



**GREEN LAKE**  
SCHOOL DISTRICT  
AN ENVIRONMENT OF EXCELLENCE

## Green Lake School District IB Assessment Policy

**Philosophy of Assessment:** It is the mission of the Green Lake School District to create an environment of excellence by creating a safe environment that encourages mutual respect, enthusiasm for learning through personal attention, and access to an integrated, challenging curriculum so that students can reach their full potential as positive members of the community and the world beyond the classroom. Assessment is at the heart of this mission as it is integral to the teaching and learning process. Our assessment practices aim to measure student achievement in the PYP, MYP, and DP programs with the primary function of informing and improving student learning. At all levels, students are provided a broad range of opportunities to demonstrate their ability to meet curricular goals and to demonstrate the characteristics of the Learner Profile that are necessary for personal growth. Effective assessment at GLSD will be transparent to students, parents, and the community at large and will be reviewed on a regular basis. Assessment practices will be aligned to GLSD policies/procedures and the standards and practices of the International Baccalaureate Organization.

**5421 - School Board Grading Policy-** The Board recognizes its responsibility for providing a system of grading student achievement that can help the student, teachers, and parents judge properly how well the student is achieving the goals of the District's program.

Academic achievement should be the primary factor in grades and is defined as the student's ability to exhibit progress in his/her ability to perform tasks, demonstrate skills, and apply knowledge to real world problems and situations.

Achievement can include subject-specific content, thinking and reasoning skills, as well as general communication skills.

The Board believes that the District's reporting structure should be a reliable system that ensures that each student's "grade" accurately reflects his/her degree of progress in achievement of the identified learning goals and standards.

Progress of nonacademic factors such as effort, behavior, attendance, and late work shall be reported separately from academic factors.

The Board directs the District Administrator to develop procedures for assessing and reporting progress which:

- A. develop clear and consistent criteria based on rubrics
- B. reflect growth toward life-long learning
- C. separate academic and nonacademic factors such as effort, behavior, and attendance in the reporting of grades
- D. provide for different "grading" options (pass/fail, advanced/proficient/basic/minimal) for different grade levels or programs
- E. provide frequent opportunities for each student and parent to obtain information regarding progress toward the learning goals and standards of his/her courses or programs
- F. provide students the opportunity to self-assess achievement toward the learning goals and standards of courses or programs
- G. recognize that a student's understanding or skill should increase over time and that overall grades should be calculated based on this learning trend rather than strictly on averages

The teacher responsible for a student's instruction in a particular course or program shall determine the student's grade based on the criteria listed above. That grade may not be changed without the teacher's consent unless overruled by the Principal.

The Board believes that the District's grading system should be a reliable system and one that ensures each student's grades signify accurately his/her degree of accomplishment of those expected learning outcomes which are to be stated for each program at every grade level.

The Board directs the District Administrator to develop procedures for grading in accordance with Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity which:

- A. develop clear, consistent criteria and standards particularly when grades are based on subjective assessment;
- B. help each student understand in each course or program what behavior and/or achievement is needed to earn each grade as well as what will produce a failing grade;
- C. provide frequent opportunities for each student to obtain information as to his/her progress toward the learning goals of his/her courses or programs;
- D. provide for a pass/fail grade in programs where appropriate;
- E. provide students the opportunity to assess both their own achievements and their areas of difficulty.

In addition, the Green Lake School District fully supports the IB PYP, MYP and DP assessment aims as described in “**Programme standards and practices**”:

1. Assessment at the school aligns with the requirements of the program.
2. The school communicates its assessment philosophy, policy and procedures to the school community.
3. The school uses a range of strategies and tools to assess student learning.
4. The school provides students with feedback to inform and improve their learning.
5. The school has systems for reporting student progress aligned with the assessment philosophy of the programs.
6. The school analyzes assessment data to inform teaching and learning.
7. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

