



**OAKRIDGE SECONDARY SCHOOL**  
1040 OXFORD STREET WEST, LONDON, ONTARIO N6H 1V4  
Telephone: 519-452-2750      FAX: 519-452-2769

## **IB Assessment Policy**

### **Philosophy and Principles**

Oakridge Secondary School is one of 29 secondary schools in the Thames Valley District School Board (TVDSB). Across TVDSB, assessment and evaluation practices are grounded in the belief that all students can demonstrate their learning in an environment that reflects the values of fairness, equity, inclusion and respect for all.

The primary purpose of assessment is to improve student learning. To be effective, assessment must be integrated as part of the continuum of effective instruction.

The International Baccalaureate aims to encourage students to become active, compassionate, and lifelong learners through a challenge of international education and rigorous assessment. All IB World Schools deliver assessment practices that are focused on summative assessments that are marked externally and internally. Formative assessment is conducted throughout the teaching and learning process. The assessment used to measure students' development of learning skills under teacher supervision is based on an assessment criterion and not on the performance of other students. This encourages score stabilization and consistency which are valued at university levels. As an IB World School, Oakridge Secondary is supporting student development in the endeavour to be well-rounded and promote the ability to make connections across disciplines. Students have the opportunity to gain both breadth and depth of knowledge and understanding through studying IB courses.

### **Supported Practices**

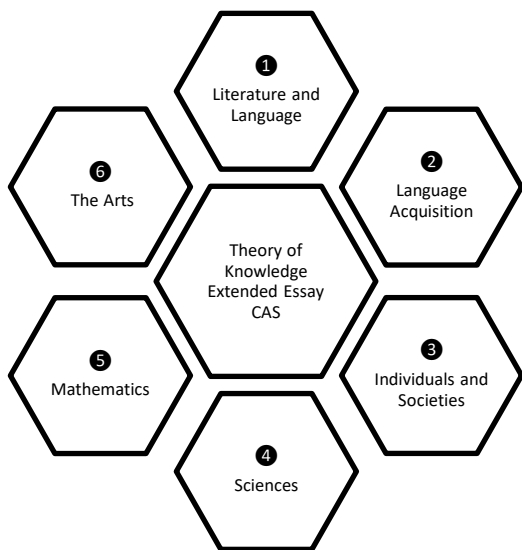
TVDSB has published a detailed document that outlines supported assessment practices. Please see that document here. [Assessment & Evaluation – Guide For Educators K - 12](#)

### **IB Courses, Requirements, and Scoring**

DP courses can be completed as either higher level (HL) or standard level (SL). HL indicates at least 240 hours of study and SL indicates at least 150 hours of study. Both the HL and SL courses are awarded the same number of points (maximum of 7) exemplifying IB's belief in creating well-rounded students by providing a holistic education through a spectrum of subjects. Oakridge Secondary offers 3 HL courses in conjunction with 3 SL courses for students to access a broad range of academic disciplines. Students in HL courses are expected to demonstrate the various elements of the grade descriptors across a greater body of knowledge, understanding and skills.

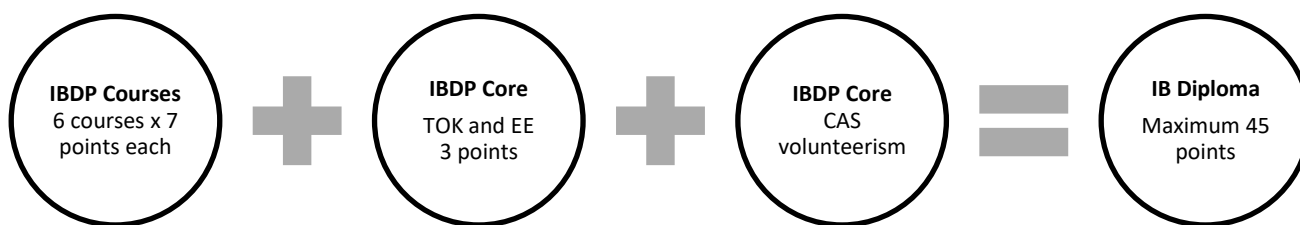
*We build each student's tomorrow, every day.*

Assessment in SL courses requires the completion of 2 final examinations and assessment in HL courses requires the completion of 3 final examinations. HL courses may be considered for university transfer credits dependent in the specific university faculty and program rules.



