vice principal or director of instruction in charge of a school on the basis of an examination of records from an institution other than a school as defined in the School Act.
RM		RM - Requirements Met (for use with Graduation Transitions only)

### Diploma Requirements

Diploma Requirements	Criteria
3 SL & 3 HL subjects	Minimum score of 24 points overall Minimum of 12 points earned in HL classes (May not receive a score of 1 in an HL course) Minimum of 9 points earned on SL exams (May not receive a score of 2 in more than 2 SL or HL courses)
Theory of Knowledge	Prescribed Title Essay & Oral Presentation Grades earned A (highest) to E (lowest) Minimum score of D to earn a diploma
Extended Essay	4000 word essay Grades earned: A (highest) to E (lowest) Minimum score of D to earn a diploma
Creative, Action, & Service	CAS over 18 months to be documented on Managebac

A maximum score of 45 points can be earned with a score of 7 in each of the 6 subject and if they receive A's on each of their TOK and Extended Essay.

Teachers generate a predicted grade at the end of January of the grade 12 year with which students may apply to universities. Predicted grades will be shared with students in a meeting with the coordinator in early February. While predicted grades may result in initial acceptance to a university program, final IB grades will be the ultimate determining factor. Teachers do their best to ensure accurate predicted grades, but some times, the final grade may be higher or lower.

The coordinator will receive final grades from the IB in early July and inform students that they are available online once received. Diplomas are received in August and are mailed to students directly once the office is opened two weeks prior to labour day.