



# The Guelph Collegiate Vocational Institute

*Proud of Our Past ... Confident in Our Future*



## Assessment Policy

### **Introduction**

The primary purpose of assessment and evaluation is to improve student learning. Assessment encompasses collecting information about learning, analyzing that information, and using the information to improve student learning. The process of assessment is ongoing and is meant to provide feedback for the student, parent/guardian and teacher in order to improve programming and learning for all students.

The Assessment practices at Guelph Collegiate Vocational Institute (GCVI) are aligned with [Policy 606](#) of the Upper Grand District School Board (UGDSB) which reflects the Ministry of Education's [Growing Success](#) Policy document. We have aligned our Assessment and Evaluation practices with those outlined in the *Diploma Programme Assessment Principles and Practice*.

The implementation of this policy is the responsibility of the school administration or designate. It is available on the school website and posted to the IB google classroom. The policy is reviewed on a yearly basis.

### **Assessment Terms and Definitions**

**Grade:** The description of student achievement. A grade represents judgment on the overall qualities that the student has demonstrated and is consistent between years and subjects. A difference in grades represents a difference in student performance.

**Grade boundary:** The point at which candidate achievement moves from one grade to another.

**Grade descriptor:** The articulation of the qualities expected of students to achieve each grade.

**Mark(s):** Value that reflects the quality of the candidate's answer to the specific question asked. The mark itself has no other meaning.

**Reporting:** The process of communicating with parents and students about student learning.

**Table of equivalence:** used as the standard for all IB schools in Ontario when determining which OSSD percentage grades to report for IB courses.

### **Expected Practices**

For assessment to be effective and meaningful each stakeholder should strive to implement the following practices. Note that the following lists, although meant to be used as a guide to good assessment, are not exhaustive.

Teachers should aim to:

- Use best practices when developing assessments including assessing written curriculum expectations, planning assessment prior to teaching, and differentiating instruction and assessment.
- Use a range of strategies and tools to assess student learning.
- Conduct diagnostic assessment to determine prior learning.
- Clearly communicate learning goals and success criteria prior to teaching.
- To inform students with frequent and timely feedback on their learning through a variety of formative assessments.
- Provide opportunities for peer and self- assessment.
- Modify teaching and instruction according to results of formative assessment.
- Communicate information about learning to parents in a clear and timely manner.
- Clearly identify the requirements for student work, including task specific criteria/rubrics and exemplars where appropriate.
- Provide adequate time and material for the successful completion of any assessment task.
- Within subjects, ensure consistency of assessment standards through participating in internal moderation.
- Provide homework opportunities that reinforce learning in the course and allow for the practice of skills necessary for success.
- Keep comprehensive records of assessments to aid in grading and reporting.

Students should aim to:

- Ask questions and seek clarification of class work and assessment activities.
- Submit required work in a timely manner and with due diligence. Adhere to deadlines and negotiate new deadlines in advance.
- Adhere to GCVI's Academic Honesty Policy.
- Present work as required by each subject and in accordance with IB requirements as outlined by the course of study.
- Participate in peer and self-assessment

Inclusive access arrangements are available to students with exceptionalities. The IB@GCVI [Inclusion Policy](#) provides further information on assessment accommodations made available to students at GCVI.

### **Assessment at GCVI**

Assessment at GCVI is an ongoing process and takes the form of three types of assessment:

*Assessment For Learning* is the ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. Teachers adjust their instruction based on the information gathered.

*Assessment As Learning* is the process of developing and supporting student metacognition. Students are actively engaged in this type of assessment, using assessment feedback from teacher, self and peer to determine next steps and set individual learning goals.

*Assessment Of Learning* is the collection and interpretation of evidence for the purpose of summarizing at a given point in time- usually at the end of a unit of study, or course. The information gathered is often used to communicate the student's achievement to parents, students, and others.

Teachers' professional judgement and interpretation of evidence should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence.

See [Assessment and Evaluation Procedures Manual 606-A](#) for a more detailed discussion of types of assessment.

## **Grading and Reporting**

Throughout the course of a semester students are issued a midterm report and final report through which they receive a percentage grade that best demonstrates their achievement level. In addition they receive Learning Skills ratings that reflect their Approaches to Learning.

### **Internal OSSD Grade 9 – 12**

Seventy percent of a student's grade is based on evaluation conducted during the course. Teachers design assessments based on curriculum expectations. The use of Learning Goals and Success Criteria are meant to describe expectations in student-friendly language and provide guidance. Teachers use the Achievement Charts (as outlined in curriculum documents) to make a judgment on the level achieved by the student. Thirty percent of a student's grade is based on course summative evaluations that occur at the end of each semester through summative tasks. Each course must include a culminating task(s) as part of its 30% summative evaluation. This could include a combination of the following: an examination, a performance task, an essay and/or another method of evaluation suitable to the course content. The percentage grade awarded students at the end of each semester is based on the above weightings.

### **IB Assessment and Reporting**

Students enrolled in the IB Diploma Programme (DP) will have assessment and examinations designed to reflect IB assessment practices and to ensure proper preparation for DP Internal and External Assessment.

