#  International Baccalaureate Programme Assessment Policy

**North Battleford Comprehensive High School**

IB Diploma Programme teachers at NBCHS use a variety of formative and summative assessments to support and encourage student learning using the foundation set forth in our parent school divisions (Living Sky) assessment policy. School-based, teacher and student designed assessment is what makes up most of the content on a students’ report card. The report card grade is as essential indicator of success concerning the range of formal summative IB assessments within the context of the classroom environment. These report cards are distributed to students twice a semester, once at midterm and the other at the conclusion of the semester. Assessment is criterion referenced: work is graded in relation to clearly defined rubrics that identify levels of achievement. All teachers in the programme provide and explain these rubrics to students and give them multiple opportunities throughout the two-year program to practice the skills required to be successful in the summative assessments they will be competing within the programme.

Assessment in IB courses is both internal (teacher-graded) and external (outside examiner-graded). To ensure consistency and reliability of our teacher grades, internally assessed work is moderated by IB examiners throughout the world. These examiners also grade all external work for each subject area in the programme. All final examinations, which occur in May of year two of the programme, are marked by IB examiners globally.

Apart from the Extended Essay and the Theory of Knowledge paper, which are assessed using a letter grade (A—E), all components of IB assessments are marked on a scale of 1 to 7. The 1-7 marks are based on the IB standardized criteria on levels of achievement in each course. In order to earn the full diploma, students must complete all assessment components for each of the six required subject groups (1—Language/Literature; 2— Language Acquisition; 3—Individuals and Societies; 4—Experimental Sciences; 5—Mathematics; as well as meet the requirements for Theory of Knowledge, the Extended Essay and CAS, and earn a minimum of 24 points. The details of total point requirements for earning the diploma are available in the *IB General Rules and Regulations Guide*, which is available from the IB coordinator and is given at IB registration.

## IB Marks Adjustment

IB courses include content and assessments with learning outcomes that exceed those of Saskatchewan provincial curricula. Students are required to learn content in greater depth and at a quicker pace than in the Saskatchewan core curricular program and must complete assessments that demand considerable scholastic discipline and time commitment.

To allow students in IB classes to attain Ministry of Education marks that put them on equal status with students in the regular program, assessments unique to IB are adjusted according to the scale below. All assessments in subjects taught in our diploma programme and enriched programme are subject to this scale. Full adjustment of marks is dependent on students’ completing all assessments in a timely manner, and ultimately lies with the professional judgement of the teacher.

## IB Marks Adjustment Scale

The I.B. Enrichment mark weighting system and scale will be employed on both midterm and final course grades throughout student participation in I.B. courses throughout grades ten through twelve. However, the following policy will not be enforced in the instance of the immediate circumstances:

1. Student raw score within the course is less than 41%
2. The spirit of academic integrity is breached. Examples include being cheating, plagiarism, tampering with assignments or evaluations, and assignment deadlines.
3. The student reneges on the social contract implicit in the programme. This includes seeing a student drop the class, does not write the final I.B. Examination in May or fails to complete a requisite component of a given course.

Teachers are to apply the scale on both mid-term and final report periods in the respective semesters within the given school year.

\*I.B. SCORE RAW PERCENT RANGE INCREASE

 1 0 - 34 None

 2 35 – 37 None

 2 38 – 40 None

 2 41 – 43 1

 2 44 – 46 2

 2 47 – 49 3

 3 50 – 52 4

 3 53 – 55 5

 3 56 – 58 6

 4 59 – 61 7

 4 62 – 64 7

 4 65 – 67 7

 4 68 – 70 7

 5 71 – 73 7

 5 74 – 76 7

 5 77 – 79 7

 6 80 – 82 7

 6 83 – 85 7

 6 86 – 88 6

 6 89 – 91 5

 7 92 – 94 4

 7 95 – 97 3

 7 98 2

 7 99 1

 7 100 None

Final marks for IB courses are submitted to the Ministry of Education in January and June depending on whether the class is taught on a semester or year-long schedule. These final marks are not based directly on those earned on formal IB assessments but are reflective of work completed in preparation for those assessments that contribute to a student obtaining their I.B. diploma. Final IB results, comprised of marks for formal internal and external assessments including the final May examinations are issued in July of their grade 12 year.

## IB Calendar of Major Assessments

IB Teachers meet at the beginning of the academic year to devise a calendar of dates for major assessments for both years of the program. Due dates of major internal assessments, projects and mock exams are included to help students manage and plan their year of study and to better avoid the stress potentially caused by procrastination. The calendar is updated yearly and provided to students on the first day of classes in their grade 11 school year.

The following components are included in this calendar for the subjects listed:

Group 1—English Literature HL: Individual Oral presentation/World Literature paper

Group 2—French B SL/HL: Written assignment/Individual oral exam

Group 3—History HL: Historical investigation

Group 4—Biology SL, Chemistry SL/HL, Group 4 project

Group 5—Mathematics SL: I.A. Exploration

Theory of Knowledge—Prescribed paper and Presentation

Extended Essay—Detailed calendar of due dates

***Policy for Review of Assessment Policy***

This policy will be reviewed yearly by the North Battleford Comprehensive High School IB Diploma Programme faculty and Coordinator, who will use dialogue to review any relevant evidence and then adjust in response to any needs or changes in requirements. These changes will then be ratified by the school’s administration. Finally, the policy will be made public on our school’s website.

*Resources:*

The following assessment resources were consulted in the creation of this document:

1. *Assessment Policy,* Living Sky Public School Division
2. *Diploma Programme Academic Honesty*, International Baccalaureate Organization, 2014
3. *Guidelines for developing a school assessment policy in the Diploma Programme*, International Baccalaureate Organization, 2014