

Next Review October 2023 (IB Teachers and Curriculum Council)

Context

West Vancouver Secondary School is a public school in British Columbia, Canada. The school follows BC Ministry of Education policy with regards to assessment. To graduate, students are required to take a Numeracy Assessment in grade 10 and a Literacy Assessment in grades 10 and 12. These assessments are marked on a 4-point scale (emerging(1), developing(2), proficient(3), extending(4)).

Assessment Philosophy and Principles

The IB Programme at West Vancouver Secondary School is a program of choice. WVSS is guided by West Vancouver Schools' Guiding Principles of Assessment (*Supporting the Implementation of Secondary Proficiency Based Assessment and Reporting* is attached). West Vancouver Schools considers five essential questions when assessing student learning:

1. Is it timely and ongoing?
2. Is it clear and intentional?
3. Is it inclusive?
4. Does it communicate student learning?
5. Is it shared responsibility between teachers and students?

"In West Vancouver Schools, assessment tells the story of the learning journey: where we are, where we want to go, and informs how we get there."

Assessment Practices

The following practices are common to both the International Baccalaureate Organization and the BC Ministry of Education (*in italics*) and guide teachers in their planning, teaching and assessment at West Vancouver Secondary School. Teachers should strive to teach with the end in mind.

When planning a unit, teachers should develop or provide for students

- Essential understandings (*big ideas*) and transfer goals
- Content/skills/concepts (*curricular competencies*) which are the focus of the unit
- Approaches to teaching and learning (*core competencies*) which are developed during the unit

When teaching a unit, teachers should ensure that

- students participate in activities that allow them to develop the requisite content/skills/concepts and are given specific feedback for improvement

- teachers communicate student learning on an ongoing basis using criteria (proficiency scales)
- instruction is differentiated for learners
- students are given a variety of opportunities to demonstrate their learning
- there are opportunities for peer and self-assessment

When evaluating a unit, teachers should ensure that

- student performance is evaluated in relation to IB criteria or *BC proficiency scales*
- students are assigned a final mark for the activity or unit which evaluates the degree to which the student has acquired the content/skills/concepts (*curricular competencies*)

Teachers will collect qualitative and quantitative evidence of student learning on an ongoing basis and triangulate this evidence when assessing student learning. Teachers should be communicating student learning to students on an ongoing basis using IB criteria and/or the 7-point scale (*proficiency scales*).

The Reporting of IB Grades:

In the first year of the course, teachers will collect qualitative and quantitative evidence of student learning and use this evidence to estimate an interim IB grade on the 7-point scale. As it is difficult to provide an accurate IB grade at the end of the first year, this interim grade will not be reported. Teachers will use this interim grade to determine progress using the BC proficiency scale and award a BC percentage and letter grade.

In the second year of the course, teachers will continue to collect qualitative and quantitative evidence of student learning and use this evidence to predict an IB grade on the 7-point scale. Teachers will use this predicted grade to determine progress using the BC proficiency scale and award a BC percentage and letter grade. Teachers will also report a predicted grade on interim and final report cards.

The IB Grading Scale is as follows:

- | | |
|---|--------------------------|
| 7 | Excellent performance |
| 6 | Very good performance |
| 5 | Good performance |
| 4 | Satisfactory performance |
| 3 | Mediocre performance |
| 2 | Poor performance |
| 1 | Very poor performance |

The BC Ministry grade definitions are as follows:

A (86-100%) Excellent Performance

B (73-85%) Very Good Performance

C+ (67-72%) Good Performance

C (60-66%) Satisfactory Performance

C- (50-59%) Minimally Acceptable Performance

Converting IB grades to BC Ministry of Education Grades:

The difference in standards for excellent performance, very good performance, good performance and satisfactory performance between IB courses and BC Ministry of Education courses varies. Teachers are expected to use their professional judgement and understanding of BC proficiency scales and the reporting of BC percentages and letter grades to convert IB predicted grades equitably. **Students who are not taking the full IB Diploma Programme are evaluated by universities as BC High School students and their percentage marks need to accurately reflect how they would perform in the equivalent BC curriculum.**

The following conversion scale is used as a guideline. For some courses, HL Mathematics for examples, the conversion of a 5 in IB will result in a higher percentage than HL English. Predictions in SL courses may have a lower percentage conversion. **These are not hard boundaries.**

7	96 - 100
6	90 - 95
5	78 - 89
4	68 - 77
3	60 - 67
2	50 - 59

Reporting anticipated grades to universities:

IB teachers will also provide an anticipated IB grade for students as required in the second year of the course. The anticipated grade is the teacher's prediction of the student's achievement in the course, based on the evidence of the student's work. Anticipated scores are reported on students' report cards and may be used for university applications. Anticipated scores are updated on each report card, for university applications, and in March for predicted grades reported to IB.

Internal moderation and quality checks:

Teachers within subject areas will collaborate on course planning and the internal moderation of student work to ensure that internal marks are standardized.

Standardizing IB internal assessment marks:

When more than one teacher is teaching a course, the teachers will double-mark a broad sample of student internal assessment to ensure consistency in applying the criteria.

Bibliography

BC Ministry of Education Assessment Practice: <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/curriculum-and-assessment/assessments>

BC Ministry of Education Student Reporting: <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/student-reporting?keyword=reporting&keyword=student&keyword=progress>

“Grade descriptors.” International Baccalaureate Organization 2014.

“Guidelines for developing a school assessment policy in the Diploma Programme.” International Baccalaureate Organization 2010.

“Supporting the Implementation of Secondary Proficiency Based Assessment and Reporting.” West Vancouver Schools 2022.