

1. Assessment

2. Homework

Overall workload

Program planning ensures our students are able to graduate with both an International Baccalaureate Diploma and an Ontario Secondary School Diploma (OSSD). Teachers of IB Diploma Programme courses develop course outlines to achieve curriculum expectations outlined in both the IB Diploma and the Ministry of Education of Ontario curriculum subject guides. Curriculum expectations describe the knowledge and skills students are expected to develop and demonstrate by the end of the course. Students are made aware of these expectations prior to learning the content for a unit of study within a course.

Curriculum planning includes both vertical and horizontal articulation. Vertical articulation involves careful consideration of the logical progression of learning from Grades 9 through 12 while horizontal articulation develops integration between different subjects. Assessment practices will be discussed at regular meetings of IB teachers, at subject Department meetings, and on Professional Development Days.

Teachers use established criteria based on course expectations to develop criterion-referenced assessment and evaluation. When more than one teacher is responsible for teaching a subject, course outlines and assessment instruments are developed in collaboration.

6. Types of Assessment

Teachers will design and use a variety of assessment strategies to evaluate student learning and to inform their own teaching practices.

Formative assessment takes place during instruction to provide direction for improvement and adjustment to instructional programs for individual students and for an entire class. The information is gathered frequently and in an ongoing manner. Teachers provide students with regular descriptive feedback both verbally and in writing to emphasize areas of strengths and to suggest strategies for improvement. Teachers of IB Diploma subjects will include questions from past IB exams on quizzes and unit tests to better prepare students for the types of questions they will answer on Diploma Programme External Assessments (final exams).

Internal assessments are a type of formative assessment. IB Diploma Programme subjects require that students complete one or more Internal Assessment (IA), which may include a research paper, performance, or scientific investigation. Students develop their own IA, under the guidance of their IB teacher and in accordance with require-11()5(P)8(r)-7(o)-11(g)73te 1(u)-11(t)5(l)-4(i)

Summative assessment is a judgement of the quality of student learning and understanding of the established curriculum expectations for the entire course. It occurs at or near the end of a period of learning. Summative assessments are used to record what has been learned and to report this information to students, parents, teachers, the International Baccalaureate Organization (IBO) and post-secondary institutions.

External assessments are a type of summative assessment. For IB Diploma subjects, external assessments may include examinations, performance recordings, and essays, which are sent to the IB for grading by official examiners. Examinations take place in the month of May in the final year of instruction for the course and are sent away for grading by trained IB examiners.

7. Grading & Evaluation

Evidence for evaluation is collected over time from three different sources: observations, conversations, and student products (performance tasks, demonstrations, projects, essays, tests and exams). Evidence does not include diagnostic, self- or peer-assessments nor does it include ongoing homework. For group projects, each student's work within the group will be evaluated independently and assigned an individual mark. According to Ontario's Growing Success document, "Determining a report card grade will involve teachers' professional judgement and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence." (p. 39)

Our IB teachers want our students to have a clear picture of how their IB work will be assessed. IB subject teachers take the time to explain the process, criteria and standards required to achieve an excellent grade on each IB assessment. Strategies to ensure student success on these tasks may include having students use assessment criteria to mark sample assessments posted on the IB website, sharing de-identified marked exemplars of excellent work completed by past students in our program, and, before an internal assessment is submitted for evaluation, having students engage in self-assessment and reflective practice using the rubrics and assessment criteria for each task.

To ensure consistency in the evaluation process of IB Internal Assessments (IAs), our teachers engage in a practice known as internal moderation. In this process, an IB-trained subject teacher will utilize IB rubrics and established standards to grade a student's work. Then, another IB teacher trained for the same subject will use the same rubrics and standards to grade the assignment a second time. The final step is for the teachers to meet to discuss discrepancies (if any) and refer back to IB standards to agree on a fair final mark prior to its submission to IB. In cases where there is only one teacher at the school for a given IB subject, every effort will be made to perform the moderated marking procedure with a teacher of the same IB subject at Riverside Secondary School, another GECD SB IB World School offering the IB Diploma Programme.

As a member of the IB Schools of Ontario (IBSO) organization, LDSS IB teachers apply the IBSO Table of Equivalence (ToE, shown below) to all assessments designed to measure progress in Diploma Programme courses (Grades 11 & 12). The ToE supports school, student and parent understanding of the IB assessment levels in relation to the Ontario Ministry of Education objectives outlined in Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, aligning with already familiar percentage grades and levels. The focus of where to place the students' ministry percentage, within the aligned grade band, is drawn from learning evidence and the professional judgement of the teacher. All assessment and evaluation of IB students and the application of the ToE should be supported by the IB Grade Descriptors, and the Subject Grade Boundaries published annually by the IB.

IBSO Table of Equivalence

IB Grade	Equivalent OSSD Percentage	Ontario Ministry of Education Assessment Level
----------	----------------------------	--

7

9. Implementation and Review of Assessment Policy Document

LDSS teachers of IB courses use this policy to guide assessment and evaluation in all Diploma Programme courses offered at our school. Together with the LDSS Calendar of School Deadlines, the LDSS Assessment Policy will be shared and reviewed with students in September of Year One (Grade 11) and Year Two (Grade 12).

This policy will be reviewed and updated annually by a committee that includes the IB Diploma Coordinator, an Administrator, IB teachers, parents/guardians, and students.