



ASSESSMENT POLICY

SEMIAHMOO SECONDARY SCHOOL
IB DIPLOMA PROGRAMME

Reviewed November 2022

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PHILOSOPHY

It is the belief at Semiahmoo Secondary School that teachers' primary goal is to support and improve students' learning by facilitating this process with diligence, understanding their subject matter, as well as recognizing and supporting students' different learning styles, abilities, and needs. **Assessment** (the process of gathering information from a variety of sources to determine student progress against the expectations and requirements of the course curriculum) and **Evaluation** (the process of analyzing assessment information against clearly identified criteria in each subject area and assigning a grade which represents the level of achievement attained) must be fair to all students. Teachers are expected to analyze assessment data and provide progress reports to students and parents.

Through assessment students are expected to embody the criteria of the IB learner profile. They should take responsibility for their own learning: demonstrating their willingness to take risks, communicate questions, inquire and reflect on their learning. They are expected to monitor their progress, be proactive in asking their teachers how they can improve performance and assiduously prepare for all forms of assessment. Students are to set goals for their personal growth as life-long learners and periodically reflect on and assess their progress. Furthermore, they are expected to demonstrate their adherence to the principles of academic integrity laid out in our school policy by completing all their assignments on time and to the best of their ability.

The coordinator and administration at our school are responsible for supporting teachers and students in their efforts to meet the goals in their coursework by providing teachers with training and the materials and tools necessary to achieve the goals of the IB Diploma Programme at Semiahmoo Secondary.

METHODS AND PRACTICES OF ASSESSMENT

Teachers use a variety of tools in formative and summative assessment to gather information about student achievement. Assessment and evaluation practices are included in course outlines and communicated to students at the beginning of the course. Rubrics, criteria, scoring guides and their explanation/clarification, as well as exemplars are provided to students.

FORMATIVE ASSESSMENT

Formative assessment is the ongoing process of gathering and interpreting information on student performance to identify their progress in learning, their strengths, and

weaknesses. The main goal of this assessment is to provide feedback to teachers and students to improve learning. Formative assessment identifies students' needs, provides opportunities for students to assess their own work, and that of peers, and develops strategies for improvement. It is an integral part of instruction. This information is not used for determining a grade except in circumstances when there is insufficient evidence from summative assessments.

The types of formative assessment in different subjects include, for example, class/group discussions; response journal writing; practice commentaries and exam questions; oral assignments; note taking; short answer questions and student led multimedia presentations; practice labs and feedback on lab reports; quizzes; peer marking; group problem solving, listening to recordings, and discussing performances of musicians and scores of composers, sketchbooks, etc.

Teachers keep evidence of formative assessment in grade books and in physical and digital portfolios which can be used by students and teachers to reflect on and evaluate student progress. Teachers provide students with feedback through formal and informal discussions, conferences, and reports involving students themselves in the assessment of their learning and that of their peers. Occasionally teachers can provide students with marks as benchmarks of learning from which to build on and improve. This kind of assessment also helps teachers to plan and adjust their instruction based on indicators of student progress.

SUMMATIVE ASSESSMENT

Summative assessment measures achievement based on established criteria used to assign a value to represent the quality of student learning at the end of the reporting period. Summative assessment is used to communicate information about student performance to students, teachers, parents and guardians. It is an accountability mechanism to evaluate teachers and schools; it provides teachers, the coordinator and administration with data to be analyzed and reflected upon. The results of this assessment allow teachers to refine their practices and plan, individually and collaboratively to enhance instruction. The teachers, coordinator, and administration work together to analyze student performance and set achievement goals for the school for both the near and long term.

Types of summative assessment include essays, reflective statements, final written and oral presentations and commentaries; formal internal assessment labs, chapter and unit tests; term end exams; research papers, etc.

Summative assessment takes place after key concepts have been communicated and sufficient information from formative assessment has been collected. It occurs, for example, at the end of a taught unit or chapter and during milestone grading periods (midterm, semester end). The timing, type, scope, and format of summative assessment is to be communicated by teachers to students ahead of time, and assessment tools such as rubrics, criteria, examples, and practice assessment should be provided and discussed. Major summative assessment information is also posted on our school's IB student calendar on Managebac as well as to our school IB website.

HOMework

Teachers assign homework to enhance learning and achievement in each class. Work can include formative and summative assessments and be assigned in reading, writing, preparation for quizzes and tests, and presentations. The amount of time spent on homework will vary significantly depending on individual student ability, focus, involvement in extracurricular activities and language proficiency.

