

## **Ross Sheppard High School IB Assessment Policy:**

Our IB programme follows the Ross Sheppard General Assessment Policy as outlined in our school handbook, on Schoolzone, and as documented at the end of this document. Our students are responsible for covering both IB and Alberta Provincial curriculum within our classes. As a member school of the Edmonton Public School Board we are required to only report grades at an Alberta Standard on our school generated transcripts. Students who attempt the more rigorous IB curriculum are not penalized; however, at present, Alberta Education will only accept and therefore only report Alberta-specific grades on their transcripts. IB-specific predicted grades and internal assessment grades for our students are generated by classroom teachers to satisfy the IB requirements and for students to use when applying for admission to post-secondary institutions that accept IB predicted grades for admission. Students at Ross Sheppard will earn two transcripts: one from Alberta Education and a separate transcript from The International Baccalaureate Organization (IBO) in July of their grade 12 year. Most Universities will use the higher of the two marks.

Although we are required to satisfy the requirements of both Alberta Education and the IBO, it is also our goal to assure that IB student work is assessed as direct evidence of achievement of the goals stated in each IB curriculum guide including encouraging an international outlook and intercultural skill development. In order to do so, IB teachers, like all teachers in our school, use a variety of Formative (AFL – Assessment For Learning) tasks and Summative (AOL – Assessment Of Learning) assessments in order to support and develop student learning. IB-specific assessments are criterion referenced as per the specific rubrics that have been devised in each IB curriculum guide rather than being norm referenced. This means that student work will be marked in relation to clearly defined levels of skill attainment (as indicated in course specific rubrics) rather than against the work of other students. These rubrics will be explained to students within each IB course and will be made the focus of IB specific internal and external assessment generating activities.

Teachers wishing to use IB assessments on the Alberta Education report card must either list that activity as a zero-weighted AFL, use that activity as a replacement assessment for Alberta Education materials of similar content, and/or alternatively convert the grade to an Alberta Education mark equivalent so that IB students are not being penalized on their Alberta Education GPA for doing work that is more rigorous than is required by regular Alberta Curriculum.

**IB Internal assessments (IAs)** will be used by IB teachers to help assess IB student work and also to help predict final IB grades in grade 12 (from 1- 7 on an IB scale) by using the set IB course rubrics. The total value on each rubric will vary dependent on the course studied and the rubric being used. IAs give students the ability to develop and sharpen skills beyond formal IB final examinations that will be conducted in May of their grade 12 year. Students will receive scaffolded instruction to help them develop and practice before they submit a final IB IA. Often a practice version or versions will occur in the grade 11 year (year 1 of the program) to be followed by a final submission in grade 12 (Year 2) of the programme. Examples of IA's include English Orals, International Language Orals, Historical Investigations, Lab Designs-Scientific Investigations, Math Explorations, Theatre Collaborative Projects, Visual Art Projects, etc. All IB internal assessment marking will be moderated both internally (if more than one teacher is involved in the instruction of the two year course), and externally by the IBO (in order to insure that the marking rubrics have been applied appropriately and equally to all candidates). If the IBO determines that IB Teachers at Ross Sheppard High School have been too generous in their assessments a moderation factor will be applied to all candidates within the school and overall IB awarded grades will be adjusted to accommodate for that generosity. A moderation factor can and will also be applied if teacher markers have been too rigorous in their assessment as well, thus insuring that all students will be treated equally globally.

**IB External Assessments (EAs)** are assessments that will be completed by Ross Sheppard students while being advised and/or supervised by our IB Teachers. These EAs are sent out for external marking by international IBO examiners. Examples of EAs include Extended Essays, Works in Translation Papers, International Language Written Assignments, TOK Essays, Theatre Arts submissions, musical investigations, and Visual Arts Exhibitions. In addition, ALL May Paper 1, 2 and / or 3 Final Examinations will also be assessed this way. The dates and general times (am or pm) for May IB final examinations are set by the IBO and given to students at least seven months in advance of the examinations. The exact start and end times for the examinations will be posted and delivered to students at least two weeks prior to the examination period during the IB Exam Protocol meeting that we deliver at Ross Sheppard. Final externally assessed IB examinations may make up anywhere from 60-75% of the final IB grade awarded to a student on their IB transcript.

