



PHILOSOPHY AND RATIONALE

Staff and students at Bedford Road Collegiate are dedicated to the values of the Saskatoon Public School Division and the Education Act of Saskatchewan which includes the standards of assessment.

Student assessment is a deliberate process used to provide feedback and evidence for making sound judgments about students' learning in relation to identified learning outcomes. Teachers guide the assessment and reporting of student progress to care givers and students. Assessment also supports and informs teacher instruction. An expectation is also that students analyze their own learning, reflect on their areas of achievement and areas of improvement, and set goals for their learning.

All International Baccalaureate Diploma Programme students at Bedford Road Collegiate are expected to abide by policies set out by the Saskatchewan Ministry of Education, Saskatoon Public School Division, and the International Baccalaureate Organization.

IB ASSESSMENT POLICY

Assessment should be:

- Research-based: Assessment is based on current, generally recognized and effective practices which help promote student learning and engagement.
- Consistent: Students learn in settings where these principles are publicly, conscientiously, and consistently adhered.
- Responsive to Diversity: Equitable assessments give all students a fair opportunity to be successful regardless of their gender, socioeconomic, cultural, academic or linguistic background.

ASSESSMENT PRINCIPLES

Purpose

Assessment is a critical part of the learning process for students, teachers and caregivers. There are three interrelated types of assessment that when systematically implemented, contribute to the overall picture of an individual student's learning:

- 1) Assessment for Learning (Formative Assessment) involves using information about student progress to support and improve learning and improve instruction.
- 2) Assessment of Learning (Summative Assessment) involves teacher's use of evidence to make judgements about student's learning.
- 3) Assessment as Learning involves students thinking about their learning and monitoring their progress.

Frequency

Formative assessment is ongoing. Summative assessment occurs frequently enough to allow students to demonstrate their progress. Teachers should consider a balance between providing students with sufficient opportunities to demonstrate their progress (homework will offer opportunities for practice, serve curricular outcomes and be used as a tool informing formative assessment) and maintaining a manageable workload.

For assessments in Diploma Programme (IB DP) courses, a yearly timeline is developed collaboratively with the IB faculty to space assessments through the year based on arrival dates. Internally assessed work will be assigned a portion of the course grade, be completed in the time allotted for the course, and be designated in course outlines as a required component of the course.

ASSESSMENT PRACTICES

Roles and Responsibilities

Students

- Engagement: Engaged learners self-assess and define their own learning goals; they are able to transfer knowledge to solve problems creatively.
- Responsibility: Students describe where they are on their learning journey, what evidence they have of their progress and how they will continue to produce evidence of success and growth.
- Academic and Personal Excellence: Students strive for excellence in their learning and in their ability to communicate that learning. Assessments are designed to measure and describe that excellence.
- Culture of Academic Honesty: Students will cultivate habits that promote an obligation of academic integrity. (See [BRC Academic Honesty Policy](#))

Caregivers

- Home-School Partnership: Caregivers are invited to be actively involved in the home-school partnership and are aware of intended learning, their students' progress and the priorities for continued learning.

Teachers

- Clear Communication: Students receive consistent, timely, and clear descriptive feedback. Communication is not limited to progress reports but occurs whenever it is appropriate.
- Separation of Academic and Non-academic Evidence: assessments collect information about student achievement of curriculum outcomes. Personal and social behaviours are reported separately from academic behaviour.
- Balance: Students experience a number of opportunities to demonstrate successful learning. There are opportunities to practice and opportunities to demonstrate achievement.
- Research-based: Assessment procedures are based on current practices which promote student learning and engagement. Teachers collaborate horizontally and with partnering SPSD school (Aden Bowman Collegiate) to ensure calibration of assessment practices and internally assessed work.

“Failing” Conditions of the IB Diploma - The Diploma will not be awarded if the candidate’s results contain any one of the following failing conditions:

- An Elementary (“E”) grade for Theory of Knowledge or the Extended Essay
- A grade 2 in any HL subject
- Each grade 3 in an HL subject not compensated by a grade 5 or above in another HL subject
- A grade 1 in any SL subject
- Two or more grades 2 in any SL subjects
- Four or more grades 3
- Two or more grades 3 with a grade 2 at SL Candidates will not be awarded the Diploma if they have any one of the following excluding conditions, regardless of the total points obtained.
- A grade of “N” in any component, or
- A grade of 1 in any higher level subject, or failure to complete ToK, EE or CAS

Resources

DP Approaches to Teaching and Learning (Feb 2015)

Diploma Programme: From principles into practice (for use from August 2015)

Guidelines for developing a school assessment policy in the Diploma Programme

SPSD Administrative Procedures 360 and 361

SPSD Secondary Assessment Handbook

PUBLICATION

This document will be available on the Saskatoon Public School Division’s Portal for Bedford Road Collegiate

REVIEW

This policy will be subject to regular review by an Assessment and Academic Integrity Committee. Any changes or amendments must be presented to School Administration for approval and IB teaching staff for calibration of assessment practices. All practices will be shared with the school community through department meeting where review of common practices and curricular outcomes will be most relevant.

Updated: December 2021

