

IB Assessment Policy

New Westminster Secondary
IB World School



As outlined by the *Programme Standards and Practices* (2020), International Baccalaureate (IB) World Schools are required to have a written assessment policies that outlines the assessment practices at the school that support continuous learning and growth. (Culture 5) The New Westminster Secondary School (NWSS) IB Assessment Policy shows the assessment framework at the school and how the NWSS IB program balances Provincial and IB assessment requirements.

Philosophy

The IB Programme at NWSS is committed to its mission: “to develop responsible citizens and lifelong learners who respect learning, the environment themselves and others.” One means of measuring the effectiveness of the teaching and learning at NWSS is through authentic assessment. Such assessment eclipses the mere acquisition of knowledge, and measures the ability to apply that knowledge in many different ways. At NWSS, our assessment practices are reflective of the IB Approaches to Teaching and Learning, and IB’s *Assessment Principles and Practices – Quality Assessments in a Digital Age*. (2019, Updated 2022) Both the International Baccalaureate and BC Ministry of Education place emphasis on quality, authentic assessment guided by formative assessment practices.

Responsibilities

The coordinator and the head of school are responsible for supporting students in their efforts to meet the learning outcomes of their courses and for supporting teachers in their quest for best practice. They meet this responsibility by hiring teachers with appropriate and strong academic backgrounds, by providing the necessary training in IB philosophy and curriculum, by providing the necessary resources, and by providing opportunities for teachers to reflect and collaborate.

While all IB teachers at NWSS have attended at least one IB curriculum workshop focused on the basics of their subject, many have gone to several and make it a regular part of their professional development. Teachers are therefore responsible for implementing quality assessment practices that align with NWSS and IB Philosophy while adhering to the principles of professional autonomy in their teaching.

Ultimately, it’s the students that are responsible for their own learning. Students are responsible for completing assessment tasks as assigned by their teachers, including tasks assigned for homework. Homework is designed to enhance learning and achievement, and provides a significant opportunity to develop the attributes of the Learner Profile. It is highly recommended that students spend some time each night working on the subjects taught that day. The amount of time will vary widely depending on course workloads and the nature of the homework tasks.

Nature of IB Assessment

Assessment is of two types and is spread out throughout the two years of the IB Diploma Programme (DP1 and DP2):

- **Formative assessment** provides invaluable feedback to both students and teachers regarding their performance. It occurs at a point in a program of study where it is possible to make meaningful changes. It includes homework, quizzes, presentations etc. Assessment of this sort allows teachers to focus on elements of the *Learner Profile* and make meaningful connections with the core, especially CAS and ToK.
- **Summative assessment** informs both students and teachers about the performance of students in a course of study. Summative assessment usually occurs at the end of a unit or a learning outcome. It most commonly occurs prior to the four report card periods in each academic year. Most instructors use the completion of the Internal Assessment for summative assessment. The internal assessments are spread throughout DP1 and DP2 in an attempt to balance student workload.

Generally, in the IB Programme, teacher created assignments are formative in nature, as they are placed throughout the course of study with ample time to inform students and their teachers alike regarding the efficacy of their work (homework, quizzes, presentations etc.). IB required assessments are mostly summative in nature, and are designed to measure student achievement.

The coordinator provides significant feedback on summative assessment to teachers at the end of each academic year. This typically takes place in September. Teachers are expected to use this information as a guide to best practice. In this way, summative assessment is also formative to teachers and to the programme itself.

Frequency and Nature of formative and summative assessment:

Formative assessment takes place throughout the program and can take many forms. This list is not exhaustive:

- Practice assignments for IB external assessment (e.g., mock examinations)
- Practice assignments for IB internal assessment (e.g., mock IAs) (throughout—timing depends on class)
- Individual/Group Projects (throughout)
- Individual/Group Oral presentations (throughout)
- Quizzes (throughout)

IB Required Assessments:

- **Internal Assessments:** Components that make up the IB score that are graded by the classroom teacher. Marks for internal assessments are supplied by the teacher, but these marks are then moderated by examiners from the IBO.
- **External Assessments:** Components entirely graded by the IBO. The majority of external assessments are the IB Exams, written at the end of DP2. A few, such as the TOK Essay, English A HL Essay, and Global Politics HL Case Study presentations, are completed during regular class time with guidance from teacher, but are still assessed externally by the IBO.

