



Archbishop MacDonald High School

Assessment Policy

Updated November 2023

Purpose:

1. To ensure the school philosophy aligns with the IB philosophy concerning learning and assessment.
2. To describe the rights and responsibilities of all members of the school community to create a culture of continuous learning and growth.
3. To describe the roles and responsibilities for implementing, evaluating and reviewing the assessment policy and training new teachers.
4. To state what constitutes effective assessment practice, including practices for formative and summative assessment and using standardized criterion for grading to ensure reliable results.

MAC Assessment Philosophy

Teaching, learning, and assessment are interdependent and provide students an opportunity to empower students' sense of self efficacy and agency. The school community is expected to act with academic integrity and honesty. All are expected to produce and assess work that is an authentic, relevant, and an accurate measurement of ability based on established criteria and standards. Assessment is specifically related to learner outcomes with the intention of providing meaningful learning experiences and provides opportunities for inclusivity, differentiation, and varied means of evaluation. Students are expected to complete assessments in a timely manner and feedback is used to inform instruction and future learning.

This policy statement is directed primarily towards the curriculum and evaluation standards of the academic core departments: English, Mathematics, International Languages, Religion, Science, and Social Studies, but some sections affect the delivery of the Arts, CTS, and Physical Education courses.

Rights & Responsibilities

Head of School and IB Coordinator will:

- Review, implement and support the criteria outlined in the assessment policy.
- Communicate the assessment policy to the school community.
- Train new teachers on the assessment policy requirements.
- Ensure consistent implementation of the policy with local and IB requirements.

Teachers will:

Teaching & Learning:

- Create meaningful formative and summative assessments that align with the outcomes & learning objectives in curriculum documents.

- Perform ongoing assessments that reflect authentic student learning using multimodal approaches.
- Use differentiated assessment to inform progress and learning.
- Provide students with timely feedback that supports the learning cycle.
- Have students engage in reflective evaluation practices to inform learning.
- Clearly communicate assessment expectations, standards, and practices throughout the instructional process.
- Set appropriate internal assessment timelines to allow students to manage their workload.

Gradebook:

- Use standardized assessment criteria for AB and IB grading to ensure valid and reliable assessment of students' level of achievement.
- Monitor and record student progress and provide feedback on both IB and AB curriculums to inform student levels of achievement.
- Maintain accurate, up to date records of student assessment that reflects learning of AB and IB content.
- Use assignment descriptions in PowerSchool to clarify AB and IB outcomes related to assessments.
- AB grades are assessed independently on AB outcomes only. Teachers are only required to report grades in PowerSchool that reflect Alberta outcomes.
- IB grades are assessed independently on IB outcomes and are not necessarily included in PowerSchool. IB outcomes may be reported on other platforms such as Google classroom, Managebac, Kognity, and/or another method of the teacher's choosing.

Student Support:

- Ensure open and timely communication with the students and parents about learning and progress.
- Support students with inclusive access arrangements and relevant documentation to ensure learning is accessible for all students.
- Continue to review, adjust and develop new goals for all learners and document changes relevant to inclusive arrangements.

Exams:

- Comply with guidelines for exam invigilation, e-coursework uploads and exam procedures.
- Provide students with reliable and accurate IB predicted grades.

Collaboration:

- Collaborate to ensure consistency in assessment standards and practices.
- Meet regularly for professional development to share ideas on how to improve instructional practice.
- Review exam results to inform instructional practices and to ensure standards are met.

Students will:

- Complete all assessments in a timely manner with integrity and to the best of their ability.
- Practice good study habits and time management skills including regular homework, review and reflect to inform learning and to prepare for assessments.
- Use feedback from formative assessments to improve and grow as an independent learner.
- Utilize opportunities such as PLT and teacher conferencing to clarify expectations and criteria on assessments.
- Review assessment criteria and expectations to ensure standards are achieved.
- Communicate concerns with assessment directly with their teacher.
- Demonstrate being principled and honest by acting in accordance to the school's academic integrity guidelines.
- Comply with exam guidelines, e-coursework submission and procedures.

Parents will:

- encourage students to be independent learners.
- ensure students complete assessments independently, with integrity and in a timely manner.
- support regular attendance, homework and preparation for assessments.
- encourage a balanced and healthy lifestyle that includes appropriate exercise and sleep.
- communicate concerns or need for support on assessments with the teacher.

Assessment Standards & Grading Practices**Alberta Assessment**

Coursework is assessed based on the Alberta Program of Studies learner outcomes for each subject area. *Students are assessed using the Alberta Education criteria and standards for their Alberta Education grade.* Although IB and AB outcomes and objectives are taught concurrently, only AB content is included in the final grade.

