

# CARDINAL CARTER CATHOLIC SECONDARY SCHOOL

## DP ASSESSMENT POLICY

### **Philosophy and Principles**

The assessment practices at Cardinal Carter Catholic Secondary School reflect the involvement of all stakeholders within our educational community. The Ontario Ministry of Education document *Growing Success* is followed in conjunction with the Board policy as well as the IBO policies. Our assessment follows the format as outlined in *DP: From Principles into Practice* and adheres to subject specific aims and objectives. Teachers use subject specific assessment criteria from the IB course guides and use a best-fit approach based on the strand descriptors in the DP subject assessment criteria when determining student performance. Assessment data is shared with parents a minimum of four times per school year. Students take part in their own assessment through self and peer assessment for the purposes of reflection on practice in order to drive improvements in their own learning.

### **IB Assessment Practices**

- **Formative and Summative Assessments**

Formative assessment involves the ongoing process of gathering and interpreting evidence to monitor progress in student learning. Teachers use the data to provide descriptive feedback that is clear, specific, and meaningful in a timely manner, in order to support improved learning and to adjust instruction to enhance learning and achievement. Formative assessments identify the learning needs of students, shape learning, and prepare students for summative assessments.

Summative assessment involves the process of gathering and interpreting evidence to assess a student's understanding of the course material. Summative assessments measure achievement based on established criteria used to assign a value to represent the quality of student learning at the end of a period of learning. Cardinal Carter DP students write end-of-semester examinations in May. Students write one such exam per standard level course, and two per higher level course. Summative assessments play an important role in the final grade a student earns in a given course, and to determine the predicted grade (PG) that is provided to the IBO in April. Summative assessments are used to communicate information on student achievement.

- **Internal and External Assessments**

IB teachers use a variety of formative and summative assessments to support and encourage student learning. Aligning with Ontario Assessments policies, IB assessment is criterion-referenced rather than norm-referenced. IB internal assessments allow teachers to assess some of the students' work during the IB course. Examples include English individual oral commentary, language presentations, historical investigations, laboratory reports, and math projects. Our teachers mark the internal assessments and this grade counts as a percentage of the student's overall final IB score. The marks for the internal assessments are submitted to the International Baccalaureate Organization (IBO), along with a representative sample of the work marked by the teacher. Students receive significant instruction and practice throughout their courses in order to effectively prepare for these challenging tasks and for writing the IB final exam in May of Year 2. In each IB subject teachers are given a very specific list of criteria to assess and guidelines about how to mark each criterion. To determine a mark, the teacher chooses the level of achievement that best matches

the work being marked. The criteria for achievement are clearly communicated to students well in advance of the internal assessments. IB assessments are graded on a scale of 1 (low) to 7 (high).

IB external assessments are assessments that are completed by IB students at school and are marked by external IB examiners all over the world. All IB students write final examinations in Year 2. The Extended Essay, Written Assignment papers, TOK essay and Visual Arts exhibitions are also externally assessed. Our IB students may write a final exam in Year 1 as an anticipated subject. The dates for IB examinations are set by the IBO and given to students in advance of their exams. IB exams are conducted in strict accordance with IBO regulations. The final IB grade is awarded by the IBO in July. DP Teachers evaluate school-based assignments using IB rubrics and then convert the marks to 1-7 scores based on mark bands available in the yearly subject reports provided by IB.

### Reporting and recording IB Grades

During the first progress report in October, a Parent-teacher interview is held. This provides parents a time to meet with teachers to discuss their child's progress in each course. As needed, teachers consult with parents and guardians on an individual basis.

Marks in IB courses are reported using the IB 1 - 7 scale as described below.

#### CCCSS Conversion Scale

(IBSO Table of Equivalent May 2017)

IB Grade	Ontario Percentage
7	97 – 100%
6	93 – 96%
5	84 – 92%
4	72 – 83%
3	61 – 71%
2	50 – 60%
1	Failing Grade

### Criteria to achieve IB Diploma

The IB Diploma is awarded *unless* a candidate does NOT achieve one of the following conditions:

- a) **CAS** requirements are not met.
- b) The candidate has earned fewer than **24** points.
- c) An **N** is awarded for TOK, EE or any subject (HL/SL).
- d) A grade **E** is awarded for one or both of **TOK/EE**.
- e) There is a grade **1** awarded in any subject.
- f) Grade **2** has been awarded three or more times in any subject (HL or SL).
- g) Grade **3** or below has been awarded four or more times in any subject
- h) (HL or SL).
- i) The candidate has earned fewer than 12 points in HL subjects.
- j) The candidate has earned fewer than 9 points in SL subjects.

- k) The final award committee has judged the candidate to be guilty of **academic misconduct**.

An IB Diploma candidate who fails to satisfy the requirements for the IB Diploma will be awarded course results for individual DP subjects and will earn the OSSD as long as the above-mentioned criteria are met.

### **Homework**

The amount of time will vary depending on course workloads at different times in the semester and the nature of the homework tasks. It is highly recommended that students spend some time each night working on each of their subjects.

### **Training of IB DP Teachers**

All DP teachers at Cardinal Carter Catholic Secondary School attend specialized IB workshops, which provide training in the teaching and assessing of IB courses. DP teachers consult IB subject guidelines and use the MyIB Programme Resource Centre (PRC) to share best practices.

### **Integration of IB Policies**

Academic honesty is strictly enforced following the guidelines set forth in the Cardinal Carter Catholic Secondary School IB Academic Honesty Policy. Students with identified learning needs (e.g. IEP, ELL) will receive supports and accommodations based on their individual needs and guided by the Cardinal Carter Catholic Secondary School IB Special Educational Needs and Language Policies.

### **Review ACS Assessment Policy**

This policy will be reviewed every 5 years by a committee consisting of the DP Coordinator as well as the Principal and respective IB teachers. The assessment policy for the DP programme is made available to all members of the school community through a description of the process of assessment on course outlines as well as discussion of assessment practices within classes and at parent-teacher conferences. A copy of the policy is also posted on our school website.

### **Documents in effect:**

- Ontario Ministry of Education (2010), *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*.
- International Baccalaureate Organization (2010), *Guidelines for developing a school assessment policy in the Diploma Programme*.
- International Baccalaureate Organization (2004), *Diploma Program Assessment Principles and Practice*.