Grading Requirements

Students in IB at NWSS receive grades that fulfill both the BC Ministry of Education and International Baccalaureate requirements.

IB Grades

- IB courses are graded on a 7 point scale as determined by the internal and external assessment process. IB communicates grades online to students in July following completion of the Diploma Programme.
- To earn an IB Diploma, students must earn a minimum of 24 points in IB subjects, including a minimum of 12 in HL subjects. Students must also successfully complete TOK, the Extended Essay (EE) and Creativity, Activity, and Service (CAS). For more information on diploma requirements, please consult the IBO at the following page: <https://www.ibo.org/programmes/diploma-programme/assessment-and-exams/getting-results/assessment-faq/>
- Teachers provide students an Interim Grade on the 7 point scale at the end of the DP1 year on the students' report card. This grade is informal, subject to change, and is intended to inform planning and preparation for DP2.
- In January of DP2, teachers provide the coordinator with formal IB **Predicted Grades** that students use for the purpose of university applications.
- In April of DP2, teachers submit predicted grades to the IB in a formal predicted grade report. These grades may change from the January grades based on further assessment.

BC Ministry of Education Grades

- The BC Ministry of Education expects grades in grades 11 and 12 be reported through percentages and letter grades. These are communicated to students on their report cards. The Ministry assigns grades as follows:

Letter Grade	Percentage	Definition
A	86-100	The student demonstrates excellent or outstanding performance in relation to learning outcomes for the course
B	73-85	The student demonstrates very good performance in relation to learning outcomes for the course.
C+	67-72	The student demonstrates good performance in relation to learning outcomes for the course.
C	60-66	The student demonstrates satisfactory performance in relation to learning outcomes for the course.
C-	50-59	The student demonstrates minimally acceptable performance in relation to learning outcomes for the course.
F	0-49	The student is not demonstrating minimally acceptable learning in relation to the learning outcomes for the course. The letter grade "F" may only be assigned if an "IE" (Insufficient Evidence of Learning) letter grade has previously been assigned for that course
IE	N/A	Insufficient Evidence: The student has not provided sufficient evidence of learning in relation to the learning outcomes for the course.

British Columbia Ministry of Education and Child Care. *K-12 Student Reporting Policy*. (2023)

Alignment of IB and BC Ministry Grades

Due to the differences in how grades are reported for the IBO and the BC Ministry. Universities and the BC Association of IB World Schools (BCAIBWS) have developed conversion scales to aid in university applications.

To ensure fairness and transparency for university admissions, at NWSS, teachers use these conversion scales as a guide to reporting BC Ministry of Education percentage grades. It should be noted, however, that because BC Ministry of Education grades may involve a more varied body of assessments than the IB grade, teachers have some flexibility to how closely report cards match the conversions below.

BCAIBWS Conversion Scale:



IB Anticipated/Predicted Grade	Standard Level Class Range of Equivalent %	Higher Level Class Range of Equivalent %
1	0-49%	0-49%
2	50-69%	70-75%
3	70-75%	76-85%
4	76-85%	86-89%
5	86-89%	90-95%
6	90-95%	96-97%
7	96-100%	98-100%

UBC Conversion Scale:

IB SL Grade	IB HL Grade	IB HL Math Grade	% Equivalent
--	--	7	100
--	7	6	98
7	6	5	96
6	5	4	90
5	4	3	86
4	3	--	76
3	--	--	70

<https://vancouver.calendar.ubc.ca/admissions/applicants-international-baccalaureate-and-advanced-placement-courses>

IB Appeals Procedure

A candidate's external assessment material may be re-marked as part of the Enquiry Upon Results (EUR) service, subject to a fee that may change annually. The fee must be paid in advance of the Coordinator submitting the EUR request. In the event of a re-mark successfully improving the candidate's grade by at least one grade point on the 7 point scale, the fee is refunded. All enquiries upon results must be submitted by the school on behalf of the candidate. The deadline for a EUR is at the beginning of September after a student's DP2 year.

Works Cited

British Columbia Ministry of Education and Child Care. *K-12 Student Reporting Policy*. 2023.

International Baccalaureate Organization. *Assessment Principles and Practices –Quality Assessments in a Digital Age*. 2019, Updated 2022.

International Baccalaureate Organization. *Programme Standards and Practices*. 2020.

University of British Columbia. *Applicants with International Baccalaureate and Advanced Placement Courses*. Web. Accessed 18 September 2023.

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