EXAMS

Exams are given to students at the end of the term/semester to assess their understanding of the taught material during the grading period, to provide them with practice preparing for and experiencing summative formal assessment, and to allow teachers to calculate a term/semester grade. Almost all classes offer exams that cover the material taught and knowledge acquired during the reporting period. Such exams usually takes most or all of a regular class period (80 minutes). Labs, unit and cumulative tests; essays, and oral presentations are a few of the examples of formal exams teachers assign. Final exams at the end of the semester for grade 12 senior IB students are based on corresponding IB external assessments.

IB ASSESSMENTS

There are two types of summative IB assessment, which are used in the determination of final IB grades: internal and external assessments. IB guides and policies provide detailed information on how these assessments should be administered. Copies of these policies are available to students online on Managebac and via our school IB website.

INTERNAL ASSESSMENT

Assignments for IB internal assessment (IA) are assessed by teachers on a scale of 1 (low) to 7 (high). Teachers' marks with representative samples are submitted to the IB for moderation. An IB moderator evaluates how the teacher has applied the IB grading

rubric. The IB may adjust the mark of the assignment up or down. Examples of IA are individual oral presentations, historical investigations, laboratory reports, math explorations and so on.

The due dates for internal assessments are established in consultation with all IB teachers at school to avoid overlap, minimize student stress by spreading the workload over two years, and meet the IB deadlines for IA submission. The Semiahmoo IB calendar with the dates for internal assessment is posted online for all students and teachers to access. Students are also informed of significant deadlines by classroom teachers well in advance, typically as part of their course outline and introduction.

EXTERNAL ASSESSMENT

IB external assessments, final exams, are completed by students in a secure external testing location and are invigilated by teachers and the coordinator. Upon completion exams are securely packaged and sent to the IB to be marked by external IB examiners. IB final exams make up approximately 75% of the final course mark, but it varies from course to course and from higher or standard level. Teachers provide the details of assessment to students in their course outlines. English A: Literature Higher Level Essays, TOK essays and Visual Arts exhibitions are also externally assessed.

The dates for IB examinations are set by the IB, and the schedule is provided to students at the beginning of their senior year (Grade 12). Guidelines for conduct of examinations are provided by IB, disseminated to students in a yearly exam orientation session each spring, and are strictly followed.

Final IB scores are based on the IB internal and external assessments. Students are notified of their final IB marks in early July through access to the IB Informational System (IBIS), a secure IB website. In May the coordinator sends requests to the IB for their official results to be sent directly from the IB to universities in July-August. Students also may later contact IB directly to request that their transcripts be sent to universities.

2022/2023 IB ASSIGNMENT TIMELINE

Students are expected to meet the deadlines for all their assignments. Failure to do so may result in consequences according to the Semiahmoo IB Academic Integrity Policy, which is strictly enforced.

YEAR 1 - GRADE 11

Subject	Assessment	Date	Where/Who
French B	Oral Exam	March 6 th -10 th	Office conference room, Mme. Loh
Spanish B	Oral Exam	March 27 th – March 31 st	Office conference room, Sra. Ramírez
TOK	Exhibition	Semester 1 – November Semester 2 - April	Mr. Larsen, Mme. Loh, Dr. Simpkin
Extended Essay	Introductory Session	January	Library, Mr. Kenny
	Research Question Approval	April	With Supervisors
	1 st Reflection Session	June	With Supervisors
CAS	Interviews	January 30 th , 31 st	Mr. Yeung and Ms. Harrison
	Final Update	June	Mr. Yeung and Ms. Harrison

YEAR 2 – GRADE 12

Subject	Assessment	Date	Where/Who
Sciences	Group Four Presentations	October 29 th	Science Quadrangle
English HL	Oral Exam	December 5 th -9 th	Office conference room, Mr. Larsen
	HL Essay – Draft	December 12 th	Mr. Larsen
	HL Essay – Final	January 9 th	Mr. Larsen
English SL	Oral Exams	December 12 th – 16 th	Office conference room, Ms. Shields
Geography	Field Study – Draft	October 24 th	Mr. Mleziva

