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ASSESSMENT POLICY

REFERENCE DOCUMENTS

Ontario Ministry Documents:

- *Growing Success: Assessment, Evaluation, and Reporting in Ontario's Schools, Kindergarten to Grade 12, 2010*

IB Documents:

- *Diploma Programme Assessment procedures, 2018*
- *Guidelines for developing a school assessment policy in the Diploma Programme, 2010*
- *Diploma Programme: From principles into practice, "Developing an Assessment Policy" section (For use from August 2015)*

SWLCI documents:

- *SWLCI Student Agenda Book*
- *SWLCI Staff Handbook*
- *On-line IB Handbook posted on ManageBac*
- *Course outlines*
- *SWLCI Academic Honesty Policy*

This assessment policy is followed by all teaching staff at Sir Wilfrid Laurier C.I. to ensure that the assessment and evaluation processes are consistent and fair to all students.

Fundamental Principles

To ensure that assessment, evaluation, and reporting are valid and reliable and they lead to the improvement of learning for all students, teachers use practices and procedures that:

- *are fair, transparent, and equitable for all students;*
- *support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis or Inuit;*
- *are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;*
- *are communicated clearly to students and parents at the beginning of the school year or course;*
- *are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;*
- *provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;*
- *develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning. (Growing Success, 2010, 6)*

Course Load

Students in grades 9, 10, and 11 are expected to take at least 4 credits each semester. Students in grade 12 who have already earned a minimum 24 credits may be permitted to take 3 credits per semester. Students who have a study period in their timetable are to work in the library, or they may be in the cafeteria, but they are not permitted in the gymnasium or halls.

Course Outline

During the first week of each course, each student will be given a Course Outline which describes the specific expectations with respect to class procedures, course objectives, and assessment and evaluation, which reflects the fundamental principles and achievement categories as outlined in *Growing Success*.

Changing a Course

Students must see their guidance counsellor if they wish to make any changes to their timetable. Such changes will be made only for valid educational reasons. Course changes should be made by the end of June in the previous academic year.

Ontario Student Transcript – Full

Senior students have up to 5 days following the first Provincial report card to drop a course without having the attempt appear on the Ontario Student Transcript (OST). The course and mark will appear on the report card if the course is not dropped before the report, but will not be carried over to the OST. Courses dropped any time following the five days after the report date will be entered on

the OST with a “W” in the credit column, indicating “withdrawn without credit earned”. The mark that the student was earning at the time of the drop – passing or failing – will be entered on the OST. (Sir Wilfrid Laurier C.I. Student Agenda)

Achievement Categories

For every course, learning is divided into four (4) categories:

- **Knowledge and Understanding:** *Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)*
- **Thinking:** *The use of critical and creative thinking skills and/or processes*
- **Communication:** *The conveying of meaning through various forms*
- **Application:** *The use of knowledge and skills to make connections within and between various contexts*

(Growing Success, 2010, 16-17)

Assessment and evaluation in every course will include learning under all four categories. These categories are weighted as outlined in the Ministry Curriculum documents for each course and are reflected on the Student Course Outline. The mark that appears on the report cards is comprised of the categories as expressed above.

Assessment

The main purpose of assessment is to provide students with descriptive feedback and help them develop their capacity to become independent learners by setting individual goals, monitoring their own progress, and reflecting on their thinking and learning. Effective descriptive feedback provides precise information about what students are doing well, what needs improvement, and what specific steps they can take to improve. *(Growing Success, 2010, 34)* In addition, students should receive regular feedback on their achievement in the form of a mark printout.

Teachers apply a variety of assessment tools such as in-class work, daily assignments, homework, tests, projects, seminars and essays. Student achievement is evaluated on an on-going basis gathering information about student learning before, during, and at or near the end of a period of instruction. Specific instructions and achievement rubrics for major assignments will be discussed when these are given to the student.

Evaluation

Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards (see Chapter 3) and assigning a value to represent that quality. Evaluation is based on assessment of learning that provides evidence of student achievement at strategic times throughout the grade/course, often at the end of a period of learning. *(Growing Success, 2010, 38)*

Evaluation and all testing and examinations will be consistent with the provincial curriculum expectations for each individual course.

Determining a report card grade will involve teachers' professional judgment and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. (*Growing Success*, 2010, 39)

Reporting Student Progress

Progress Reports: Reports are sent home early each semester indicating the student's adjustment to the new subjects. Early diagnosis of a concern enhances the chance of a student's success.

Report Cards: Individual results are issued to each student twice a semester indicating the mark achieved.

(*Sir Wilfrid Laurier C.I. Student Agenda*)

Parent-teacher interview sessions will be held early each semester. Parents/guardians are encouraged to come and meet the teachers and discuss their children's progress. They are also welcome to contact individual teachers at any time by calling the school or sending an email to the teachers' Outlook emails.