8. The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition, the MYP personal project, and the DP extended essay.

## Assessment in the Primary Years Programme

### Purpose

“Assessment is an important part of each unit of inquiry as it both enhances learning and provides opportunities for students to reflect on what they know, understand and can do. The teacher’s feedback to the students provides the guidance, the tools and the incentive for them to become more competent, more skillful and better at understanding how to learn.” IBO Website, 2010

### What does a PYP school assess?

A PYP school assesses student growth in the following areas: -

- Understanding of concepts -
- Acquisition of knowledge -
- Mastering of skills -
- Development of attitudes as reflected in the student profile -
- Decision to take action -
- Demonstration of the attributes of the PYP Student Profile -
- Student progress and performance

### Assessment of the Essential Elements of the PYP

The five essential elements of the PYP are assessed through the units of inquiry and recorded on the planner for each unit. -

- Knowledge – assessment of the knowledge learned in each unit is done through summative assessment that reflects an understanding of the central idea. -
- Skills, concepts, and attitudes – each unit provides opportunities for development of different skills, concepts, and attitudes. Reflection of growth in these areas is recorded on the planners and self-assessments completed by students. -
- Action- any action taken by students as a result of knowledge gained in a unit of inquiry is noted in the planner.

### When does assessment take place in a PYP school?

- Assessment is a continuous process that allows teachers, parents and children to identify areas of strength and areas that need improvement, as well as the

effectiveness of the program. It is a daily activity at Green Lake School and takes various forms. There are two main categories of assessment.

- Formative Assessment is interwoven with daily learning and helps teachers and students find out what children already know, understand and can do in order to plan for further student learning and growth. Formative assessment occurs throughout a learning unit or process. Formative assessment is directly linked to teaching and planning the next stage of learning.
- Summative Assessment takes place at the end of a learning unit or process. It is a chance for students, teachers and parents to evaluate progress and demonstrate what they have learned.
- Sixth Grade Exhibition is held during the final year of the programme. Students are expected to carry out an extended, collaborative inquiry project, known as the Exhibition, under the guidance of their teachers. The Exhibition requires that each student demonstrate the five essential elements of the Primary Years Programme: knowledge, concepts, skills, attitudes, and action. It is an opportunity for students to exhibit the attributes of the learner profile that they have been developing throughout the Primary Years Programme.
- Learner Profile Assessment is an ongoing process. Throughout the learning process opportunities are provided for students to consider their progress in relation to the attributes listed in the IB Learner Profile. Assessment of the learner profile is recorded on the Unit of Inquiry Planners. Middle Year

## Assessment in the Middle Years Programme

- Assessment in Grades 7 – 10 is criterion related, using age appropriate and task specific indicators.
- Assessment practices provide diverse opportunities for students to demonstrate their learning in relation to each criterion in each subject
- Student reporting processes are regularly reviewed to ensure feedback is provided on students' approaches to learning skills as well as their achievement across all subject criteria.
- The MYP fundamental concepts – intercultural awareness, holistic education and communication – are supported and developed through assessment practices.
- MYP assessment practices support interdisciplinary learning and the ongoing development of student understanding in relation to the Global Contexts.
- Teachers use a range of assessment strategies which will provide students opportunities to demonstrate proficiency of the required criterion.
- The MYP offers a criterion-referenced model of assessment. This means that students' results are determined by performance against set standards, not by each student's position in the overall rank order.
- Teachers are responsible for structuring varied and valid assessment tasks that allow students to demonstrate achievement according to the required objectives within each subject group.

These may include:

- open-ended, problem-solving activities and investigations
- organized debates or performances
- hands-on experimentation
- analysis
- verbal and written reflection

#### Assessment Tools:

- Anecdotal records: systematic notes written in narrative form based on observations of student actions
- Rubrics: Charts, created by teachers and/or students which clearly describe the specific expectations for each criterion that will be used to evaluate the task. Rubrics are created or provided at the outset of an assessment task.
- Checklists: Detailed lists of expectations, elements or traits that need to be present in a task or piece of student work. Checklists may also contain timelines for task completion.
- Exemplars: samples of student work representing low, medium and high levels of task completion.