**External and Internal Assessments** that teachers have supervised as well as current course work grades will be used to **help formulate an IB predicted grade (PG)** that will be used to submit to the IBO as well as to put forward to post-secondary institutions as soon as they can be ( often in late March or early April). Teachers will use a combination of grade 11 (year 1 final marks) and grade 12 (year 2) interim marks, as well as all IA and possible EA marks generated to formulate an IB predicted grade. IB Teachers will generate an IB predicted grade from 1-7 based on the mark bands available in yearly IB subject reports as well as based on past experience and practice. Development of a PG is an art and not a science; final decisions about IB Predicted Grades are at the sole discretion of the IB teacher in consultation with the IB Coordinator. Students will NOT be allowed to lobby for IA or PG mark changes but under FOIP all students can ask for direct access to their IB IA or PG grades as soon as they are generated. There is NO APPEAL process, nor will one be entertained, for PG or IA grades as submitted. Practice IB Exams are encouraged at every opportunity and may be conducted at any time during either school year, but if they are weighted towards an Alberta Curriculum average they must be converted back to an Alberta Standard.

**Theory of Knowledge and the Extended Essay** will be reported as such to IB but will be converted to an Alberta Average for submission to the Alberta Transcript as per our LDC course outlines. Students must understand that IB teacher predicted grades should, but may not, directly correlate with what IB grants as a final IB grade for that course work.

**The IB scale for Theory of Knowledge and the Extended Essay is as follows:**

Grade:

- A Excellent performance
- B Good performance
- C Satisfactory performance
- D Mediocre performance
- E Elementary performance

## **Extended essay grade boundaries**

Extended essay grade boundaries are the same for all extended essay subjects.

In order to compile this mark you need to complete the IB marking rubric

The bands are:

E: 0 - 8

D: 9 - 16

C: 17 - 24

B: 25 - 29

A: 30 – 36

## **Internal Assessment scores:**

IA scores for each course are compiled out of a different number for each subject area. Teachers will consult the IB Curriculum Guide, the OCC, and their subject area's lead teacher in order to appropriately determine the compiled IA marks for that subject area.

## **Predicted Grades For Courses:**

The predicted grade is the IB Teacher's prediction of the grade that the IB candidate is expected to achieve in the subject, based on all the evidence of the candidate's work to date and the teacher's knowledge of IB standards. These school-based assessments do not contribute to the final IB grade, which is awarded by the IBO in July.

**The IB scale and, therefore, the only permitted predictions for subjects, are as follows:**

Grade

- 7 Excellent performance
- 6 Very good performance
- 5 Good performance
- 4 Satisfactory performance
- 3 Mediocre performance
- 2 Poor performance
- 1 Very poor performance

IB Teachers will factor in the mark that they think students will earn on the IB final exams in conjunction with all of their IA materials (and factoring in the weighting given to those IA materials versus the exams that the students will write in May). IB Teachers will predict what the student will get on the IAs and the exam papers when they are all combined to formulate the final grade. When considering PG versus current or suspected future course marks, a decent guideline (which was based on 5 yrs. of statistical analysis of subject area reports and statistical bulletins) is as follows:

**94% or over = 7**

**84 – 93% = 6**

**73 – 83% = 5**

**60 – 72% = 4**

**50-59% = 3**

**Less than 50% = 2**

**Less than 40% = 1**

All IB students will be expected to diligently follow all IB rules related to academic honesty on all submissions and will sign paperwork that indicates that all submissions to IB have been conducted, developed, and submitted with appropriate citations, without collusion, and are truly their own personal work and submission(s). All IB students will also adhere to the General Regulations of the IB Diploma Programme, they (and their parents) will be made aware of these regulations as part of the registration process, and will sign paperwork to confirm that they understand the rules as stated in that IB Document which explains in detail the composition and requirements of an IB Diploma and or IB Certificate.

The Ross Sheppard IB programme will create a calendar of IB specific events to help IB students and IB teachers spread out deadlines, maximize student achievement, and minimize student and teacher stress. Due dates for internal and external assessments will be developed by the IB teachers and coordinator and all internal deadlines will be adhered to. If a student does not meet the internal deadline they will be required to use noon hours, the missed assessment/accommodations room, after school, or miss out on other privileges until the project is completed.

In addition, the Ross Sheppard IB programme insists that no IB student be required to write more than two major IB unit tests or assignments per day. If such an event occurs, students will advise their teacher and either the teacher will move the exam for the entire class or students will be allowed to write their third examination or project at a later or earlier date.