	Field Study – Final	November 21 st	Mr. Mleziva
History	Historical Investigation – Draft	November 28 th	Mr. McCallum
	Historical Investigation – Final	January 16 th	Mr. McCallum
Extended Essay	Research Paper Draft and 2 nd Reflection Session	September	With Supervisor
	Research Paper Final	November 15 th	With Supervisor
	Viva Voce – 3 rd Reflection Session	January 30 th and 31 st	With Supervisor
Physics	IA	December 9 th	Mr. El Halabi
Biology	IA	December 15 th	Ms. Harrison
Chemistry	IA	February 1 st	Mr. Yeung
Math	Math Exploration – Draft	January 16 th	Mr. Clunas and Mr. Lee
	Math Exploration – Final	January 30 th	Mr. Clunas and Mr. Lee
TOK	Essay – Draft	January 3 rd	Mr. Larsen and Mme. Loh
	Individual Feedback and 3 rd Reflection	January 30 th and 31 st	Mr. Larsen and Mme. Loh
	Essay – Final	February 13 th	Upload to IBIS
CAS	Celebration	April	Ms. Harrison
	Final Update	April 30 th	Ms. Harrison
Visual Arts	Exhibition Components	March 10 th	Ms. Gihm
	Exhibition	March 27 th – April 6 th	Ms. Gihm
	Comparative Study and Process Portfolio	April 24 th	Ms. Gihm

REPORTING GRADES

IB curriculum and assessment policies are communicated first to parents of prospective candidates for the program at Information Nights held in the month of October, a year before the program starts, and then in January at the Orientation Night for incoming IB Programme candidates. At request of parents, the coordinator is also available via email, phone, or in person to discuss any questions they may have concerning assessment practices and the IB Programme in general. Teachers communicate with parents and guardians twice a year through parent-teacher interviews as well as on an individual basis through phone calls, emails, and meetings. Progress of students including grades, work habits (Good, Satisfactory, Needs Improvement) and teachers' comments (on performance in class, homework, teamwork, effort, meeting deadlines, personal organization, recommendations, etc.) are reported five times a year (October, November, January, April, and June). During the school year students receive a converted percentage grade on their report cards and an IB grade in the comments. IB students receive two official transcripts, the IB transcript, which displays the 1-7 grades, and the British Columbia Diploma Verification Report with percentage marks converted from the 1-7 IB scale. Both transcripts are submitted to universities during the admission process.

The percentage conversion for higher level and standard level courses is completed using the University of British Columbia table of equivalencies as recommended by the British Columbia Association of International Baccalaureate World Schools (BCAIBWS).

IB HL Grade	Converted Percentage	IB SL Grade	Converted Percentage
7	98-100	7	96-100
6	96-97	6	90-95
5	90-95	5	86-89
4	86-89	4	76-85
3	76-85	3	70-75
2	50-75	2	50-69
1	0-49	1	0-49

Theory of Knowledge and Extended Essays are evaluated using a letter grade scale. Our percentage conversions are also uses the recommended scale by BCAIBWS and are as follows:

IB Grade	Converted Percentage
A	96 – 100
B	90 – 95
C	80 – 90
D	65 – 79
E	50 – 64

Percentage grades are reported when students submit their final essays. To assess the performance of students during the process of researching and writing Extended Essays and TOK essays, students receive comments in their report cards such as ‘the student meets the expectations for this subject during this reporting period’ or ‘the student does not meet the expectations for this subject during this reporting period and is in danger of not receiving the IB Diploma’.

DEVELOPMENT OF TEACHER’S ASSESSMENT PRACTICES

Semiahmoo IB teaching staff work hard to develop consistent, accurate, and student-centered assessment practices. New IB staff members are sent for training and work closely with the coordinator and mentors in different subject areas on assessment. Subject area teachers periodically conduct cross marking sessions to harmonize their marking and, upon request, are given release time to do so. Teachers attend IB workshops and provincial IB round tables where experienced IB teachers share their best assessment practices. Teachers also widely use the official IB curriculum help site “My IB” to consult IB subject guidelines, learn about changes in curriculum and assessment, and participate in discussions with their colleagues all over the world through forums. Some of our teachers have also taken the training to become IB certified markers and participate in IB exam marking sessions on a yearly basis.

At monthly department meetings teachers discuss and share their practices in assessment, concerns about the performance of certain students, and individual needs of students. At the September department meeting, the coordinator and teachers discuss exam results and feedback on Internal Assessment, trends in students’ performance, etc. Teachers use this feedback to reflect on an improve their practice.

INTEGRATION OF IB POLICIES

The guidelines of Academic Honesty Policy are strictly followed in the programme. Students with identified learning needs will receive support and accommodations based on Semiahmoo IB Inclusion and Language policies.

REVIEW OF THE SEMIAHMOO IB ASSESSMENT POLICY

This document was compiled by the working committee of the IB faculty. On the IB collaboration day IB teachers worked in their respective subject groups and provided feedback on assessment policy. The draft was reviewed at the IB department meetings and by administration and shared with the IB advisory committee at the Surrey School District. The policy is reviewed annually in June at the IB collaboration day.

The Assessment Policy is posted on our website and Managebac for easy access for students, parents, and prospective applicants.