

**IB Assessment Policy  
Garibaldi Secondary School**

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# IB Assessment Policy

## Garibaldi Secondary School

### Guiding Principles

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At Garibaldi Secondary School assessment practices provide feedback so that students can identify their strengths and areas of growth. From this feedback students can then develop a plan for improvement. This process is supported by the unit planning process where teachers design formative and summative tasks that allow students opportunities to demonstrate their learning in a variety of ways. By being actively engaged in the assessment process - by reflecting on, thinking about, and acting on the feedback they receive - students are able to develop the Learner Profile attributes, especially *Inquirers, Knowledgeable, Thinkers, Principled, Open-Minded, and Reflective*.

### Purpose of assessment at GSS

The purpose of assessment at GSS is to:

- support and encourage student learning by providing feedback on the learning process.
- promote the development of Approaches to Learning skills: *Thinking, Communication, Social, Self-management and Research*.
- promote positive student attitudes towards learning through strength based feedback.
- promote an understanding of subject content by supporting students in their inquiries.
- provide the opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments (MYP), the extended essay (DP) and the reflective project (CP).
- inform and enhance the teaching process.

### Student Responsibilities

- be actively involved in the learning process.
- work towards understanding the assessment expectations.
- complete and submit work in a timely manner.
- follow the principles of academic honesty as laid out in the *GSS Academic Honesty Policy*.

### Teacher Responsibilities

- make expectations clear and provide feedback throughout the learning process.
- use formative assessment to inform and enhance the teaching process.
- help students become familiar with the IB subject group criteria.
- plan units with summative assessments that allow students to demonstrate achievement at different levels.

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- follow the principles in the *GSS Inclusion Policy* as related to assessment
- Support students in their understanding and adherence to the principles of academic honesty as laid out in the *GSS Academic Honesty Policy*.
- build consistent assessment practices through standardization during collaboration time

### **Reporting**

The British Columbia Ministry of Education requires schools to “... provide a written summative report to parents that address the student’s progress in relation to the learning standards of the curriculum in all areas of learning...” (Student Reporting, July 1, 2016, p. 2)

A minimum of five reports (3 formal, 2 informal) during the school year are mandated provincially:

- Fall - Student led conferences (informal)
- December - First Report Card (formal)
- February - Student led conferences (informal)
- April - Second Report Card (formal)
- June - Final Report Card (formal)

## **Middle Years Programme**

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### **Assessment and Interim Reports**

As required in the MYP, each subject area will assess all the strands in the subject specific criteria (A-D) at least twice during the year. Assessment may be used to guide teaching practices and to identify student strengths and areas for improvement.

Teachers will use the level descriptors to determine the student’s achievement level for each criteria. Student progress will be reported to parents on report cards using the 8 point scale for Criteria A-D. The first formal report card may not have all criteria summatively assessed, but teachers will aim to have each Criteria A-D assessed at least once by the second report card.

### **Final Report**

At the end of the year, the sum of the four criteria is converted to an Overall Achievement Level from 1-7 for each subject area. This will be published on the year end final report card in June.

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For Grade 10 students (Year 5), the BC Ministry of Education states that “... formal reports will include letter grades, percentages and written reporting comments.” (Student Reporting, July 1, 2016, p. 4) On the year-end final report card, Grade 10 students will be given an MYP achievement level on the 1-7 scale. In addition, as per the Ministry of Education reporting requirements, the MyEducationBC Student Information System (MyEd) converts the overall achievement level to a percentage. The conversion uses the IB conversion table developed by the British Columbia Association of IB World Schools. (See Appendix A).

### **Approaches to Learning (ATL) and BC Ministry Core Competencies - Student Self Reflections**

The BC Ministry of Education mandates that “[s]ummative reporting will also include student self-assessment of Core Competencies” (from Student Reporting July 1, 2016, p. 2). In order to meet this requirement, students in Grade 8-10 complete a reflection at the end of each term and at the end of the year for the five Approaches to Learning categories: *Thinking, Communication, Social, Self-management* and *Research*. These self-assessments are available to students and parents for the duration of their high school experience through myBlueprint, an online platform that students can use as an electronic portfolio.

### **MYP students on Individual Education Plans (IEPs)**

As outlined in the GSS Inclusion Policy, students on Individual Education Plans (IEPs) have access to accommodations in order to support their learning needs. In the MYP, these accommodations include *adaptations* and *modifications*.