A variety of methods will be used to communicate student achievement throughout the academic year. Curriculum guides (both Alberta Education guides and IB guides) and Assessment Practices will be provided via password protected areas (such as the P drive, on school zone, and/ or Goggle docs and Google Classroom) as well as via detailed course outlines that will be provided to students and parents. Students and parents will be provided with information sessions prior to IB registrations about the additional assessments that are required for IB and a commitment contract will be signed by all students and parents prior to IB exam registrations in the fall of the grade 12 year (year 2). Teachers will call home on an individual basis if a student is struggling and Parent–Teacher interviews will be held each semester allowing time to meet to discuss student progress and possible ways to improve achievement.

### **Roles and Responsibilities:**

This IB Assessment policy will be adhered to by all IB students and staff. All new IB staff will be trained in its intricacies and will be trained in IB protocols either directly through an IB workshop or via teacher mentorship by an experienced IB trained teacher. All IB staff will meet annually to review the assessment policy and its practices as well as to

conduct IB exam, EA, an IA marks review meetings that reflect on grades that were awarded in the previous session. This practice will be used in the fall of every year to further inform, educate and refine IB marking protocols and better insure adherence to IB marking rubrics and standards.

**Ross Sheppard General Assessment Policy:**

# Guide to

# Student Assessment, Achievement & Growth **2016--2017**

## Grades 10--12

**Ross Sheppard High School**

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Updated: September 1, 2016

## Guide to Student Assessment, Achievement and Growth 2016-2017, Grades 10-12

At Edmonton Public Schools, we're committed to transforming the learners of today into the leaders of tomorrow. One of the ways we help all students be successful is by always improving the way we assess and evaluate what students learn. We also want to improve how we report back to you about how your child is doing at school.

This guide will help you understand:

- responsibilities of staff, students and parents/guardians;
- how we will tell you about your child's progress and learning;
- how we assign grades/marks to your child;
- how your child is assessed; and
- the steps we take if your child's work is missing or not finished.

### What is assessment?

In this guide, we use the terms assessment and evaluation to describe what students have learned, and how well they have learned it. Assessment and evaluation aren't just about tests and grades.

Assessment means gathering information about what your child knows, understands and can show the teacher based on the Alberta programs of study (curriculum) or their Individualized Program Plan (IPP). Teachers can't use your child's behaviour, effort and work habits to decide on their grades/marks, unless that's outlined in the Alberta programs of study for a specific subject.

To find out where your child is at in their learning, teachers use many tools. Conversations, observations and student work are just some of the ways teachers discover students' strengths and where they might need extra help.

These activities – conversations, observations and the products students create – help teachers shape their lesson plans. They even guide *how* they'll explain a concept, to help every student meet their learning goals. The activities also help inform the teacher's understanding so that they may assign each student a grade, course or level of programming. All of this allows teachers to give you a clear and accurate picture of your child's progress in school.

### How to support your child's learning

As a parent or guardian, you are your child's first teacher. So, understanding how your child is doing in school is important. Read this guide, and contact the school or make an appointment to see your child's teacher or principal if you have any questions.

## Supporting Student Success

We all have a role to play in helping your child be successful.

### You can support your child's learning by:

- working in partnership with school staff;
- providing a quiet place for your child to study at home;
- staying informed and keeping in touch with school staff. This includes reading newsletters and other school materials; and
- going to parent-teacher conferences.

### Teachers will help your child succeed by:

- providing programming that's suitable for your child;
- providing many opportunities and different ways for students to show what they know;
- giving students who've missed important assessments and activities the chance to complete the work;
- clearly explaining what's expected of students in all courses and how student work will be graded/marked (i.e., course outline);
- keeping detailed, accurate notes describing your child's successes and challenges;
- communicating with you regularly about your child's progress and achievement; and
- providing opportunities for you to be involved in your child's learning.

### Students have a responsibility for their own learning and are expected to:

- come to school every day and on time;
- finish their assignments, projects and tasks to the best of their ability;
- participate in activities to celebrate learning;
- show that they're learning; and

- take advantage of chances to revise or redo assignments or tests so they can show growth in their knowledge and skills.

## Our Communication Plan for Reporting Progress

There are many ways we help you stay informed about your child's learning throughout the year. We encourage you to review your child's reports and attend conferences regularly.

### Reporting Periods:

Term 1: September 1, 2016 – October 30, 2016

Term 2: October 31, 2016 – January 30, 2017

Term 3: January 31, 2017 – March 24, 2017

Term 4: April 3, 2017 – June 29, 2017

### Progress Reports Issued:

October 31, 2016

February 2, 2017

April 5, 2017

June 29, 2017

All progress reports will be issued through SchoolZone.