Learning Skills

In addition to reporting a percentage mark for every course, teachers will also indicate how well a student is progressing in developing his/her learning skills. The six (6) learning skills to be reported on each report card include:

- Responsibility
- Organization
- Independent work
- Collaboration
- Initiative
- Self-regulation

These learning skills are not included in the mark calculation. However, the development of learning skills and work habits is essential for success in school and, down the road, in student professional careers and lives. For further description and sample behaviours of Learning Skills, please see page 11 of *Growing Success*.

Late and Missing Assignments

All course outlines must include a clear procedure for dealing with late or missing assignments. Department teachers will establish clearly communicated deadlines to students. It is the student's responsibility to submit all assignments before due dates.

Missing evaluations are recorded as 'incomplete' until such time as the teacher determines that the final due date has passed and the expectation cannot be met, at which time a zero (0) may be assigned as the grade for that assignment.

A deduction of up to, but not exceeding, 10 percent may be applied to a late assignment. Teachers must ensure that mark deduction does not result in a grade that misrepresents the student's true level of achievement. (*Growing Success*, 2010, p. 46)

Teachers should consult *Growing Success*, page 43 for a comprehensive list of strategies to help prevent or address missed or late assignments before deducting late marks.

Missed Tests

Students will not be penalized if they are absent for legitimate reasons on the day of a test. When this occurs, the student's parent/guardian should send a note or place a telephone call to the teacher indicating that he/she is aware that a test was missed. The student may be permitted to either write the missed test, or a make-up test, or to do some other work in place of the test. Course outlines are to detail this procedure clearly.

Reporting a Final Grade Below 50 Percent

Where a mark falls below 50 percent, teachers are able to recommend potential strategies such as credit recovery, upgrading courses to assist students to gain their credits. 35 percent remains a requirement for students who may be recommended for upgrading courses.

(*Protocol for Assigning a Lower Limit Below 50 Percent*, p.1)

Mandatory Evaluations

Students who do not participate in the mandatory evaluations at the end of each course shall receive a mark of zero on the evaluation. Legitimate documentation must be provided in order to avoid a mark of zero on these evaluations.

(*Sir Wilfrid Laurier C.I. Student Agenda*)

There will be two quiet weeks prior to each formal summative assessment period during which time there will be no field trips, assemblies, special events or dances. There will be a moratorium on the delivery or evaluation of new material for the final four days before exams.

Academic Honesty

Individual course outlines and Student Agendas inform students and parents that any work students submit for evaluation must be their own and that cheating/plagiarism is a serious offence.

When plagiarism/cheating is detected, it will be investigated. If plagiarism/cheating is confirmed by the teacher, he/she will inform the principal/vice principal, the student and the parent/guardian (when the student is under the age of 18) of the specific details regarding the plagiarized assignment or the allegation of cheating and the resulting consequences.

A consequence for cheating and plagiarism may be a mark of zero for the assignment/exam in question.

A repeated pattern of academic dishonesty may result in an escalating severity of consequences.

All students who face the consequences of plagiarism or cheating have the right to appeal the teacher's decision to the principal/vice principal.

Students With Special Education Needs

A student's Individual Education Plan (IEP) describes his or her educational program and any accommodations and/or modifications that may be required.

Teachers are required to review, acknowledge, and implement all accommodations as indicated on the IEP.

English Language Learners

Teachers are required to provide English language learners with accommodations and/or modifications as per *English Language Learners, ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12*.

Appendix 1

IB ASSESSMENT AND EVALUATION

applies to Grade 11 (IB 1) and Grade 12 (IB 2) courses only

Internal Assessment

All IB courses require an internal assessment designed by the subject teacher which is then externally moderated by an IB examiner. IA works will vary by subject. They include such works as individual oral presentations, interactive oral exams, essays, labs, portfolio work, etc. Please see Appendix 2 for specific details.

External Assessment

All courses, with the exception of Theory of Knowledge (TOK), have a series of examination papers set by the IB. They take place in May of Grade 12 (IB 2). At Laurier, students take two (2) Standard level (SL) examinations in May of IB Year 1, in Math and French. The number (2 or 3 papers) and type of examinations (Multiple Choice, Structured or Unstructured) per subject will vary. Once written, these exams are sent to a scanning center and, then, to IB Examiners around the world to be marked. Please note that the IB Examiners are monitored and their marking is moderated by senior IB Examiners. This ensures quality and consistency of assessment.

IBSO Table of Equivalent Grades

As a member of IBSO (IB Schools of Ontario), Sir Wilfrid Laurier C.I. applies a mark conversion scale to all IB assessments and IB exam results. They are marked using IB criteria generating a mark on a scale of 1-7. This mark is then converted to a percentage grade using the Table of Equivalent Grades as set by IBSO and is used by all IB schools in Ontario. This Scale was created in conjunction with OUAC (Ontario University Admissions Centre). An individualized report presenting projected and then Predicted Grades for all IB Diploma Candidates is sent to OUAC during the Grade 12 (IB 2) year, in February and April respectively. This additional reporting procedure sets our IB students apart from other university applicants. This is only done for full IB Diploma Candidates. Please see Appendix 3 for specific details.