***Adaptations*** - Adaptations are teaching and assessment strategies especially designed to accommodate a student’s needs so they can achieve the learning outcomes of the subject or course and demonstrate mastery of concepts. A student working on learning outcomes of any grade or course level may be supported through the use of adaptations. An Individual Education Plan with adaptations retains the learning outcomes of the regular curriculum and is provided so that the student can participate. Adaptations may include, but are not limited to: extra time on assignments and exams, reduction in volume of work, due date extensions, separate setting for exams, alternate forms of presenting learning, use of adaptive technology, use of oral assessment to demonstrate competency and use of a scribe and/or reader.

***Modifications*** - Modifications for students on IEP are teaching and assessment strategies designed to accommodate students: “ Where it is determined that a student with special needs is not capable of achieving the learning standards or learning

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outcomes of provincial or Board Authority curriculum, and substantial course of program modification is necessary ... [S]pecific individual goals and objectives will be established for the student in his or her Individual Education Plan". For reporting on students who receive modifications, support teachers will develop appropriate individual goals. "... [t]he most appropriate form of reporting for the student will be determined by the School Based Team". (Student Reporting July 1, 2016, p. 5)

### Diploma Programme

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#### Assessment and Reporting

Diploma Programme (includes Career Programme) teachers will use a range of formative and summative assessment strategies to help students understand their strengths and areas for growth. DP teachers will use school-based summative assessments as well as the criteria provided by IB for Internal Assessments to determine student achievement.

DP teachers will provide clear learning targets and criteria for the desired levels of performance. Formative assessment opportunities shall be provided for students to demonstrate their understanding and application of concepts.

DP teachers will predict grades based on a variety of assessments and will consider the body of evidence using their professional judgement when predicting student grades. DP teachers will consider what most accurately represents student achievement as related to the subject guide rubrics. This is based on the IB set of criteria for each subject using the 7 point criterion referenced scale.

For Grade 11 and 12 students, the BC Ministry of Education states that "... formal reports will include letter grades, percentages and written reporting comments." (Student Reporting, July 1, 2016, p. 4) On each formal report card, DP students will be given a letter grade and a percentage. The teacher converts the IB scale grade to a BC Ministry percentage grade using the conversion table developed by the British Columbia Association of IB World Schools. (See Appendix B)

#### DP students on Individual Education Plans (IEPs)

As outlined in the GSS Inclusion Policy, students on Individual Education Plans (IEPs) have access to accommodations in order to support their learning needs. In the Diploma Programme, these accommodations include *adaptations*.

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*Adaptations* - For DP students on IEPs, adaptations may include but are not limited to: extra time on summative assessments, separate setting for exams and use of adaptive technology. The DP Coordinator will submit requests to the IB for inclusive assessment arrangements at the time of registration.

### **Policy Review Protocol**

The Garibaldi Assessment Policy is a working document. Since the needs of our student population are not static, this policy will be reviewed and revised as needed each fall.

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## References

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BC Ministry of Education. (2016, July 1). *Student Reporting*. Retrieved from  
<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/student-reporting>

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Appendix A

**British Columbia Association of IB World Schools – MYP Conversion Table  
IB MYP Grade to BC Ministry of Education Grade**

MYP Conversion Table			
IB total	IB FINAL Grade	BC Grade	BC %
32	7	A	100
31	7	A	99
30	7	A	98
29	7	A	97
28	7	A	96
27	6	A	95
26	6	A	92
25	6	A	90
24	6	A	87
23	5	A	86
22	5	B	84
21	5	B	82
20	5	B	80
19	5	B	78
18	4	B	77
17	4	B	75
16	4	C+	72
15	4	C+	70
14	3	C+	69
13	3	C	66
12	3	C	63
11	3	C	60
10	3	C-	56
9	2	C-	55
8	2	C-	52
7	2	I/F	48
6	2	I/F	45
5	1	I/F	44
4	1	I/F	35
3	1	I/F	26
2	1	I/F	18
1	1	I/F	9
0	1	I/F	0



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**Appendix B**

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**British Columbia Association of IB World Schools – DP Conversion Table  
IB DP Grade to BC Ministry of Education Grade**

BCAIBWS Recommended Table of Equivalencies for DP Reporting Purposes- May 2019

Anticipated Grade SL Course	% Range for Reporting	Anticipated Grade HL Course	% Range for Reporting
7	96-100	7	98-100
6	90-95	6	96-97
5	86-89	5	90-95
4	76-85	4	86-89
3	70-75	3	76-85
2	50-69	2	70-75
1	0-49	1	0-49 (0-69%?)