

Heritage Regional High School IB Assessment Policy

IB Middle Years Programme

Philosophy-

We support the fundamental IB belief that assessment is integral to all teaching and learning and exists primarily to support student learning by providing feedback on the learning process. When we use appropriate assessment practices, we promote positive student attitudes toward learning and the development of student self-assessment practices.

(MYP: From principles into practice 2014; updated Aug. 2022)

The following IB programme standards and practices support development of the assessment policy.

Culture 5: The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)

Culture 5.1 The school implements and reviews an assessment policy that makes the school philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)

Culture 5.2 The school identifies in its assessment policy all necessary local and IB requirements and outlines how the school is adhering to these requirements. (0301-05-0200)

Culture 5.3 The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)

Culture 5.4 The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)

IB Programme standards and practices (2020)

IB mission statement-

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

The programmes encourage students across the world to become active, compassionate, and life-long learners who understand that people, with their differences, can also be right.

Heritage Regional High School – Educational Project

Mission – The mission of HRHS is to collaboratively ensure a learning environment for students to maximize their potential as life-long learners through academic success, participation in school life and preparation for global citizenship.

Vision – Our vision is to provide the highest quality education by focusing on developing varied programs in response to individual needs. Within a safe and healthy environment for all, we promote high academic standards and develop leaders for the 21st century. Staff and students work together to continuously improve and to develop collaborative teams.

Values - We promote respect for oneself, others, the environment, and the diversity of our school community. We value excellence in varied programs, academics, leadership by students and staff, the arts, community involvement and life skills. We have pride in our accomplishments and in our school.

IB Expectations-

We endorse the expectation of the IB that teachers will use professional judgement and will be guided by publicly known criteria to make transparent formative and summative assessment of and for student learning and to consider assessment *as learning*.

(MYP: From principles into practice 2014, updated Aug. 2022)
(IB Assessment Principles and practices- Quality assessments in a digital age 2018; www.ibo.org)

Rationale-

All members of the IB community have a responsibility to ensure that assessment is done in such a way as to support and encourage student learning. *(MYP. From principles into practice 2014, updated Aug. 2022)*

The IB Assessment policy at Heritage Regional High School is guided by the *Riverside Policy on Assessment of Student Learning* which is based on the belief that evaluation is a collaborative, communicative process that contributes to the development of competency and fosters life-long learning. The *Policy on Evaluation of Student Learning* provides the framework to promote success for all students and to allow students to become actively involved in the process of their own education. It specifies the regulations for promotion throughout elementary and secondary school.

The contents of the policy are based on the regulations and principles articulated in the Education Act (Ed. Act), the Basic School Regulation (BSR), The Policy on the Evaluation of Learning (Ministry of Education), the Annual Directives, and the Teachers' Collective Agreement.

Definition and Purpose –

Evaluation is the process whereby a judgement is made on a student's learning, that is knowledge and competencies in each subject area, on the basis of information gathered, analyzed, and interpreted, for the purpose of making pedagogical and, where appropriate, administrative decisions. (BSR, Section 28)

*Students do not learn in order to be evaluated: they are evaluated so that they can learn more effectively. (Ministry of Education **Policy on Evaluation of Learning**, p12)*

*Evaluation must allow all students to pursue their learning according to their individual characteristics, aptitudes, aspirations without any lowering of educational standards. (Ministry of Education **Policy on the Evaluation of Student Learning**, p14)*

Orientation - Evaluation

- Supports learning by providing on-going feedback to students.
- Acknowledges achievement through recognition of competency development and the IB criterion -related approach to determine level of achievement.
- Is considered an integral component of the learning process.
- Is based on the teacher's professional judgement carried out in a collaborative manner.
- Respects differences in learning whereby conditions may be adapted for certain students.
- Respects inclusive assessment arrangements designed to meet the needs of diverse learners.
- Conforms with Ministry programs of study and is enhanced through understanding by stakeholders, teachers, administrators, parents/guardians) of the documents outlined in Section 1, paragraph 3.
- Considers the respective responsibilities of all stakeholders and increases the focus on collaboration and teamwork among those working with students.
- Recognizes that students take an active role in all components of their learning process, including evaluating their learning, thereby increasing their understanding and accountability.

Source: RSB Policy on Assessment of Student Learning (2020)

To this end, we will-

- Instill and support the belief that students are responsible for their own learning
- Develop in students the ability to reflect on and assess their own pieces of work
- Ensure that assessment is:
 - internal, carried out in the school, by teachers
 - is based on professional judgement and mandated IB criteria
 - is transparent
 - respects differences in learning
- Ensure that assessment is used to:
 - establish and communicate students' learning needs
 - inform, enhance, and improve the teaching process
- Agree that the IBMYP aims, and objectives are aligned with the provincial (MEES) requirements.
- Standardize internally to ensure a common understanding of criteria and application of levels of achievement.

- Support learning by providing explicit formative and summative feedback to students on a regular basis and at strategic times, for example at the end of a unit of study.
- Engage students in the setting of learning goals
- Provide students with task-specific clarifications for assessment.
- Develop and provide opportunity for students to practice Approaches to Learning skills so that they can monitor progress and evaluate success.
- Use a range of strategies and tools to assess student learning.
- Review student Individualized Education Plan (IEP) when assessing for and of learning (in accordance with the Inclusion Policy.)
- Acknowledge achievements by recognizing individual skills and attitudes.
- Communicate with parents and students regarding assessment.
- Adhere to the established system by which to report student progress.
- Promote parental support of and for the child's progress.
- Issue an IB specific report card at the end of each school year.
- Comply with all provisions outlined in the *Education Act*, the *Riverside School Board Policy on Evaluation of Student Learning* and the *IB Programme standards and practices*.

IB Assessment Principles –

The Middle Years Programme (MYP) has an explicit alignment between the MYP subject group objectives and marking criteria. All MYP subject groups have four assessment criteria which match the four objectives. Each criterion contributes equally to the final outcome.

MYP assessment requires teachers to assess the prescribed subject group objectives using the assessment criteria for each subject group in each year of the programme. Assessment in the MYP is criterion related – levels of student achievement in reaching the objectives of each subject group are measured by relating the student work to predetermined criteria. This “criterion-related” approach represents a philosophy that is neither “norm-referenced” nor “criterion-referenced”. (*MYP: Principles into Practice 2014, Updated August 2022; September 2022*)

In order to achieve the IBMYP Certificate, the student must have participated in the final year of the programme, with a recommended period of participation of two years, and:

- Complete the personal project with at least a grade of 3
- Meet the school's expectation for Service as Action -community service

www.ibo.org (2018)

Policy Review and Communication-

In order to ensure that this policy continues to align with school practice and philosophy, all members of the IB community, on a regular basis, are invited to recommend amendments. An IB revision committee

is responsible for updating the policy, based on this consultation process. The Governing Board will adopt and approve the policy.

The IB community has access to this policy on the school website.

Regulatory Principles and Guiding Sources-

The contents of this policy are based on and refer to:

- *Basic School Regulation (BSR, 2017)*
- *Education Act (2019)*
- *International Baccalaureate Middle Years Programme (IBMYP) standards and practices (2020)*
- *MYP: From Principles into Practice (2014, updated August 2022)*
- *Riverside School Board Policy on Evaluation of Student Learning (2020)*

Revised September 2022

Adopted by the Governing Board, November 2022