Reporting IB Results to Universities

The IB Coordinators will request a list of Universities that **transcripts** are to be sent to in June of Grade 12 (IB 2) for all IB Diploma Candidates. Please note: universities outside of North America have much earlier dates for transcript requests (Australia - October, Europe - April etc.). You must ensure that you inform the IB Coordinators of Requests for Transcripts for Universities outside North America as soon as possible in order to prevent missing deadlines.

Appendix 2
MAJOR IB ASSESSMENTS & EVALUATIONS

Core: Extended Essay

Assessment/Evaluation	IB Year	Type
Essay in e-format	IB 2	External

Core: TOK

Assessment/Evaluation	IB Year	Type
Individual Oral Presentation	IB 2	Internal
Essay in e-format	IB 2	Internal + External

Group 1: English A Literature HL

Assessment/Evaluation	IB Year	Type
Written assignment in e-format	IB 2	External
Reflective statement	IB 2	External
Individual Oral Commentary	IB 2	Internal + External
Exam – Papers 1, 2	IB 2	External

Group 2: French B SL

Assessment/Evaluation	IB Year	Type
Written assignment in e-format	IB 1	External
Interactive Orals	IB 1	Internal + External
Exam – Papers 1, 2	IB 1	External

Group 3: Economics HL

Assessment/Evaluation	IB Year	Type
Portfolio of 3 commentaries in e-format	IB 2	Internal+ External
Exam – Papers 1, 2, 3	IB 2	External

Group 3: Psychology SL/HL

Assessment/Evaluation	IB Year	Type
A report on an experimental study in e-format	IB 2	Internal+ External
Exam – Papers 1, 2, 3	IB 2	External

Group 4: Biology SL/HL

Assessment/Evaluation	IB Year	Type
Individual Labs	IB 1 and IB 2	Internal+ External
Group 4 Project	IB 1 and IB 2	Internal
Exam – Papers 1, 2, 3	IB 2	External

Group 4: Chemistry SL/HL

Assessment/Evaluation	IB Year	Type
Individual Labs	IB 1 and IB 2	Internal+ External
Group 4 Project	IB 1 and IB 2	Internal
Exam – Papers 1, 2, 3	IB 2	External

Group 4: Physics SL

Assessment/Evaluation	IB Year	Type
Individual Labs	IB 1 and IB 2	Internal+ External
Group 4 Project	IB 1 and IB 2	Internal
Exam – Papers 1, 2, 3	IB 2	External

Group 5: Math SL

Assessment/Evaluation	IB Year	Type
Exploration assignment in e-format	IB 1	Internal+ External
Exam – Papers 1, 2	IB 1	External

Appendix 3

IBSO TABLE OF EQUIVALENCE

IB DP GRADE	ONTARIO PERCENTAGE RANGE
7	97% - 100%
6	93% - 96%
5	84% - 92%
4	72% - 83%
3	61% - 71%
2	50% - 60%
1	FAILING GRADE

Appendix 4

Adjustment of 4U7 and 4M7 marks

upon receipt of the final IB results in July

Predicted Grades (PG's) are a record of student achievement. Teachers use practice exam marks and term work to arrive at a PG. The PG's are assigned an equivalent interim percentage for the corresponding Ontario courses in accordance with the IBSO Table of Equivalent Grades. These interim percentages will be in effect until July 6.

All final IB results will be reflected on a student's permanent Ontario transcript as of July 7. May IB exam results are available on July 6.

If the Ontario report card mark assigned to the final 4U or 4M course in the subject series does not fall within the percentage mark band indicated on the IBSO Table of Equivalents, the 4U or 4M mark will be adjusted up or down.

A mark adjusted down shall be assigned the percentage at the top of the new grade boundary. A mark adjusted up (by 1 or 2 points) shall be assigned the lowest mark in the mark band. For example, if a student with History PG of 5 (80%-89%) in CHY4U7 were to achieve a 4, the mark would be changed to 79%. If the student were to achieve a 6, the mark would be changed to 90%. If the student were to achieve a 7, the mark would be changed to 96%.

If a mark drops by 2 points, the PG will count for 70% and the IB Exam grade will be converted to the lowest mark in the mark band and count for 30% of the final mark. For example, if a student with History PG of 6 (90%-95%) were to achieve a 4 (70%-80%), the final mark would be $92 \times 0.7 + 70 \times 0.3 = 85\%$.

In cases where the final IB result is different than the PG, the adjusted mark will replace previous marks in all 4U7 or 4M7 courses in that subject area.

In situations where the final IB result matches the PG no adjustment will be made to any of the final marks awarded and so report card marks in different courses in the same subject may be different as reflected by individual teacher assessment.

The adjustments would be applied only to 4U7 marks. Previous 3U7 marks would not be affected. If an adjustment is necessary in July, it will apply only to the official Ontario Student Transcript and not to any previous report card. All awards and recognition granted at Laurier's Commencement Ceremony will be based solely on the report card marks. The July 7 percentage marks will be forwarded to the Ontario University Application Centre before its final deadline. The IB will send transcripts of final grades to universities if requested of the coordinator by May 30.