

5. Reporting IB Grades

Various methods are used to communicate student achievement throughout the academic year. A letter outlining assessment practices is sent home to parents with the first progress report in October. Parent-teacher interviews are held each semester, providing parents and guardians a time to meet with teachers to discuss their child's progress in each course. As needed, teachers consult with parents and guardians on an individual basis.

Marks in IB courses are reported using the IB 1 - 7 scale as described below. The 1-7 levels are based on the IB standardised criteria on levels of achievement in each course. This level is reported to students and post-secondary institutions using the IB Schools of Ontario IBDP Report.

IB Grading Scale

- 7: Excellent Performance
- 6: Very Good Performance
- 5: Good Performance
- 4: Satisfactory Performance
- 3: Mediocre Performance
- 2: Poor Performance
- 1: Very Poor Performance

The Ontario Secondary School Report Card is used to report grades as percentages. All of our students receive these grades in November, February, April and June. In order to report achievement as a percentage grade, teachers use the Table of Equivalents instituted by the IB Schools of Ontario:

IB Level	OSSD Percent Range	+ or -	
7	97 to 100	100	7+
		99	7
		97	7-
6	93 to 96	96	6+
		94	6
		93	6-
5	84 to 92	92	5+
		88	5
		84	5-
4	72 to 83	83	4+
		78	4
		72	4-
3	61 to 71	71	3+
		66	3
		61	3-

amount of time will vary depending on course workloads at different times in the semester and the nature of the homework tasks.

Training of IB DP Teachers

All DP teachers at K.C.V.I. attend specialised IB workshops that provide training in the instruction and assessment of IB courses. Copies of previous IB exams, mark schemes and annual IB subject reports are provided to teachers to guide their instruction. IB teachers consult IB subject guidelines and use the IB Programme Resource Centre to share best practices with other IB teachers from around the world. Teachers of common IB subjects collaborate on internal assessments, as well as moderate their work to ensure consistency of application of the IB rubrics.

9. Integration of IB Policies

Academic honesty is strictly enforced following the guidelines set forth in the K.C.V.I. IB Academic Honesty Policy. Students with identified learning needs (e.g. IEP, ELL) will receive supports and accommodations based on their individual needs and guided by the K.C.V.I. IB Special Educational Needs and Language Policies.

10. Review of the Kingston Collegiate and Vocational Institute DP Assessment Policy

The K.C.V.I. assessment policy was developed by a working committee that included the DP coordinator, a guidance counselor, and several DP teachers. The policy is reviewed every five years by the IB faculty and administration. The K.C.V.I. DP Assessment Policy is available in written form and on the school's website, and an outline of the policy is sent home as a letter with the first progress report in November.

11. Resources

The following assessment resources were consulted in the creation of this document:

- Limestone District School Board (2010). *Secondary Evaluation and Reporting Procedures*, Kingston, Ontario.
- Ontario Ministry of Education (2010), *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*, Toronto, MOE.
- International Baccalaureate Organization (2010), *Guidelines for developing a school assessment policy in the Diploma Programme*, Cardiff: IBO.
- International Baccalaureate Organization (2009), *General Regulations*, Cardiff: IBO.
- International Baccalaureate Organization (2004), *Diploma Programme Assessment Principles and Practice*, Cardiff: IBO.
- International Baccalaureate Organization (2014), *Simplifying the diploma requirements and failing conditions*.