

Port Moody Secondary I.B. Diploma Programme Assessment Policy

At Port Moody Secondary School assessment, evaluation and reporting on student progress and student success is an integral part of our mission. We subscribe to the policies and procedures in place as a school in School District 43 and as a public school under the regulations of the British Columbia Ministry of Education. These policies and procedures match with the assessment philosophy and requirements of the IBO and ensure that our practices meet the standards expected of an IB World School as outlined in the IBO document *Assessment Principles and Practices—Quality Assessments in a Digital Age*.

COMMUNICATING STUDENT LEARNING

(from School District No. 43 Administrative Procedure 360)

Background

The mission of School District No. 43 (Coquitlam) is to ensure quality learning for all students of all ages and its first strategic goal is to achieve student success. The core work and common goal of the School District is educational excellence that includes the following objectives:

- Developing in our students the attributes of the educated citizen: strong character and cultural identity, effective communicator, critical and creative thinker, contributor, collaborator, personally and socially responsible.
- Developing in our students the ability to assess their own learning in order to achieve their highest level of success.
- Fostering the early identification of learners' needs and offer an inter-disciplinary approach to increasing academic, social and emotional development.
- Pursuing and developing innovative and personalized learning experiences for all students.

Related to these objectives, effective assessment and the communication of student learning are integral to attaining educational excellence for all students of all ages.

Principles of Quality Assessment

The following principles provide a foundation for the development of classroom assessment, evaluation and communication of student learning.

Quality assessment:

- is fair, transparent, meaningful and responsive to all learners;
- focuses on all three components of the curriculum model –knowing, doing; understanding;
- provides ongoing descriptive feedback to students;
- is ongoing, timely, specific, and embedded in day-to-day instruction;

- provides varied and multiple opportunities for learners to demonstrate their learning;
- involves students in their learning;
- promotes the development of student self-assessment and goal setting for the next steps in learning;
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning; and
- communicates clearly to the learner and parents where the student is, what they are working towards, and the ways that learning can be supported.

Further information about expectations of assessment and reporting for BC public schools can be found at <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/student-reporting>.

Academic Requirements

Grade 9

Students are required to complete nine courses including Digital Learning 10 plus English, Social Studies, Science, Mathematics, PE, and three elective courses typically including a Modern Language course for pre-Diploma students.

Grade 10, 11 and 12 Grad Program (BC Dogwood Diploma)

In order to meet [graduation requirements](#) and be awarded a British Columbia Certificate of Graduation (Dogwood Diploma), students must earn a minimum of 80 credits and write the Grade 10 Numeracy Assessment and Grades 10 and 12 Literacy Assessments. The 80 credits must include 52 credits for required courses (including 8 credits of Career Education courses and a 4 credit Indigenous Graduation course) and a minimum of 28 elective credits.

Required Courses

Credits must be earned in the following subject areas or courses:

- A Language Arts 10 (4 credits)
- A Language Arts 11 (4 credits)
- A Language Arts 12 (4 credits)
- A Social Studies 10 (4 credits)
- A Social Studies 11 or 12 (4 credits)
- A Mathematics 10 (4 credits)
- A Mathematics 11 or 12 (4 credits)
- A Science 10 (4 credits)
- A Science 11 or 12 (4 credits)
- Physical and Health Education 10 (4 credits)

- An Arts Education and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits)
- Career Life Education (4 credits)
- Career Life Connections (4 credits)
- Indigenous Graduation Requirement (4 credits)

IB Pre-Diploma Grade 9 and 10

Students in the IB Foundations programme at Port Moody Secondary have been selected for transition into the IB Diploma programme. They meet all the provincial requirements for graduation through their IB classes. The curriculum in the IB Pre-Diploma courses matches the provincial curriculum with some extension and enrichment as required to ensure the students are prepared for their studies in the Diploma programme. Students in the Pre-Diploma courses should be assessed against the same standards as their peers in the non-IB classes.

IB Diploma Grade 11 and 12

Students in the IB Diploma programme complete one course from each of the 6 subject groups of the IB Curriculum (Studies in Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics and the Arts) as well as the core components of Theory of Knowledge, Creativity Action and Service, and the Extended Essay. Each course within the IB diploma is recognized by the BC Ministry of Education and is granted 4 credits contributing towards graduation.

As part of our regional organization, the BC Association of IB World Schools, we have participated in many meetings with the Ministry of Education in order to advocate for our I.B. Diploma students with respect to Ministry requirements. This has resulted in the following policies as regards I.B. Diploma students:

- All grade 11 and 12 I.B. courses are awarded full credits (4) towards high school graduation. (including TOK , CAS and Extended Essay)
- Career Life Education 12 requirement may be partially satisfied through CAS.
- Fine Arts and Applied Skills requirements satisfied by completion of CAS.