Grading

According to the ECSD Division Policy on Assessment:

- Students will be given multiple opportunities to demonstrate their learning through multiple means of expression, within a reasonable time frame.
- A student's grade represents his/her relevant, consistent, and recent learning and achievement; a zero, as part of a student's grade, will only be used in exceptional circumstances when, after additional support and multiple opportunities, evidence of learning is not available.
- No single assessment shall be weighed more than 25% of a student's final grade, except for grade 12 diploma exams, course challenges, or in exceptional circumstances.
- When determining a Level of Achievement multiple sources of assessment (such as observations, conversations, and products) will be used.

For all courses, the mark given at each reporting period is cumulative. This mark will be based on various work (written or non-exam), seminars, tests, and final examinations. The following evaluation categories and ranges will govern all courses in all departments.

IB Assessment

Teacher will ensure assessments reflect the current aims and objectives from the subject guides, including reference to the IB command terms and subject specific language and approaches appropriate for the subject.

Teachers will use subject specific rubrics and criteria to communicate achievement levels to students with respect to IB content. Where IB grades 1-7 are not reported, grade conversions can be used to determine the IB grade.

Teachers will collaborate to review Exam Session results for standard setting to ensure consistency and reliability in marking internal assessments.

IB Grades are determined based largely on the candidates' performance on their IB exams and External or Internal Assessments. A breakdown of assessment weighting can be found on [course outlines](#) or on IB [curriculum subject briefs](#).

Results are moderated externally and results are posted for IB Diploma Programme Candidates to [access](#) following the exam session in July. Students require login credentials provided by the school to access this information.

IB DP Grading System

Marks in IB courses are reported using the IB 1 - 7 scale based on standardized criteria

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

In some courses, the following grade conversions are used to convert AB marks to an IB grade.

- 98% or over = 7
- 90-97% = 6
- 82-89% = 5
- 73-81% = 4
- 55-72% = 3
- 40-54% = 2
- Less than 40% = 1

IB Predicted Grades for Courses:

The predicted grade is the IB subject teacher's prediction of the IB candidate's achievement in the subject based on evidence of the student's work in the course and the teacher's knowledge of IB standards. This prediction does not contribute to the final IB grade awarded by the IBO in July.

Teachers use their professional judgement to assess the student's full body of work related to the IB objectives outlined in the subject guide, including the Internal Assessment, formative and summative assessment and performance tasks.

Earning the IB Diploma

The IB diploma is awarded based on performance across all parts of the DP.

- Each subject is graded 1–7, with 7 being the highest grade.
- These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.
- The overall maximum points from subject grades, TOK and the EE is 45: $((6 \times 7) + 3)$.
- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded (other minimum conditions also apply relating to student performance).
- CAS is not assessed but must be completed in order to pass the diploma.

		Theory of Knowledge				
		A	B	C	D	E
A Excellent performance B Good performance C Satisfactory performance D Mediocre performance E Elementary performance	A	3	3	2	2	1 + Failing Condition*
	B	3	2	1	1	0 + Failing Condition*
	C	2	1	1	0	0 + Failing Condition*
	D	2	1	0	0	0 + Failing Condition*
	E	1 + Failing Condition*	0 + Failing Condition*	0 + Failing Condition*	0 + Failing Condition*	0 + Failing Condition*
Extended Essay						

IB CORE: CAS, TOK & EE

TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total points in earning an IB Diploma. Only TOK is converted to a percentage score for submission to the Alberta Transcript.

Teachers and students use Managebac to document experiences, reflection, feedback, comments, interviews and progress in EE and CAS. CAS is not assessed but must be completed to pass the diploma.

Transcripts:

Students will receive two transcripts: one from Alberta Education and a separate transcript from the International Baccalaureate Organization in July of their grade 12 year. Universities will consider the higher of the two grades for admission and scholarships. Results can be forwarded to students' institutions of choice through the IB Coordinator. The deadline for request is June 1.

Internal Assessments (IA's)

- Subject specific tasks created to assess student performance on the aims and objectives laid out in the IB subject guides.
- Examples include: English orals, Language B orals, Historical investigations, Independent investigations in science, Math explorations, Theatre Collaborative projects, Visual Arts exhibitions
- IAs are graded using the criterion based rubric and standards for the respective subject as outlined in the current IB subject guides
- IA marks contribute to the final IB grade and are used to determine the IB predicted grade
- Instruction and feedback will help students develop the practical skills required to complete their IAs prior to submission.
- IB internal assessment marking will be moderated externally by the IBO using a moderation factor to ensure the rubric has been applied consistently to the standards globally.

External Assessments

- Subject specific tasks completed by students that are supervised by IB teachers or invigilators in accordance to the guidelines set out in the IB Subject Guides and Conduct of Examination Booklets. These tasks are submitted for external marking by IB examiners.
- Examples include: Extended Essay, TOK Essay, English HL Essay, Theater Arts Submissions, Visual Arts Projects, May Paper 1, 2, 3 Final Exams
- Due dates and exam start times are set by the IBO and cannot be rescheduled without authorization from the Assessment Division, IB Global Center, Cardiff.
- Students are required to follow all exam procedures and submission guidelines as outlined and practice academic integrity.