At Oakridge we are committed to assessing students at a single holistic criteria of level descriptors which reflect the aims and objectives of each subject. Students enrolled in the IB program will take a total of six courses from the IB subject groupings. The DP courses will study 3 higher level (HL) courses and 3 standard level (SL) courses. Each DP course is scored on a grade ranging from one to seven. Subject grade levels are combined for a total diploma score of up to 42 points. Students complete the diploma program with a minimum score of 24. Students also need to successfully complete the 3 core elements – Theory of Knowledge (TOK), Extended Essay (EE), and Creativity, Action, and Service (CAS). TOK and EE

combined scores can equal up to 3 points. While CAS does not contribute to points, it ensures students are actively involved in their community in an authentic and caring capacity. In total, the DP scores can combine to up to 45 points. The average score for students who complete the DP is 30.



### Responsibilities and Rights of Teachers

Teachers have the responsibility to:

- Account for varied learning styles and provide a variety of assessment opportunities.
- Provide learning objectives mandated by the IBO and clearly identify for students the requirements of student work, including task specific criteria/rubrics before tasks begin.
- Inform students with frequent and timely feedback on their learning.
- Support the development of all learning skills.
- Guide students to meet deadlines and be ready for assessments.
- Involve students in negotiating deadlines, when possible.
- Publish deadlines for student reference.
- When possible, chunk tasks into pre-arranged stages and monitor student completion of each stage.
- Coach students on their time management and assignment completion.

- Provide adequate time and material for the successful completion of any assessment task.
- Participate in internal moderation and within subjects to ensure assessment consistency.
- Use student performance data as feedback to improve instructional practices
- Use a variety of methods to assess.
- Inform parents immediately if a student's results are dramatically dropping or constantly low for an extended period

Teachers have the right to:

- Be provided with appropriate training, professional learning, and supports linked with assessment and evaluation.
- Be provided with moderation feedback to inform their assessment and evaluation practices.
- Being treated with respect when discussing assessment and evaluation with other staff, administration, students, and family members.

### **Responsibilities and Rights of Students**

Students have the responsibility to:

- Collaborate constructively with teachers and peers.
- Ask questions and seek clarification of classwork and assessment activities.
- Manage time effectively and responsibly, adhering to guidelines and deadlines.
- Follow all aspects of the Academic Honesty Policy.
- Offer realistic timelines when involved in the negotiation of deadlines for internal and formative assignments.
- Be ready for and meet all external assessment deadlines.

Students have the right to:

- Fair and equitable assessment practices.
- Timely and descriptive feedback that guides their learning.
- Transparent expectations and clearly articulated marking schemes.

### **Types of IB Assessments**

Assessment components include both external and internal marking which helps to support the reliability of results, reflects international mindedness while avoiding cultural biases, and provides grade stability in marking based off clear standards. External assessments include tasks such as papers, portfolios, projects, or research assignments as well as examinations that occur in May. Internal assessments include oral work, fieldwork, laboratory work, problem sets, or artistic performances which usually account for between 20% and 30% of the subject assessment. Within each component there is a variety of assessment tasks which may include multiple choice, short response, extended response, essays, presentations, and performances. To ensure a fair, just, and equitable standards, mark schemes give detailed instructions to the examiner on how each mark broken down. Students are evaluated by assessments to determine if they have accomplished the academic goals of analyzing and presenting information, evaluating and constructing arguments, and solving problems creatively as well as their ability to understand key concepts, retain knowledge, and apply learning.