Purpose of Reporting: The reporting of student progress is a way to provide feedback and encourage reflection. Green Lake School believes that all stakeholders should receive reports of progress that are fair, understandable, and comprehensive. Reporting should unify teachers, students, parents and the community in sustaining a challenging and productive curriculum.

MYP Communication Methods: Informal communication: teacher-parent emails, phone conversations  
 Conferences: Parent-teacher conferences held spring and fall  
 Written reports: interim progress reports, quarterly report cards

Report Cards:

In grades 7-10, Green Lake School will report achievement and progress in four ways:

1. Middle Years Program: “Approaches to Learning” Proficiency Marks
2. MYP: Subject Specific Criteria Marks and Final Achievement Marks
3. Percentile Grading of Subject Matter
4. MYP Personal Project (10th gr. only)

**1. Middle Years Program “Approaches to Learning” Proficiency Marks:**

Students receive “Approaches to Learning” marks in each course. These marks are not factored into a student’s course mark, but may help provide a picture of the elements of student behavior that led to a student’s academic achievement level. <b>Approaches to Learning Skills</b>	<b>Levels of Proficiency</b>
Organizational Skills	1 - 5
Study Practices	1 - 5
Attitudes towards Work	1 - 5
Collaborative Skills	1 - 5
Communication	1 - 5
Information Literacy	1 - 5
Reflection	1 - 5
Problem-Solving and Thinking Skills	1 - 5

<b>Mark</b>	<b>Descriptors</b>
<b>5</b>	The student consistently pushes him/herself to demonstrate a skill level beyond the minimum requirements of this course.
<b>4</b>	The student often strives to demonstrate a skill level beyond the minimum requirements of this course.
<b>3</b>	The student consistently demonstrates the minimum skill level requirements of this course.

<b>2</b>	The student sometimes falls short of the skill level needed to meet the minimum requirements of this course.
<b>1</b>	The student rarely demonstrates a minimum level of proficiency in this skill area.

## **2. MYP: Final Achievement Grades and Subject Specific Criteria Grades**

Each subject has specific criteria in which they receive marks.

“Level of Achievement” marks are calculated by adding together the final marks that a student receives each quarter in each criterion, seeing where that total falls on the Grade Boundaries chart, and then assigning the applicable numeric grade (1 – 7).

### **Final Achievement Grades:**

In the Middle Years Program, the overall academic grades are given with a number from 1-7. Descriptors are shown below for each level of achievement. Each student will receive semester summative MYP marks in each course. These marks are based on *summative assessments* and describe the student’s *demonstration of mastery* at the end of each semester. They do not measure students against the performance of their peers.

<b>Level of Achievement</b>	<b>Descriptors</b>
<b>7</b>	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them <b>almost faultlessly</b> in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>consistently</b> demonstrates originality and insight and <b>always</b> produces <b>work of high quality</b> .
<b>6</b>	<b>A consistent and thorough understanding</b> of the required knowledge and skills, and the ability to apply them in a wide variety of situations. <b>Consistent</b> evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>generally</b> demonstrates originality and insight.
<b>5</b>	<b>A consistent and thorough understanding</b> of the required knowledge and skills, and the ability to apply them in a variety of situations. The student <b>generally</b> shows evidence of analysis, synthesis and evaluation where appropriate and <b>occasionally</b> demonstrates originality and insight.
<b>4</b>	<b>A good general understanding</b> of the required knowledge and skills, and the ability to apply them effectively in <b>normal</b> situations. There is <b>occasional</b> evidence of the skills of analysis, synthesis and evaluation.
<b>3</b>	<b>Limited</b> achievement against most of the objectives or clear difficulties in some areas. The student demonstrates a <b>limited understanding</b> of the required knowledge and skills and is <b>only able to apply them</b> fully in normal situations <b>with support</b> .
<b>2</b>	<b>Very limited</b> achievement against all the objectives. The student <b>has difficulty</b> in understanding the required knowledge and skills and is <b>unable</b> to apply them fully in normal situations, <b>even with support</b> .