Assessment Practices & Policies

Formative Assessment

These are ongoing assessments that provide immediate and specific feedback for students to improve their learning and check their understanding. Formative assessments check understanding of knowledge concepts and skills required for summative tasks. Marks for formative assessment are not included as a part of the overall grade and are not always reported in PowerSchool. Written, oral or peer feedback provided inform performance and can be used to improve learning.

Summative Assessment

A variety of summative assessments are used to demonstrate the outcomes achieved by a student. Teachers use a combination of criterion grading based on outcomes and standards with professional judgement to evaluate student work and assign reliable and accurate grades. Assessment criteria and standards are communicated to students prior to assessments and are used in teaching to inform instruction and learning.

Homework

Homework is meant to support student learning. Practice and independent study are essential to build competency and self-efficacy. Regular engagement with course content, practice questions, readings and writing create a sense of agency and develops essential skills in learning.

Assessment criteria for summative projects and independent work assigned for homework will be outlined by the teacher in advance. Students are expected to plan effectively to ensure work is handed in on time.

Missed or Incomplete Student Work

Students are expected to communicate with their teacher in advance when they are unable to complete an assessment. Teachers must make a note in PowerSchool to track the missed assessment. Arrangements will be made with the teacher in accordance with ECSD policy below:

- Students will be given multiple opportunities to demonstrate their learning through multiple means of expression, within a reasonable time frame.
- A student's grade represents his/her relevant, consistent, and recent learning and achievement; a zero, as part of a student's grade, will only be used in exceptional circumstances when, after additional support and multiple opportunities, evidence of learning is not available.

Students may be required to complete an alternate assessment during exam hall; patterns of behavior will be discussed with the grade coordinator/administration and parents/guardians.

Enquiry of Marks/Appeal Process

- To appeal an assignment or assessment mark contact the classroom teacher.
- In early July, there will be a day to contact the school to appeal final marks for Alberta grades.
- To appeal IB final grades, contact the IB coordinator for advice and instructions. The deadline for IB enquiry upon results is in mid-September. The cost for an appeal is the responsibility of the student.

Request for Inclusive Access Arrangements

- Students who are currently on an IPP and have accommodations for learning can contact the IB coordinator to confirm a request for inclusive access arrangements. Students are required to have official documentation in place. The IB Coordinator will work with the Learning Services Team at the school to ensure documentation is submitted.
- The deadline for inclusive access arrangements is November 1.

Learning Diversity

Assessment and Inclusion

As per Alberta Education, differentiation is inclusion in practice. Differentiation is our accepted method of continuing review and adaptation of goals and learning methods within a classroom.

Differentiation brings forth a culture of collaboration that encourages and supports problem solving. Students with identified learning difficulties are allowed inclusive access arrangements and reasonable adjustments (e.g., additional time, use of assistive technology, breaks, etc.) for all assessments in one or more subjects throughout the year, as appropriate to their needs.

Students with identified learning needs can receive accommodations. An accommodation is a change or alteration to the regular way a student is expected to learn, complete assignments, or participate in the classroom. There are three types of accommodations:

- classroom/physical accommodations, e.g., alternative seating, adaptive devices.
- instructional accommodations, e.g., providing copies of notes, alternative reading materials.
- evaluation/testing accommodations, e.g., extra time, oral tests.

Students with identified learning needs may also receive adapted or modified programming. Students with learning disabilities usually require adapted programming and additional learning resources so they can actively participate. These additional resources may include adapted instructional strategies and materials, assistive technology, personalized learning materials, assessment accommodations, or supplementary supports. These learning resources must be reflected in the student's individual program plan (IPP).

Some students with learning disabilities may require modified programming because they are not on a graded curriculum but receive programming that focuses on life skills, foundational skills and academic readiness skills. Modified programming outcomes are specifically selected to meet a student's special education needs and are outlined in the student's IPP. Any special examination requests will be communicated with IB during the student registration process.

Assessment and Language

Assessment of language learning is an on-going process throughout the school year in both formal assessments (formative and summative) and informal situations (learning experiences and inquiry). All four skill areas (reading, writing, listening, speaking), as well as the students' knowledge of grammatical structures and their ability to use these correctly, are assessed regularly at levels appropriate to the students' language phase and abilities.

Student language level and ability is acknowledged and incorporated into the planning assessments. Whenever reading, writing, listening, or speaking tasks are assigned, expectations are set according to the student's language level.

*Please refer to our Inclusive Education and Language Policy for further information.

Policy Review

Annual review of the assessment policy to ensure the policy integrates and includes

- current research and teaching practices to inform assessment pedagogy.
- an integrated approach to assessment with IB and ECSD philosophy and principles.
- training and mentorship of IB teachers in the implementation of the policy.

References

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