### Interim Reports:

Gradebook will be updated by each teacher every 6 weeks. Interim reports will be available to students from all of their teachers either uploaded to SchoolZone or handed out in class. Interim report distribution begins in October for Semester 1 and March for Semester 2. Each department will report each student's progress in a manner appropriate to the subject area. Further communication regarding students' behaviour, progress and/or achievement is encouraged via telephone, email or communication booklets.

### Conferences:

November 2, 2016 6:00 – 8:30 p.m.

April 12, 2017 5:00 – 7:30 p.m.

**Individualized Program Plans (IPPs):** for students who need specialized services and supports, the IPP is a working document that is developed within the first two months of the school year. It is a record of your child's progress related to specific goals. It gives you confirmation that your child's needs are being addressed and gives information about accommodations and strategies your child needs to succeed. The IPP is reviewed at least three times a year.

We expect you and your child (as appropriate) to provide input into the IPP.

IPP documents will be sent home in September. IPPs will be completed and ready for signature by early November. IPPs will be reviewed in December, April and June. Teachers and Educational Assistants meet with students to review IPPs on a regular basis. Students are an integral part of the goal setting process.

**English as a Second Language (ESL) Proficiency Benchmarks:** for students learning English, the ESL Proficiency Benchmarks measure English abilities in four areas: listening, speaking, reading and writing. Teachers use this tool each year to help them plan lessons and communicate with you about your child's

progress in learning English.

The ESL team will work with students to complete benchmarks by the ESL deadline. ESL report summaries will be sent home with students or by mail.

## Grades/Marks and Codes

To decide on your child's grade/mark at the end of a reporting period, teachers use evidence of what your child has learned and their professional judgment.

Percentages will be the only grades/marks used for formal reporting in Grades 10 to 12.

<b>(80 - 100%)</b>	<b>(65 - 79%)</b>	<b>(50 - 64%)</b>	<b>(0 - 49%)</b>
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*(Adapted from Alberta programs of study)*

<ul style="list-style-type: none"> <li>• Learning goals are met in an astute and comprehensive way.</li> <li>• Assignments are well crafted, organized in a purposeful fashion, and demonstrate attention to precise details.</li> <li>• Demonstrates an in-depth understanding and degree of skill on summative assessments.</li> <li>• Has assembled an in-depth understanding of the concepts, generalizations and skills fundamental to the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning goals are met in a practical and thorough way.</li> <li>• Assignments are complete, organized in a competent fashion, and demonstrate attention to relevant details.</li> <li>• Demonstrates a substantial understanding and degree of skill on summative assessments.</li> <li>• Has assembled a thorough understanding of the concepts, generalizations and skills fundamental to the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning goals are met in an appropriate and reasonable way.</li> <li>• Assignments are generally complete, organized in an acceptable fashion, and demonstrate attention to predictable details.</li> <li>• Demonstrates a satisfactory understanding and degree of skill on summative assessments.</li> <li>• Has assembled a basic understanding of the concepts, generalizations and skills fundamental to the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has demonstrated insufficient performance in relation to learner outcomes.</li> </ul>
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**District-Approved Term and End of Year Codes:** On your child's progress report, a teacher may use these District codes for term or end of course grades/marks.

<b>IEA</b>	Insufficient Evidence Available	IEA is used only as a <b>term</b> mark when a teacher does not have enough evidence about a student's progress to give a mark at the end of a term.
<b>WDR</b>	Withdrawal	WDR is used only as an <b>end of course</b> mark when a student chooses not to complete a course and the school agrees to withdraw the student from the course. WDR may be used for all courses.
<b>INC</b>	Incomplete	Incomplete is used only as an <b>end of course</b> mark when a student does not withdraw from a Career and Technology Studies (CTS) course and does not successfully complete the course with a mark of 50% or more. No mark is submitted to Alberta Education and the course does not appear on the student transcript. INC is used only for CTS courses.

**District-Approved Codes for use on Interim Reports in SchoolZone:** On your child's interim reports, a teacher may use these District codes.

<b>OMIT</b>	Omit	Professional judgment indicates that the student is not required to do this task.
<b>NYC</b>	Not Yet Complete	Steps are in place to ensure the student completes the assessment activity.
<b>RNE</b>	Replace with New Evidence	This assessment has been replaced by more relevant evidence that demonstrates the student's understanding of the expected outcome(s).
<b>TBA</b>	To Be Addressed	The tasks for these outcomes will be assigned later in the course.

## How We Determine Student Grades/Marks

At Edmonton Public Schools, we determine grades/marks in a variety of ways.

