

Late Assignments

Students are expected to demonstrate **RESPONSIBILITY** and **ORGANISATION** and submit all assignments* by the established due date.

In order to ensure that all evaluations are submitted by the established due date:

Students Will:

- Be aware of course expectations
- Be aware of deadlines as communicated by the teacher
- Use a daily planner to record due dates
- Find out what was missed during a period of absence
- Manage time appropriately
- Communicate with parents/guardians about their progress in each course
- Engage in on-going communication with teachers
- Inform teachers in advance if a deadline cannot be met
- Ask teacher to renegotiate deadlines well in advance of due date, if applicable
- Use School Wide Supports** (where applicable)

If an assignment is submitted **late**:

Students May:

- Be asked to explain why their assignment has not been submitted on time
- Be asked to discuss the situation with their parents (teacher will likely call home as well)
- Be asked to complete an alternate assessment
- Be referred to the School Team*** for support

If an assignment is not submitted:

Students May:

- Be asked to explain why the assignment was not submitted within the allotted time frame
- Be asked to discuss the situation with their parents (teacher will likely call home as well)
- Negotiate submission of the original assessment or an alternative assessment
- Be asked to participate in credit support opportunities
- Be referred the student to the School team***
- Have the mark left as incomplete until the end of the semester when it can be assessed whether or not the student has shown enough evidence of achievement to earn the credit
- Receive a mark of zero

*Assignment is defined as any written or oral assignment including a report or essay.

**School Wide Supports are defined as Special Education/Contact Room, extra help, Counting on You etc

***School Team is defined as Administration, Guidance Counsellor, School Success Teacher, and/or Special Education Teacher



Missing a Scheduled Assessment (Test/Presentation)

Students are expected to demonstrate **RESPONSIBILITY** by participating in all assessment opportunities on the designated date.

When a student knows in advance that they will miss a scheduled assessment (field trip, sporting event, doctors appointment, vacation, etc) it is the student's responsibility to arrange with their teacher **BEFORE** their absence to complete the test at another time.

If a student is absent without warning (illness, family emergency, etc.) it is their responsibility to make contact with their teacher as soon as they return to school to make arrangements for completing the missed assessment. They must also have a parent notify the school of the absence and should contact the teacher directly before the assessment is missed.

In order to ensure that all scheduled assessments are written at the time assigned by the teacher:

Students Will:

- Be aware of assessment dates as communicated by the teacher
 - Use a daily planner to record assessment dates
 - Find out what was missed during a period of absence
 - Manage time appropriately
 - Communicate with parents/guardians about upcoming assessments
 - Engage in on-going communication with teachers
 - Inform teachers in advance if a scheduled assessment cannot be met
 - Ask teacher to renegotiate assessment date well in advance, if applicable
- Use School Wide Supports** (where applicable)

If a scheduled assessment is not conducted due to an excused absence:

Students May:

- Negotiate the completion of the original test or an alternative assessment
- Have the mark left as incomplete until the end of the semester when it can be determined if enough work has been submitted to warrant earning the credit.

If a scheduled assessment is not conducted due to an unexcused absence:

Students May:

- Be asked to explain their absence to their teacher
- Be asked to explain their absence to their parents (teacher will likely call home as well)
- Negotiate the completion of the original or an alternative assessment
- Have the mark left as incomplete until the end of the semester when it can be assessed whether or not the student has shown enough evidence of achievement to earn the credit
- Receive a mark of zero
- Be asked to participate in credit support opportunities
- Be referred to the School team***

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IB Diploma Programme Assessments

IB Diploma Schools of Ontario Table of Equivalents:

| IB Level | Ontario % | IB Level | Ontario % |
|----------|-----------|----------|-----------|
| 7+ | 99/100 | 4 | 78 |
| 7 | 98 | 4- | 72 |
| 7- | 97 | 3+ | 71 |
| 6+ | 96 | 3 | 66 |
| 6 | 95 | 3- | 61 |
| 6- | 93 | 2+ | 60 |
| 5+ | 92 | 2 | 55 |
| 5 | 88 | 2- | 50 |
| 5- | 84 | 1 | 49- |
| 4+ | 83 | | |

IB Assessment Highlights:

- Once Predicted Grades and Internal Assessment Grades have been submitted to the IB they cannot be changed.
- The final IB mark will be based on the final exam, the Internal Assessment (IA) and the External Assessment (EA) which the students complete during the course.
- Once Predicted Grades and Internal Assessment Grades have been submitted to the IB they cannot be changed.

Assessment

IB courses are marked in Levels 1—7 , with levels 5, 6 and 7 being the equivalent of Ontario level 4-, 4 and 4+. In order to report IB marks on an Ontario transcript, the IB Diploma Schools of Ontario Table of Equivalents (ToE) is applied. This scale was developed in conjunction with the IB Schools of Ontario and Ontario Universities. It is very similar to the scale used in B.C. and Alberta. It is important to remember that each IB course has different criteria for assessment. The final IB mark will be based on the final exam, in some cases a separate External Assessment (EA) and the Internal Assessment (IA) which students complete during the course. Teachers will apply IB criteria, IB grade descriptors and their understanding of the expectations on the exams in the determination of the Predicted Grades (PG). Once the Predicted Grades and the Internal Assessment Grades have been submitted to IB they cannot be changed.

Internal Assessment and External Assessment

All courses have Internal Assessment components (IAs) and some also have External Assessment components (EAs) which are completed by the students during the course and marked by teachers (IAs) or reviewed by teachers in their draft form (EAs). The marks for the IAs are submitted to IB and a selection of IA samples are sent to IB for moderation. EAs are all sent out to examiners to be marked externally. The intent of the IA is to provide the students with an opportunity to demonstrate learning through an assignment which is completed within a specific timeline. IAs are designed to reflect the abilities of the students. It is important to remember that these projects are completed by grade 11 and 12 students and are expected to demonstrate work appropriate from a grade 11 or 12 student. The work in an IA is to be completed independently, without help or assistance from the teacher, a tutor or a parent. IAs, especially orals cannot be redone or marked by another teacher once they have been completed and/or handed in.

Predicted Grades

In April teachers are required to submit a Predicted Grade (PG) to IB for each student who is writing an Exam in May. The PG is used by IB during the marking cycle in June. A Predicted Grade is a prediction of the mark that the student will achieve in the course. Teachers arrive at the PG by using the IA mark, EA mark, the results of mock or practice exams and by referring to the Grade Descriptors for each subject. Predicted Grades are a good way for students to assess their strengths and weaknesses in a course and can be very helpful while preparing for the exams. The Predicted Grades and the translated Ontario percentages are recorded on the mid term Sem 2 Report cards.

Translated Marks on the Ontario Report Card

The Ontario system requires percentage grades. In order to report the IB Levels accurately within the Ontario system, the IB Diploma Schools of Ontario Table of Equivalents is used (see below). In addition, to clarify the IB level, transcripts which reflect the IB Interim Predicted Grades (end of February - grade 12) and Predicted Grades (middle of April - grade 12) are sent to OUAC as part of the marks reporting process for universities. The IB level grades are translated in July to reflect the IB level earned and the work done throughout the course which is reflected in the Predicted Grade. In year 1 Grade 11, all Grade 12 credits are translated. Grade 11 credits from Sem 1 are not translated. In Grade 12, all Sem 2 credits are translated. Sem 1 credits are not translated.

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