

NorKam Senior Secondary Assessment and Evaluation Policy

Assessment and evaluation measure ~~of~~ student learning. It is a framework that assists teachers in planning lessons, teaching students, and monitoring ~~the~~ student learning. An integral part of assessment comprises ~~is~~ not only the involvement of the teacher, but also the involvement of the student and the parent(s)/guardian(s) as well. At NorKam, the teachers are encouraged to use various assessment tools to effectively assess and evaluate students.

Formal IB Assessment and Evaluation

In the International Baccalaureate (IB) Diploma Programme at NorKam, students demonstrate learning through formal IB assessments. These assessments determine approximately 80% of each student's grade. The approximate remaining 20% comes from internal assessments conducted in the classroom. Each student's progress in the classroom is formally assessed, evaluated and reported to parents/guardians four times a year in the form of a report card and informally two times a year. At NorKam, semester/year end grades become part of the student's transcript and can be reported to universities, employers and others.

Formative Assessment

The goal of formative assessment is to monitor student learning to provide ongoing and immediate feedback that can be used by teachers to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- Help students identify their strengths and weaknesses and target areas that need improvement.
- Help teachers recognize where students are struggling and address problems immediately.
- Help teachers to build in targeted interventions.

Formative assessments are generally not included in the summative mark. Examples of formative assessments include requiring students to:

- Draw a concept map in class to represent their understanding of a topic.
- Submit one or two sentences identifying the main point of a lecture.
- Turn in a research proposal for early feedback.

Summative Assessment

The goal of summative assessment is to evaluate student learning at the end of a learning standard by comparing it against the criteria of an established standard or benchmark.

Summative assessments-have a high point value and are formally recorded as an achievement mark.

Examples of summative assessments include:

- An end of unit, midterm or final exam
- A final project
- A paper
- A senior recital

NB: Information from summative assessments can be used formatively when students and teachers use it to guide their efforts and activities in subsequent courses.

Reporting

When the term grade, final semester grade, or a final year end grade is reported, the grade is a composite of what the student knows and is not just an average of marks.

IB DP subjects are marked according to the following scale.

7 - Advanced	4 - Solid	1 - Struggling
6 - Excellent	3 - Basic	N - No grade
5 - Strong	2 - Limited	

Regular mark break down

Recommended BC Ministry of Education grade breakdown by percent

A – 86-100%

B – 73-85%

C+ – 67-72%

C – 60-66%

C- – 50-59%

F – 0-49%

In the IB Diploma Programme, the Theory of Knowledge course and the extended essay are graded according to the following scale

A – Excellent

C – Satisfactory

E – Elementary

B – Good

D – Mediocre

N – No grade

Effort Criteria

At NorKam Senior Secondary, teachers separate student achievement from behavior and effort in the reporting of grades. As a result, the achievement mark reflects what a student actually knows and is not directly influenced by the student’s behavior or effort-

At NorKam Senior Secondary, effort grades are determined and given each term using the following criteria- Effort grades are not used for final marks.

School Wide Effort Matrix

Criteria	Good (G)	Satisfactory (S)	Needs Improvement (N)
Compassion	<ul style="list-style-type: none"> • Is respectful of others’ rights • Cooperates with teacher and peers • Contributes positively to the learning environment 	<ul style="list-style-type: none"> • Disruptive or disrespectful once or twice • Generally cooperative • Makes limited contributions to the learning environment 	<ul style="list-style-type: none"> • Frequently disruptive or disrespectful • Uncooperative with teacher and peers on multiple occasions • Chooses to not participate in the learning environment
Accountability	<ul style="list-style-type: none"> • Arrives to class with all materials • Demonstrates good organizational skills • Conscientious in obtaining/submitted missed work • Work completed and submitted on time • Seeks assistance when necessary • Maintains focus and is on task 	<ul style="list-style-type: none"> • Sometimes arrives in class unprepared • Somewhat disorganized • Some gaps in assigned work • Occasionally needs reminding of missed/late assignments • Although needed, infrequently seeks assistance • Occasionally lacks focus in the classroom 	<ul style="list-style-type: none"> • Frequently comes to class unprepared or without materials • Lacks organization • Work often not submitted or submitted late • Makes little effort to keep up with missed assignments • Rarely, if ever, seeks assistance • Lacks focus in the classroom

Criteria	Good (G)	Satisfactory (S)	Needs Improvement (N)
Respect	<ul style="list-style-type: none"> Rarely, if ever late (provides notes) Rarely finds cause to leave the classroom Excellent attendance record with all absences excused Follows classroom rules 	<ul style="list-style-type: none"> Occasionally late, but no pattern exists Occasionally finds excuses to leave the classroom Some classes missed without note Generally follows classroom rules 	<ul style="list-style-type: none"> Frequently late to class Finds excuses to leave class Attendance is unreliable with frequent unexcused absences Has trouble following classroom rules
Excellence	<ul style="list-style-type: none"> Exhibits a positive attitude Work reflects students ability Strives for quality 	<ul style="list-style-type: none"> Maintains positive attitude most of the time Quality of work is inconsistent with student ability Doesn't exert him/herself 	<ul style="list-style-type: none"> Exhibits a negative attitude Completed work often shows little care or effort Frequently off task

IB Diploma Requirements

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

- CAS Requirements have been met.
- The candidate's total points are 24 or more.
- There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- There is no grade E awarded for theory of knowledge and/or the extended essay.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- 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).
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

*At the end of Year 1 if a student is not achieving enough predicted points to receive the diploma, options for intervention or demission from the program will be examined by both the student, parents, teachers and coordinator. Every effort will be made to allow students to complete partial and single courses within the IB program congruently with regular grade twelve courses, schedule and space permitting.

Marks Challenge Process

Parent and student concerns will be reviewed by the Principal on an individual basis. This review will be based on the following criteria:

- Learning intentions
- Based on teacher's course outline
- According to SD73 Policy 306.2