### Formative Assessments

Throughout the year, your child will work on many activities that help them increase what they know and practice their skills. These activities show your child's teacher how they are doing, what their strengths are and where they can improve. This is called formative assessment.

Teachers use this information to adjust their teaching, give your child feedback to help them improve and prepare your child for times when they will receive grades/marks.

### Summative Assessments

During the school year, your child will have a chance to show what they have learned up to that point in time (summative assessments).

Using their judgment as professionals, teachers make decisions and give grades/marks to your child. They base these decisions on what they've seen your child do (observations), discussions they've had with your child (conversations) and the work your child has completed (products).

### Missing or Incomplete Student Work

Principals must make sure that teachers communicate with parents/guardians promptly and regularly about missing or incomplete student work. This is outlined in Administrative Regulation [GKB.AR – Standards for Evaluation](#), section 4:

4. *Principals must work with their teachers to comply with the following:*
  - a. *evidence of student achievement has been collected by the teacher;*
  - b. *communication plans for reporting student achievement and growth to parents/guardians are developed and aligned with school-wide assessment and intervention plans;*
  - c. *a student has been given multiple opportunities and ways to demonstrate his/her learning;*
  - d. *follow up has occurred to determine the reason when a summative assessment item (assignment, test, project, etc.) is missing or incomplete, and that opportunities for the student to fulfill the requirement of the summative assessment item (assignment, test, project, etc.) are provided;*
  - e. *if the student continues to be unsuccessful, the student/parents/guardians will be informed and the teacher will solicit a solution in consultation with the student's parents/guardians to hold the student accountable and/or plan for further learning;*
  - f. *teachers will engage in on-going, timely communication with parents/guardians/students and the principal regarding missing or incomplete work; and*
  - g. *providing 4. b–f have been followed, the teacher can assign the student a mark of zero for that missed summative assessment item (assignment, test, project, etc.).*

When your child has missing or incomplete work:

Teachers will assign clear deadlines and expectations for assignments and other learning activities related to their course. Students are expected to record these deadlines and organize their time appropriately for the completion of these tasks. Should an assignment not be completed on time, or an exam be missed due to illness, the teacher, in conversation with the student, will arrange an alternate time when the student can complete the assignment. A school approved code will be entered in the mark program until the assignment is completed. Timely communication from students and their parents regarding any extenuating circumstances (i.e. illness, family crisis) will be considered if a deadline cannot be met.

## **Course Outlines:**

At Ross Sheppard, course outlines will be available to teachers and students at the beginning of each course. Course outlines will be available in hardcopy or posted on SchoolZone. Course outlines will communicate the following:

1. Major units and/or themes covered in the course
2. Assessment breakdown or weightings
3. Required materials
4. Teacher expectations and contact information

Course outlines will reflect the specificities of particular programs or courses.

## **The Role of Homework**

Homework is meant to:

- help support your child's learning;
- reinforce what your child learned in school; and
- give your child more practice.

Homework is practice given by teachers to supplement the learning that has occurred in the classroom. It assists the teacher in determining where students are having difficulty.

## **Academic Integrity**

Cheating is not acceptable. This includes plagiarism (copying someone else's work and passing it off as your own), copying, stealing tests or assignments and getting answers for a test or assignment in advance. Cheating also includes giving answers or work to others to claim as their own.

If your child is suspected of plagiarism or cheating, school administration will meet with them and take action in accordance with Administrative Regulation [HG.AR – Student Behaviour and Conduct](#).

## **Grades/Marks Appeal Process**

To appeal the grade/mark your child has been given, contact the classroom teacher. If you can't resolve the appeal with the teacher, the principal will make a decision and explain it to you. The principal's decision is final. A principal's authority to do this is set out in the *School Act*.

In early July, there will be a day to contact the school to appeal June final marks. When this date is set, we will communicate it to you.

## **The Role of Large Scale Tests**

### **The Grade 12 Diploma Examinations Program:**

- certifies the level of individual student achievement in selected Grade 12 courses
- helps maintain province-wide standards of achievement
- reports individual and group results

For all 30-level diploma courses, the school mark will be weighted at 70 per cent of the total mark, and the diploma examination mark will be weighted at 30 per cent of the total mark. To pass a diploma course, a student must earn a final 'blended' mark of at least 50 per cent.

More information about the Diploma Examination Program is available online

at <https://education.alberta.ca/diploma-exam-administration/diploma-examinations-program/>

International Baccalaureate exams run for the month of May. Exams are supervised by either internal invigilators and/or external examiners. All students registered in a 30 level I.B. course participate in exams. Students write up to three papers for each subject area.