<b>1</b>	<b>Minimal</b> achievement in terms of the objectives.
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**Subject Specific Criteria Grades:**

The criteria for each subject area and the possible grades for each, as well as the grading boundaries and applicable Final Achievement grade schemes are described below

**Arts- Visual and Performing**

Arts Criteria	Possible Grades
A. Knowledge and Understanding	0 - 8
B. Developing Skills	0 - 8
C. Thinking Creatively	0 - 8
D. Responding	0 - 8
Total Possible:	0 - 32

Grade Boundaries	Final Level of Achievement
0 – 6	1
7 – 10	2
11 – 14	3
15 – 21	4
22 – 25	5
26 - 29	6
30 - 32	7

**Individuals & Societies**

I&S Criteria	Possible Grades
A. Knowing and Understanding	0-8
B. Investigating	0-8
C. Communicating	0-8
D. thinking Critically	0-8
Total Possible:	0 - 32

Grade Boundaries	Final Level of Achievement
0 – 6	1
7 – 10	2
11 – 14	3
15 – 21	4
22 – 25	5
26 - 29	6
30 - 32	7

## Language and Literature

Language & Literature Criteria	Possible Grades
A. Analysing	0-8
B. Organizing	0-8
C. Producing Text	0-8
D. Using Language	0-8
Total Possible:	0 - 32

Grade Boundaries	Final Level of Achievement
0 – 6	1
7– 10	2
11 – 14	3
15 – 21	4
22 – 25	5
26 - 29	6
30 - 32	7

## Language Acquisition- French, Spanish

Language Acquisition- Criteria	Possible Grades
A. Listening	0 - 8
B. Reading	0 - 8
C. Speaking	0 - 8
D. Writing	0 - 8
Total Possible:	0 - 32

Grade Boundaries	Final Level of Achievement
0 – 6	1
7 – 10	2
11 – 14	3
15 – 21	4
22 – 25	5
26 - 29	6
30 - 32	7

## Mathematics

Mathematics Criteria	Possible Grades
A. Knowledge and Understanding	0-8
B. Investigating Patterns	0-8

C. Communicating	<b>0 - 8</b>
D. applying Mathematics in real-life contexts	<b>0 - 8</b>
Total Possible:	<b>0 - 32</b>

<b>Grade Boundaries</b>	<b>Final Level of Achievement</b>
<b>0 – 6</b>	<b>1</b>
<b>7 – 10</b>	<b>2</b>
<b>11 – 14</b>	<b>3</b>
<b>15 – 21</b>	<b>4</b>
<b>22 – 25</b>	<b>5</b>
<b>26 - 29</b>	<b>6</b>
<b>30 - 32</b>	<b>7</b>

### **Physical and Health Education**

<b>Physical and Health Education Criteria</b>	<b>Possible Grades</b>
A. Knowledge and Understanding	<b>0 - 8</b>
B. Planning for Performance	<b>0 - 8</b>
C. Applying and Performing	<b>0 - 8</b>
D. Reflecting and Improving Performance	<b>0 - 8</b>
Total Possible:	<b>0 - 32</b>

<b>Grade Boundaries</b>	<b>Final Level of Achievement</b>
<b>0 – 6</b>	<b>1</b>
<b>7 – 10</b>	<b>2</b>
<b>11 – 14</b>	<b>3</b>
<b>15 – 21</b>	<b>4</b>
<b>22 – 25</b>	<b>5</b>
<b>26 - 29</b>	<b>6</b>
<b>30 - 32</b>	<b>7</b>

<b>Sciences Criteria</b>	<b>Possible Grades</b>
A. Knowing and Understanding	<b>0 - 8</b>
B. Inquiring and Designing	<b>0 - 8</b>
C. Processing and Evaluating	<b>0 - 8</b>
D. Reflecting on the Impacts of Science	<b>0 - 8</b>
Total Possible:	<b>0 - 32</b>

Grade Boundaries	Final Level of Achievement
0 – 6	1
7 – 10	2
11 – 14	3
15 – 21	4
22 – 25	5
26 - 20	6
30 - 32	7

