

Parkland Secondary Assessment Policy

Preamble

Parkland Secondary School subscribes to the philosophy of using assessment to drive student learning and to communicate this learning effectively to students and their families. Formative and summative assessment form the backbone of support for our school community, creating and cultivating the conditions for success for all of our students. When students and their families have clear and informative feedback on their progress, their future success is reinforced and enabled.

This policy document is based on the requirements for all public schools in BC, from the Ministry of Education, as well as meets the needs of the International Baccalaureate Organization as part of our school offering the IB Diploma Program. This policy will be revisited every five years by a team made up of educators, administrators and the diploma coordinator to consider updates and revisions.

Guiding Principles:

- Assessment should support and encourage appropriate student learning.
- The goal of assessment is to support the development of students who are inquiring, knowledgeable and caring, who become active, compassionate lifelong learners.

Ways to achieve these guiding principles:

1. Assessment should support the curricular and philosophical goals of the school through the encouragement of good classroom practice and appropriate student learning.
2. Assessment must reflect the international-mindedness of the school wherever possible, avoid cultural bias, and make appropriate allowance for students working in their second language.
3. Assessment must pay appropriate attention to the higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding and application).

4. Assessment for each subject must include a suitable range of tasks and instruments/ components that ensure all objectives for the subject are assessed.
5. The principal means of assessing student achievement and determining subject grades should be the professional judgment of experienced educators.

Students at Parkland will have opportunities to receive both **Formative** and **Summative** Assessment from their Teachers. The benefits of having both formats will allow students to learn from the formative feedback as they learn with their class, and also provide summative feedback to inform the students, parents and guardians of their progress.

Formative Assessment (or Assessment *for* Learning):

Assessment that informs and guides students along their learning path to support their progress, identify areas of concern and inform students of their progress and achievement. Typical “formative” assessments include assignments, discussions, quizzes, practices, writing, and sharing activities.

Summative Assessment (or Assessment *of* Learning):

Assessment that captures and summarizes the progress and achievement of the students to inform them and their families of their progress measured against a set of prescribed learning outcomes. This is meant to be a formal “snapshot” of their progress, providing a high-level summary of their achievements. Typical “summative” assessments include tests, exams, performances, final projects, etc.

Teachers at Parkland will balance their use of school based assessments, peer based assessments, assignments, tests, quizzes, activities, discussions and exams. Teachers will use criterion based assessments, competency based assessment, and standards based evaluation. Some assessment might occur informally, and some assessments will be very formal. In addition, there will be external assessments from the BC Ministry of Education for all students, as well as external and internal assessments for IB students from the IB Organization.

Students will be assessed on the provincial prescribed learning outcomes that are based on competencies and curriculum. These are in alignment with the IB “Areas of Knowing” and “Ways of Knowing” that will be taught and assessed to IB Students.

Reporting

Over the course of the school year, Parkland parents will be provided with four formal written reports (two reports per semester). Informal reports are also encouraged and can be initiated by either the parent or the teacher. Informal reports to parents may include: telephone calls, student-led conferences, parent-teacher conferences, use of journals, e-mails, and other means.

In Grades 10 to 12, formal reports will include letter grades, a grade for work habits, percentages and written reporting comments, where deemed to be appropriate, to indicate students' level of performance in relation to the learning outcomes set out in the curriculum for each course or subject and grade. In grade 9 students will receive letter grades (and no percentages).

IB Diploma Programme students will be assessed both internally and externally. They will receive a letter grade, a percentage grade as well as a grade based on the IB 7 point scale. What follows is an equivalency chart for IB student grades for British Columbia.

Grade Levels

Letter Grade	Percentage	IB Grade
A	96-100%	7
A	90-95%	6
A	86-89%	5
B	76-85%	4
B	73-75	3
C+	70-72%	3
C	60-69%	2
C-	50-59%	1
F	0-49%	1