Such assessments, including practice exams, will be used to determine Predicted Grades prior to the May exam period.

#### **External assessment**

Examinations form the basis of the IB DP assessment for most courses because of their high levels of objectivity and reliability. They include: essays, structured problems, short-response questions, data-response questions, text-response questions, case-study questions, multiple-choice questions (limited use of these). There are also a number of other externally assessed pieces of work, including but not limited to, Group 1: Language and Literature and Group 6: the Arts, the theory of knowledge essay, and the extended essay. These are completed by students over an extended period of time under teacher supervision instead of examination conditions, and are then marked by external examiners.

#### **Internal assessment**

Internal DP assessments are also used for determination of grades. Examples include: oral work in languages, laboratory work in the sciences, the mathematical exploration in mathematics, and artistic performances in the arts. Internal assessments are assessed using IB rubrics.

Internal assessments are checked by external examiners and normally contribute between 20% and 30% of the total mark. Some of the arts courses, for example, music, theatre arts and visual arts, have assessment of a major practical component, which can account for as much as 50% of the total mark.

## **Assessment**

Students enrolled in the IB DP will have assessments for learning, as learning and of learning designed to reflect IB assessment practices in order to ensure proper preparation for IB DP Internal and External assessments.

The following steps are followed when conducting assessments in IB courses.

1. IB assessment tools (IB rubrics, grade descriptors\*, and where relevant grade boundaries\*\*) will be used to determine the IB level earned for each assessment (assignment, test, presentation, lab, research project, etc...).
2. Marks earned in the Diploma Programme will be shown to students in the following ways: a mark out of the total for the assessment (eg. 15/20), and the level (1-7) earned. Students will understand the IB level through review and reference to the IB grade descriptors for each subject.
3. Teachers will make it clear to students which assessments are IB Internal Assessments and which are assessments to prepare them for IB External and Internal Assessments.
4. It is up to the teacher to determine which assessments are formative (as and for learning) and which are summative (of learning). This is to be communicated to the students.

## **Grading and Reporting**

Reporting is the process of communicating to students and parents about student learning. Standard Level (SL) IB courses are taught over two semesters and Higher Level (HL) IB courses are taught over three semesters. Students are issued a report at midterm and at the end of each semester through which they receive a percentage grade that best reflects their achievement at that point in the course. For IB courses, the percentage grade is derived from the IBSO Table of Equivalentents (see below).

The following steps will be taken to determine a student's grade at each reporting period.

1. Summative assessments (assessment of learning) are to be used to determine the midterm grade and semester-end grade in all courses that are not the final course for that subject area (first 2 HL courses and first SL course).
2. At midterm and semester end, each teacher looks at the levels earned through summative assessments and the grade descriptors and determines the IB level that best represents the student's learning. The teacher's professional judgement and interpretation of evidence should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. The IB level is translated into a percentage grade using the IBSO Table of Equivalentents (see below). A comment will be included on the report card that reads as such:

“Student is currently working at an IB level of \_\_\_\_\_ and the % grade is the Ontario translated grade from the ToE. Please review the subject grade descriptors posted to the google classroom for further understanding of the IB level at which you are currently working.”

3. In the final semester of a subject, a predicted grade (PG) is to be made either at midterm (for courses concluding in the fourth semester) or at final (for courses concluding in the third semester). A PG is a prediction of the mark the student will achieve in the IB course. PGs are also known as anticipated grades. Teachers arrive at the PG by using the IA mark, the results of practice exams, by referring to the grade descriptors for each subject, and any other predictions for external assessments. Professional judgement is also used when determining the predicted grade.

### IBSO Table of Equivalence

Application of the IBSO Table of Equivalents: Teachers determine the IB grade first, based on the IB Assessment Criteria. They then translate the IB grade to the Ontario percentage. The Table of Equivalence is used as the standard for all IB schools in Ontario when determining which percentage grades to report for IB courses.

IB Grade	OSSD Percentage
7	97-100%
6	93-96%
5	84-92%
4	72-83%
3	61-71%
2	50-60%

#### Translation of Grades in July of Year 2/Grade 12

Using the IBSO Table of Equivalents (ToE), IB marks – levels – are translated to Ontario percentages *at each reporting period*. The following chart will be used when determining which mark in the range to use when predicted grades are translated in July. The July translation will be applied to the final grade of OSSD courses assigned to subjects that conclude in semesters 3 and semester 4 of Yr 2.

This chart demonstrates how the final IB grades are translated in July.

		<b>Predicted</b>	<b>Earned</b>	<b>Translation</b>
Final IB Grade = Predicted Grade	Top of the IBSO mark range for level earned	5 (84%-92%)	5	92%
Final IB Grade = 1 grade lower than the PG	Top of the IBSO mark range for level earned	5 (84%-92%)	4	83%
Final IB Grade = 1 grade higher than the Predicted Grade	Lowest of the IBSO mark range for level earned	5 (84%-92%)	6	93%
Final IB Grade = 2 or more below predicted	Top of the IBSO mark range for level earned	5 (84%-92%)	3	71%

grade				
Final IB Grade = 2 or more above the predicted grade	Lowest of the IBSO mark range for level earned	5 (84%-92%)	7	97%