### Technology

Design Criteria	Possible Grades
A. Inquiring and Analysing	0 - 8
B. Developing Ideas	0 - 8
C. Creating the Solution	0 - 8
D. Evaluating	0 - 8
Total Possible:	0 - 32

Grade Boundaries	Final Level of Achievement
0 – 6	1
7 – 10	2
11 – 14	3
15 – 21	4
22 – 25	5
26 - 29	6
30 - 32	7

### 3. Percentile Grading

Percentile Grades will be recorded on the permanent transcripts. Students will receive an MYP Subject Criterion Grade and a Percentile Grade.

#### Standardized Percentile Grading Scale:

A 94% and above

A- 93%

B+ 91% - 92%

B 87% - 90%

B- 86%

C+ 84% - 85%

C 79% -83%

C- 78%

D+ 76% - 77%

D 71% - 75%

D- 70%

F 0%

#### **4. MYP Personal Project**

The Personal Project is a culmination of the student's MYP experience. It is an independent project that may take the form of a project, research essay, constructed object, artistic production, investigation or presentation. It allows students to demonstrate all of the qualities of the Learner Profile, their understanding of the Areas of Interaction, and their proficiency in research and development. This project is excellent preparation for the rigor of the Diploma Program's Extended Essay. The evaluation is assessed on the criteria shown below with the subsequent grade boundaries.

<b>Personal Project Criteria</b>	<b>Possible Grades</b>
A. Planning	<b>8</b>
B. Applying Skills	<b>8</b>
C. Reflecting	<b>8</b>
Total Possible:	<b>0 - 24</b>

<b>Grade Boundaries</b>	<b>Final Level of Achievement</b>
<b>0 - 4</b>	<b>1</b>
<b>5 - 7</b>	<b>2</b>
<b>8 - 10</b>	<b>3</b>
<b>11 - 15</b>	<b>4</b>
<b>16 - 28</b>	<b>5</b>
<b>19 - 21</b>	<b>6</b>
<b>22-24</b>	<b>7</b>

## **Assessment in the Diploma Programme**

- The assessment criteria and schedules for each subject are explained to students at the start of the academic year.
- Assessment schedules are published and available for students and parents.
- Parent information evenings on assessment are held each year.
- Assessment tasks are scheduled on a regular basis.

- Student performance is measured in relation to all the objectives and criteria for each subject.
- Students receive feedback from their teachers in a timely fashion with opportunity for reflection in class.
- All IB examination papers are taken under the conditions specified by the IB.
- Teachers reflect on and analyze the results of assessment tasks on a task by task basis.
- Following this analysis, teaching strategies are evaluated and modified as appropriate.
- Each year, following the release of the IB DP results, DP teachers analyze student exam results and moderated Internal assessment results. As part of this process, teachers refer to Internal assessment reports from moderators and the additional feedback from the 'Enquiry Upon Results' reports. All this information is then used to modify teaching and assessment practices for subsequent years.

### IB Student Grades

The quarterly and semester final grades earned by students at Green Lake High School are determined by each individual classroom teacher's policy and based on the Green Lake School District's grading policy of 100-93% = A, 92% - 86% = B, 85 – 78% = C, 77 – 70% = D, 69 – 0% = F. Each teacher provides students with a written course outline including grading procedure for their class and how grades are determined. Behavioral expectations and consequences are also given to students. The percentages for grade distribution to determine the grade are solely the responsibility of the individual classroom teacher, and depict individual differences. The scores are a culmination of a variety of assessment practices (combining formative and summative assessments): papers, portfolios, projects, labs, presentations, discussions, quizzes, tests, examinations, etc. These assessment practices are consistently based upon the criterion-based IB standards throughout the course (SL and HL). These standards are shared with students as the school year begins and are referred back to for each assessment.