Students may pursue a partial load of IB Diploma courses, and in this event they must satisfy all provincial graduation requirements and will not earn an IB Diploma.

Assessment

Assessment at Port Moody Secondary is an integral element in the teaching and learning process, as the evaluation of diverse student assessments will drive the direction of classroom learning in meeting the curricular competencies in the Ministry curriculum and the learning outcomes in the IB curriculum. Our teachers in their classes will use a variety of assessment instruments from tests and quizzes to project work to oral presentations and debates to portfolios to essays and other types of subject-specific performance like fieldwork or lab experiments, allowing students to demonstrate their learning and proficiency in a multitude of ways.

Much of the assessment conducted in class will be formative assessment, allowing students and teachers to have feedback for ongoing learning to develop the curriculum goals. Teachers are

encouraged to include students in deciding on formative assessment methods, criteria and outcomes allowing students to share in shaping their learning journey.

Summative assessments are conducted as well to measure student performance in relation to established standards for learning outcomes or proficiency levels for curricular competencies which leads to reporting.

In the IB diploma years of Grade 11 and 12, teachers will conduct classroom assessment ongoing for formative and summative purposes using a variety of methods to inform the teaching and learning process. For the IB diploma courses, teachers will also conduct the appropriate internal assessment for their subject in accordance with the policies and procedures of the IB curriculum, in keeping with the assessment standards as outlined in the grade descriptors and assessment rubrics of the subject guide. When more than one teacher is involved with the internal assessment for a given subject, release time will be provided for the teachers to assess collaboratively and standardize the assessment scoring used.

Reporting and Grading

At Port Moody, reporting to the Ministry of Education and to parents is completed three times per semester, consisting of one informal report and two formal reports. Formal reports will include letter grades, work habits, comments and attendance. Course percentages will also be included for grade 10, 11, and 12 students. Courses on a linear system (Grade 11 and 12 IB classes) will be reported on during reporting periods 2, 3, 5 and 6.

<u>Achievement</u>	<u>Gr. Point</u>	<u>Percentage</u>
A (excellent)	4.00	86 - 100
B (very good)	3.00	73 - 85
C+ (satisfactory)	2.50	67 - 72
C (satisfactory)	2.00	60 - 66
C- (satisfactory)	1.00	50 - 59
I (incomplete)		
F (failing grade)	0.00	0 - 49

Given that I.B. students, whether full or partial diploma, undertake a programme of study that is often more demanding and certainly more time-consuming than Dogwood diploma students, an adjustment factor is included in the calculations of students' percentage marks. This is done with a view to ensure that I.B. students (especially in grades 11 and 12) are not penalized for undertaking a more demanding programme of studies. While this is of lesser importance for grades 9, students in grades 10-12 must compete for scholarship and admission to university based on percentage equivalents in many cases. Parents are especially mindful of this fact and we must account for the increased difficulty inherent to I.B. (especially in HL courses).

In accordance with the other secondary school members of the British Columbia Association of IB World Schools, we will report on student progress in the IB diploma courses in terms of an **anticipated grade** on the IB scale of 1 to 7, a corresponding percentage and letter grade as per the table of equivalencies as determined by UBC.

<u>IB Anticipated/Predicted Grade</u>	<u>Standard Level Class Range of Equivalent %</u>	<u>Higher Level Class Range of Equivalent %</u>
1	0-49%	0-49% (69%)
2	50-69%	50-75%
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%

University Applications

PMSS's I.B. Diploma students typically apply to universities on the basis of their Diploma anticipated grades which are calculated in January of their Grade 12 year. Our teachers assess based on the standards and grade descriptors of the IB curriculum and this anticipated grade will be reported throughout the grade 11 and 12 years.

Due to the high-stakes nature of university applications, all senior I.B. teachers meet with the Coordinator in January of the grade 12 year to establish a formal anticipated grade out of 45 (including EE and TOK bonus points) which are used to create an Anticipated Grade transcript which can then be provided to the universities of choice or reported to the universities as required. Students are typically offered admission and scholarships based on these scores as long as final grades reflect the same standards.

Review and Implementation

Our assessment policy will be reviewed and revised each year in June by the IB Coordinator, the school Principal and Administrative Team, and all teachers in the IB diploma programme. Any revision or changes that need to be made will be completed by the IB Coordinator. New staff members will be mentored and trained in this assessment policy by their colleagues within their departments, the IB Coordinator, and the Administrative Team. We recognize that we have a responsibility to provide, and students have the right to receive, assessment that is fair, accurate and honest.