*We build each student's tomorrow, every day.*

Examples of tasks that are sent to examiners to be marked (external assessment)	Examples of tasks that are marked by teachers and moderated by examiners (internal assessment)
<ul style="list-style-type: none"> <li>• Examinations</li> <li>• Extended essays</li> <li>• Written assignment/written tasks</li> <li>• Theory of knowledge essays</li> </ul>	<ul style="list-style-type: none"> <li>• Oral work in languages</li> <li>• Fieldwork in geography</li> <li>• Explorations in the sciences</li> <li>• Investigations in mathematics</li> <li>• Artistic performances</li> <li>• Portfolios/ePortfolios</li> <li>• Projects</li> </ul>

### **Assessment Policy Review Expectations**

To ensure this policy continues to align with school practices and philosophy, all members of the Oakridge IB community are welcome to recommend amendments. An Assessment Policy Committee is responsible for reviewing and updating the policy based on this ongoing consultation process. The IB Steering Committee ultimately adopts and approves the policy.

### **Communication of Assessment Policy**

The Oakridge IB community has access to the most up-to-date version of the policy on the school's [website](#). The Oakridge IB community is consulted about the Assessment Policy on a yearly basis. New teachers are supported to consult the Assessment Policy as they begin their latest responsibilities.

### **Formal / External Assessments**

Formal assessment in the Diploma Programme, defined as assessment directly contributing to the final qualification, represents the final summative assessment practice in the IB continuum of education. Formal assessment is external and includes examinations or work completed during the course and then sent to an external examiner.

### **Internal and Formative Assessments**

Internal assessments require teachers to mark students' work based on criterion established by the International Baccalaureate Organization. Each subject guide explains assessment standards that teachers use to evaluate. Internal assessment, completed by teachers, is also moderated by IB external moderators.

Formative assessments are often used by teachers to provide students with timely, meaningful feedback that support students to know their current level of academic achievement. Feedback and feedforward provides useful information to students so they may advance their learning. Teachers are responsible for designing and providing formative assessment structures and practices that help students to improve their understanding of

*We build each student's tomorrow, every day.*

the curriculum within criterion-based expectations. Formative assessment is also important for the teacher, as it should provide detailed feedback on the nature of the students’ strengths and limitations. The emphasis here—a key component of learning how to learn—is on making the student a better judge of their own performance and then helping them to develop effective learning strategies.

**Connections with Other Policies**

At Oakridge Secondary School, students are engaged in a diverse, inclusive environment where learning is delivered with fairness. Equitable assessment practices align with Oakridge’s IB Inclusion Policy. Reasonable accommodations are consistently provided to students who have identified learning needs. Upon admission to Oakridge’s IB Diploma Programme, the Admission Policy outlines that incoming parents and students can seek supports from guidance counselor, Learning Support Teachers, and administration. Request for inclusive assessment arrangements for internal and external IB assessments are to be submitted to Oakridge’s IB Coordinator during semester one of grade 11.

**Publishing of Assessment Timelines**

Each year, Oakridge IB teachers collaborate to create and share an assessment calendar that outlines when IB assessments are planned. The purpose of this calendar is twofold. First, it helps IB educators to plan appropriate assessment timelines to support students with realistic, manageable workloads. Second, it supports students to further develop time management skills that support their academic achievement. Well-designed timelines support student well being and allow time for teachers to provide meaningful feedback.

**International Baccalaureate Schools of Ontario - Table of Equivalency**

The Table of Equivalency (ToE) as created by the International Baccalaureate Schools of Ontario organization creates clarity and consistency related to IB diploma grades and OSSD percentage grades.

**Chart 1: Table of Equivalency**

<b>IB Diploma Programme Grade Level</b>	<b>Ontario Secondary School Diploma Grade Level</b>
1	Below 50%
2	50– 60%
3	61- 71%
4	72-83%
5	84-92%
6	93-96%
7	97-100%

*Revised October 2023*  
*Supported by the IB Steering Committee, November 2023*  
*Published – January 2024*