### Parent Communication

Parents are informed of the grading policy of each teacher through a written syllabus, Open House in September, and Parent-Teacher Conferences. There are also multiple Coordinator's meetings with students and parents to explain the IB criterion-based assessments and the external and internal examinations. Parents also receive mid quarter reports indicating the level of achievement of their student leading up to the quarter/semester final grade. Weekly grades are posted on Family Access for all parents to view and monitor their student's progress. Quarter and semester grades are posted within two weeks of the end of the quarter.

## Assessment

Teachers are sent to IBA training to better understand the criterion-based assessment for their subject area. Through training and collaboration with peers, teachers have a clear understanding of the overall IB philosophy and mission statement, the Learner Profile, the required criterion for external exam assessment by IB examiners, the Internal Assessment responsibilities and the use of criterion-based assessment.

Using formative and summative assessment, teachers are expected to modify their curriculum to meet the needs of the students as displayed in the assessment results throughout the school year. Teachers are also given feedback in the fall in their internal assessment examiner comments from IBIS as well as the Subject Reports from IBIS following the May exams. Taking partial ownership for their students' exam achievements with the intention of improving curriculum and assessments is an expected part of their job description. Using MyIB is strongly encouraged as well as making internet connections with fellow subject area teachers around the world. This information and these practices lead to a common understanding of the criterion-based assessment used by IB.

All IB teachers submit predicted grades by March 15. These grades are determined by close scrutiny of a variety of assessment tools using the IB criterion-based assessment throughout the school year, by factoring in the Internal Assessment criterion-based score, and through mock exams in the classroom.

Internal Assessment scores are submitted by April 1. These scores are arrived at through the criterion-based assessment as required by IB for each subject. These scores include an Oral Exam in Studies in Language and Literature (Group 1) and Language Acquisition (Group 2), a paper in Individuals and Societies (Group 3), a practical work project for Experimental Sciences (Group 4), a written exploration in Mathematics (Group 5), and a portfolio in Visual Arts (Group 6). Samples, following recording on IBIS, are given to the Coordinator along with the necessary paperwork for submission to the international examiners. Practice for the May examinations are held by all teachers during the school day. This begins in February and lasts until the end of April. Each teacher determines the amount of time spent over these months; this is a requirement for all IB teachers.

All IB Students are provided with the IB Standards for each subject at the beginning of their coursework. Students are given the concepts on which they will be tested in May by their classroom teacher. Students are expected to use their formative and summative assessments to help engage them in the learning process's constructivist approach.

Student/teacher conferencing should be prompted by the student when learning and/or achievement goals are not met.

Full Diploma Students who must write the Extended Essay and complete an essay and exhibition analysis for the Theory of Knowledge have the additional ownership of these assessments. They are provided with classroom and out-of-class guidance as they work on these two requirements (along with CAS) but in the end, the product submitted is truly their accomplishment. It is up to the student to meet the deadlines for submission for these accomplishments. Students are expected to work independently because the experience and responsibilities of the IB challenges are what truly encourage students to become “inquiring, knowledgeable and caring young people” who are “active, compassionate and lifelong learners.”

### Awarding of the IB Diploma

IB Candidates can earn up to 45 points that apply toward the IB Diploma. They earn from one to seven points in each of the six subject areas, from a combined score of the various components that make up that subject. In addition, they can earn up to three points in a combination score for Theory of Knowledge and Extended Essay.

### The following are the requirements for obtaining an IB Diploma.

Candidates with a minimum of 24 points will be awarded the IB diploma provided all the following requirements have been met.

- Numeric grade awarded in all six subjects registered for the diploma.
- An approved program of Creativity, Action, and Service (CAS) completed
- Grades A to D have been awarded for both Theory of Knowledge and an Extended Essay, with neither earning a grade of E.
- There is no grade 1 in any subject.
- There is no grade 2 at higher level.
- There is no more than one grade 2 at standard level.
- Overall, there are no more than three grades 3 or below.
- At least 12 points earned on higher level subjects (candidates who register for four higher level subjects must earn at least 16 points at higher level).
- At least 9 points earned on standard level subjects (candidates who register for two standard level subjects must earn at least 6 points standard level).
- The final award committee has not judged the candidate to be guilty of malpractice.



