



Revised January 2024

Parkdale Collegiate Institute

“Let knowledge grow from more to more”-

A.F. Tennyson

Assessment Policy

Assessment

At Parkdale Collegiate Institute, assessment is an integral part of student learning and achievement. The assessment of student progress, the evaluation of student achievement and the percentage grade in term and final report cards, are based on continuous assessment and evaluation throughout the course.

Teachers will use IB DP criteria, IB DP grade descriptors, coursework and their expectations of student achievement on the exams in the determination of predicted grades, based on evidence from the course. Predicted grades are then translated according to the criteria of Growing Success (Ontario Ministry of Education, 2010) for report card purposes and achievement towards the Ontario Secondary School Diploma (OSSD). Students receive IB DP marks/levels as well as equivalent Ontario marks, which are reported quarterly.

The final IB DP mark will be based on internal assessments which the students complete during the course and final exams. When the IB DP marks/levels are received by the school in July, they are used to adjust predicted grades according to final IBDP results.

Consequently, the final IB DP mark will be converted from IB levels into percentages,

according to the International Baccalaureate Schools of Ontario (IBSO) recommendations.

Evaluation

Our policy for evaluation is aligned with the Growing Success document that requires teachers to conduct assessment as learning, for learning and of learning.

Purpose of Classroom Assessment	Nature of Assessment	Use of Information
<i>Assessment for Learning</i> Assessment for learning is the process of seeking and	<i>Diagnostic Assessment:</i> <ul style="list-style-type: none">• occurs before instruction begins so teachers can	<i>The information gathered:</i> <ul style="list-style-type: none">• is used by teachers and students to determine

<p>interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.</p>	<p>determine students' readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences.</p> <p><i>Formative Assessment:</i></p> <ul style="list-style-type: none">• occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practising skills.	<p>what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations, so teachers can plan instruction and assessment that are differentiated and personalised and work with students to set appropriate learning goals.</p> <p><i>The information gathered:</i></p> <ul style="list-style-type: none">• is used by teachers to monitor students' progress towards achieving the overall and specific expectations, so that teachers can provide timely and specific descriptive feedback to students, scaffold next steps, and differentiate instruction and assessment in response to student needs.
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<p><u>Assessment as Learning</u> Assessment as learning focuses on the explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for student to assess themselves.</p>	<p><i>Formative assessment:</i></p> <ul style="list-style-type: none"> • occurs frequently and in an ongoing manner during instruction, with support, modelling, and guidance from the teacher. 	<p><i>The information gathered:</i></p> <ul style="list-style-type: none"> • Is used by student to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self assessment), make adjustments in their learning approaches, reflect on their learning, and set individual goals
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		for learning.
<p><u>Assessment of Learning</u> Assessment of learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students' futures.</p>	<p><i>Summative assessment:</i></p> <ul style="list-style-type: none"> • occurs at or near the end of a period of learning, and may be used to inform further instruction. 	<p><i>The information gathered:</i></p> <ul style="list-style-type: none"> • is used by the teacher to summarize learning at a given point in time. This summary is used to make judgements about the quality of student learning on the basis of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, parents, teachers and others.

(Growing Success, Ontario Ministry of Education, 2010)

Teachers will assess through a variety of means, which may include formal and informal

observations, discussions, learning conversations, questioning, conferences, homework, group tasks, demonstrations, projects, portfolios, performances, peer and self-assessments, self-reflections, essays and tests. Through these continuous diagnostic, formative and summative assessments, teachers will gain an understanding of their students' learning needs and adjust their teaching strategies accordingly.

Teachers will follow the assessment policy for *learning as* and *learning of*:

Learning as : Assessment that takes place during instruction in order to provide direction for improvement for individual students and for adjustment to instructional programmes for individual students and for a whole class. The information gathered is used for the specific purpose of helping students improve while they are still gaining knowledge and practising skills.

Learning of: The evaluation that occurs at the end of important segments of student learning. It is used to summarise and communicate what students know and can do with respect to curriculum expectations.

IB assessment is criterion-referenced and all IB courses follow the IB Subject Guides.

Criterion-referenced assessment: Teachers assess and evaluate student work with reference to established criteria, rather than by comparison with work done by other students, or by the ranking of student performance, or with reference to performance standards developed by individual teachers for their own classrooms.

Internal Assessments

IB students complete IB Internal Assessment components (IAs) which are evaluated internally. The predicted marks for the IAs are submitted to IB and a selection of IA samples is sent to IB for moderation. The intent of the IAs is to provide the students with an opportunity to demonstrate learning through an assignment which is completed within a specific timeline. IAs are designed to reflect the abilities of the students. It is important to remember that these projects are completed by IB Year 2 students and are expected to be at an appropriate level.

All IA due dates are scheduled and posted on ManageBac, the school website and course outlines.

Grading of Core Subjects: Creativity, Activity, Service (CAS), Theory of Knowledge (TOK), and the Extended Essay (EE)

Performance in TOK and the EE are each graded on a scale of A (maximum) to E (minimum). For the IB DP, a maximum of 3 points is awarded for combined performance in TOK and the EE. The maximum total DP points score is 45. The CAS component is based on completion.

Homework Policy

The IB DP work expectations will supersede the TDSB policies surrounding homework.
TDSB Homework Policy PR 036

Late/Missing Assessments

After the teacher marks and hands back assignments to the class, no more assignments will be accepted. (*Growing Success, Ontario Ministry of Education, 2010*). Persistent absences and/ or lateness, whether they are excused or unexcused, will impede the student's learning, thus resulting in the student not reaching their potential. In these cases, parents / guardians and school administrators will be contacted.

Award of the IB DP Diploma

The IB DP will be awarded to a candidate provided all the following requirements have been met:

1. The candidate's total points are 24 or more.
2. CAS requirements have been met.
3. There is no "N" awarded for Theory of Knowledge, the Extended Essay or a contributing subject.
4. There is no "E" awarded for Theory of Knowledge or the Extended Essay.
5. There is no grade 1 awarded in a subject.
6. There are no more than two level 2's awarded (HL,SL).
7. There are no more than three level 3's or below awarded (HL,SL)
8. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
10. The candidate has not received a penalty for academic misconduct from the Final Awards Committee.

The PCI Assessment Policy is aligned with the Toronto District School Board and IB Organization policies. The Parkdale Collegiate Institute school community reviews the Policy whenever the need arises.

Resources

Growing Success: Assessment, Evaluation and Reporting in Ontario School, First Edition, Covering Grades 1 to 12 Ministry of Education, Ontario Government, 2010
IB Diploma Programme Assessment Procedures, 2019.
IB Assessment Principles and Practices — Quality Assessments in a Digital Age, 2019. IB General Regulations: Diploma Programme