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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.

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;

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- 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 Career Education 9 plus English, Social Studies, Science, Mathematics, PE, and three elective courses.

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

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)

IB Foundations 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 Foundations 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.

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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 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.

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 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 diploma or partial courses, undertake a programme of study that is often more demanding and certainly more time-consuming than Dogwood program 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 has some what of a lesser importance for grades 9, students in grades 10-12 must compete for scholarship money and admission to university based on percentage equivalents in many cases. Parents are especially mindful of this fact and we must compensate for the increased difficulty inherent to I.B. (especially in HL courses).

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Based on research conducted by UBC, a scale of % grade equivalencies our school has and is using a scale of equivalencies for reporting grades to parents and the Ministry of Education.

In accordance with the other public 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, and work habits.

<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%	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%

University Applications

PMSS's I.B. Diploma students apply to universities on the basis of their Diploma anticipated grades which are calculated at the end of January in their Grade 12 year. All senior I.B. teachers meet with the Coordinator to establish an anticipated grade out of 45 (including EE and TOK bonus points) and these scores are used to make up Anticipated Grade transcripts which are then provided to the universities of choice or reported to the universities as required. Students are typically offered admission and scholarships as well as housing 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.