



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 Diploma Programme.

Assessment is categorized into two fundamental areas: **Formative assessment** is utilized as feedback/scaffolding for learning and self-evaluation while **summative** assessment is utilized as evidence of learning.

Formative assessment

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 through 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.

Summative assessment

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, the final summative grade at the end of each two-year course is determined through an Internal Assessment and an External Assessment. Samples of these Internal Assessments are gathered and moderated by IB to ensure consistency while the External Assessments are assessed entirely by IB.

Adaptations on Internal and External Assessments are permitted based on an Individual Education Plan (IEP) established for students with diverse needs.

Students in the RE Mountain IB Programme also take a provincial literacy assessment in their Grade 12 year. This assessment, known as the Literacy 12 Assessment, is mandatory for graduation in BC. In addition, all Grade 12 BC curriculum students are enrolled in Career Life Connections (CLC) and are expected to complete a Capstone Project as part of the graduation requirements. IB Diploma students are able to meet the graduation requirements through their CAS program and Extended Essay program. In addition, there is also a short course on the career preparation components of the CLC course that is taught specifically by the CAS Coordinators.

Academic honesty is of utmost importance to ensure both ethical development in students and informed 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.

Informal and 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.

British Columbia Ministry of Education Grade/Percentage Scale

The following scales are letter grade and percentage scales for Grades 10 to 12 students in British Columbia. These scales are created by the British Columbia Ministry of Education.

Letter Grade	Percentage	Descriptor
A	(86-100%)	The student demonstrates excellent or outstanding performance in relation to expected learning outcomes for the course or subject and grade.
B	(73-85%)	The student demonstrates very good performance in relation to expected learning outcomes for the course or subject and grade.
C+	(67-72%)	The student demonstrates good performance in relation to expected learning outcomes for the course or subject and grade.
C	(60-66%)	The student demonstrates satisfactory performance in relation to expected learning outcomes for the course or subject and grade.
C-	(50-59%)	The student demonstrates minimally acceptable performance in relation to expected learning outcomes for the course or subject and grade.
F	(0-49%)	The student has not demonstrated the minimally acceptable performance in relation to the expected learning outcomes for the course or subject and grade. F (Failed) may only be used as a final letter grade if an "I" (In Progress) letter grade has been previously assigned or the "F" is assigned as a result of failing a provincially examinable course.
I		The student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to the expected learning outcomes.
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



IB Percent Equivalencies for BC Ministry Reporting Purposes

The following scales are grade conversion scales for IB grades to BC Ministry of Education percent equivalencies. All courses in British Columbia must be reported in a percentage on formal reports and transcripts. This scale was created by members of the British Columbia Association of IB World Schools (BCAIBWS) including subject teachers, IB Coordinators and IB Heads of School.

IB SL Grade	IB HL Grade	IB HL Math Grade	Percent Equivalent
	7	7, 6	97-100
7	6	5	96-99
6	5	4	90-95
5	4	3	86-89
4	3	2	71-85
3	2	1	51-70
2	1		41-50
1			40

This policy was developed in consultation with the IB subject 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 most recent review was conducted on September 14, 2023.