



## Abbotsford Senior Secondary School I.B. Diploma Programme Assessment Policy



At Abbotsford Senior Secondary School assessment, evaluation and reporting on student progress and student success is an integral part of our mission. We subscribe to the policies and procedures in place in School District 34 and the regulations of the British Columbia Ministry of Education. These policies and procedures match the assessment philosophy and requirements of the IBO and ensure that our practices meet the standards expected of an IB World School.

The following documents were consulted in development of Abbotsford Senior Secondary School Assessment Policy:

Guidelines for Developing a School Assessment Policy in the Diploma Programme  
Diploma Programme Assessment: Principles and Practice  
Diploma Programme: From Principles into Practice  
Port Moody Secondary School's IB Assessment Policy  
School District No. 34 Administrative Procedure 303 – Reporting Student Achievement  
School District No. 34 Administrative Procedure 304 – Assessment

### **Principles and Purpose of Assessment**

Abbotsford Senior Secondary School is committed to providing quality learning opportunities to all students, and assessing student achievement is an integral part of this focus. The school community recognizes the important influence that quality and timely assessment has on motivation and self-esteem of students. Assessment practices of the school will encourage and provide effective feedback that students can use for self-evaluation and growth. In turn, the results of such assessments can be used as a tool that allows teachers to adjust instruction to best fit the needs of the learners in their classrooms. Assessments will also provide valuable feedback to parents and staff and help guide allocation of resources by the Ministry of Education.

Abbotsford Senior Secondary School believes that all assessments have two ultimate purposes: to improve (1) student learning and (2) achievement in relation to the BC Ministry of Education Prescribed Learning Outcomes and International Baccalaureate Performance Standards. It is the responsibility of the teachers to utilize the best possible formative assessment practices to guide student learning and to maximize summative assessment results.

School and classroom level assessments are integral to the planning and delivery of curriculum and to the implementation of instructional approaches to best meet student needs. These assessments are used for the collection of varied and valid data on student learning in relation to the Prescribed Learning Outcomes and Performance Standards. Teachers shall use a balance of

these assessments to properly gauge student learning and develop necessary interventions. Examples of such assessments include:

- Quizzes (written, oral, practical)
- Summative exams (written, oral, practical)
- Samples of student work
- Presentations
- Oral and written reports
- Journal/Learning logs
- Performance tasks and projects
- Portfolio assessments
- Ongoing informal/formal observations
- Student self-assessments

## **Academic Requirements**

### Pre-Diploma Grade 9 and 10

Students in the Pre-Diploma programme at Abbotsford Senior Secondary School have been selected for transition into the IB Diploma programme. They meet all the provincial requirements for graduation through their Pre-Diploma classes. Students in each grade have the choice to enroll in up to 5 Pre-Diploma courses (English, Social Studies, Science, Mathematics, and French) and must enroll in 3 elective courses, one of which is Career Education. The curriculum in the Pre-Diploma courses matches the provincial curriculum but includes extensions and enrichment as required to ensure the students are prepared for their studies in the Diploma programme.

### IB Diploma Grade 11 and 12

Students in the IB Diploma programme complete one course from each of the 6 subject groups of the IB Curriculum (Studies in Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, and the Arts) as well as the core components of Theory of Knowledge, Creativity Activity and Service, and the Extended Essay. Each course within the IB Diploma is recognized by the BC Ministry of Education and is granted 4 credits towards graduation.

As part of our regional organization, the BC Association of IB World Schools, we have participated in meetings with the Ministry of Education in order to advocate for IB Diploma students with respect to Ministry requirements. This has resulted in the following as regards to IB Diploma students:

- All grade 11 and 12 IB courses are awarded full credits (4) towards high school graduation (including TOK, CAS, and Extended Essay)

- Grad Transitions requirements are almost fully satisfied through CAS
- Fine Arts and Applied Skills requirements satisfied by completion of TOK and CAS

Students may pursue a partial load of IB Diploma courses, and in this event must satisfy all provincial graduation requirements and will not earn an IB Diploma.

## Reporting and Grading

Reporting to the Ministry of Education and to parents is completed two times per semester, consisting of one informal and one formal report. Informal reports include:

- Informal phone calls
- E-mails to parents through online marks program “Checkmyprogress”
- Interims
- Parent-teacher conferences
- Interviews requested by teachers to parents on an “as needed” basis
- Meet the Teacher evenings

Formal reports include letter grades, work habits, comments and attendance. For all IB students (Diploma and Course) comments include reference to the appropriate Diploma Programme grade descriptor which is posted on the Abbotsford Senior Secondary School website.

Based on research conducted by UBC, a scale of % grade equivalencies has been adopted by the British Columbia Association of IB World Schools and is used to create a scale of equivalences used for reporting grades to parents and the Ministry of Education.

We report on student progress in the IB Diploma and Pre-Diploma courses in terms of an anticipated grade on the IB scale of 1 to 7, a corresponding percentage and letter grade as per the table below:

<b>Traditional %</b>	<b>IB Anticipated Grade</b>	<b>Pre-Diploma Range of Equivalent % on Formal Reports</b>	<b>Diploma Range of Equivalent % on Formal Reports</b>
Less than 40%	1	0-44%	50-59%
40-49%	2	45-55%	60-69%
50-59%	3	56-69%	70-75%
60-69%	4	70-77%	76-85%
70-79%	5	78-86%	86-89%
80-89%	6	87-95%	90-95%
90-100%	7	96-100%	96-100%

## **Responsibilities and Review**

Our assessment policy is reviewed and revised each year in June by the IB coordinator, the Head of School and Administrative Team, and then discussed with all teachers in the IB Diploma Programme. Any revision or changes are completed by the IB Coordinator. New staff members are mentored and trained in this assessment policy by their colleagues within their departments, the IB Coordinator, and the Administrative Team.