



HTHS IB Diploma Programme Assessment Policy

1. Philosophy and Principles of Assessment

At Harrison Trimble High School (HTHS), assessment is a cornerstone of the teaching and learning process. It serves as a means to gather meaningful evidence about students' understanding and progress, thereby informing both students and teachers. Our assessment practices reflect the values and objectives of the International Baccalaureate (IB) and the specific needs of our school community.

The core principles underpinning our assessment policy are:

- **Supporting Student Learning:** Assessment is aimed at supporting, encouraging, and improving students' learning by providing timely and meaningful feedback.
- **Inclusiveness:** All students have the right to learn in an environment that recognizes their needs and potential, and our assessment approach is tailored to accommodate different learning styles.
- **Data-Driven Decision Making:** Our teachers use assessment data to inform instructional practices and student support.
- **Alignment with IB Criteria:** Assessment at HTHS follows IB assessment criteria, ensuring consistency in standards and expectations.

Our assessment practices adhere to both IB and provincial standards. For non-IB courses, a standards-based grading model using an achievement scale from 1 to 4+ is employed. For IB Diploma Programme (DP) courses, assessments use the IB's 1-7 point scale.

2. Purposes and Types of Assessment

Assessment at HTHS serves multiple purposes:

- **Formative Assessment:** To inform students and teachers about their learning progress, identify strengths and areas for improvement, and adapt teaching to meet students' needs. Examples include quizzes, discussions, peer assessments, and class assignments.
- **Summative Assessment:** To evaluate student understanding and performance against IB criteria at the end of learning units or courses. Examples include mock exams, final tests, projects, and IB-required assessments.
- **Holistic Development:** Assessments also contribute to students' personal growth, including self-management, research, and collaboration skills through assignments like the Extended Essay and the Theory of Knowledge (TOK) essay.



The IB Diploma Programme uses both internal and external assessments to evaluate student achievement:

- **Internal Assessments (IA):** These are administered and assessed by subject teachers, following IB's internal assessment criteria. IAs contribute to the final IB grades for each subject.
- **External Assessments:** These assessments are graded by external IB examiners. They include final exams, portfolios, and other tasks such as the Extended Essay.

3. Assessment Practices

Formative and Summative Assessment Integration

HTHS emphasizes the integration of formative and summative assessments. Teachers develop tasks that simultaneously serve as formative assessments for IB preparation and summative assessments for provincial reporting. This dual-purpose approach allows students to engage deeply with IB criteria while fulfilling provincial course requirements.

- **Ongoing Assessment:** Teachers collect evidence of learning through conversations, observations, and assignments. Daily assessments are aligned with IB objectives and support student growth.
- **Mock Exams:** To prepare for external exams, mock exams are conducted during regular HTHS exam periods. These mock exams mirror the IB external exam format and contribute to students' school-level course grades.
- **Collaborative Planning:** Teachers work closely with the IB Coordinator and DP core teachers to align internal deadlines, avoiding student overload with high-stakes assessments at the same time.

4. Reporting and Recording Student Progress

Achievement Scale and Conversion to Provincial Grades

HTHS employs a universal achievement scale from 1 to 4+ for non-IB courses, while IB DP courses use the 1-7 scale. Grades for the New Brunswick transcript are determined using the following process:

- **Reporting Periods:** There are four reporting periods each year. Quarter 1 and 3 reports are progress updates, while Quarter 2 and 4 represent final grades for semestered courses. These final grades are recorded on the New Brunswick transcript.



- **Conversion of Grades:** Teachers convert achievement scale scores into percentage grades for the provincial transcript. This conversion follows a consistent and transparent process, ensuring clarity for students and parents.
- **IB Grade Recording:** Alongside the New Brunswick transcript grades, IB DP students will receive their final IB Diploma grades. These are separate from the school transcript and are determined based on both internal and external IB assessments.

5. Assessment Roles and Responsibilities

Teachers and Students

- **Teachers** are responsible for designing assessments that meet both IB and provincial standards, as well as administering the completion of IB mandated assessments. They also play a key role in providing constructive feedback, encouraging self-reflection, and supporting students in understanding assessment expectations.
- **Students** are encouraged to participate actively in the assessment process, using feedback to improve their learning. They are expected to complete assessments punctually and engage in reflective practices.

IB Coordinator and DP Core Teachers

The **IB Coordinator** works in collaboration with DP subject teachers to manage timelines for internal assessments and coordinate with the TOK, Extended Essay, and CAS supervisors to ensure a balanced workload for students.

6. Deadlines and Academic Support

HTHS is committed to fostering a culture of responsibility in meeting assessment deadlines. If a student fails to meet a deadline for a compulsory assessment:

1. **Teacher Intervention:** The subject teacher will first discuss with the student and establish a plan to complete the work.
2. **Parental Communication:** If the initial plan does not yield results, the teacher will contact parents and set a final deadline before referring the student to Directed Academic Support.
3. **Directed Academic Support:** If the work remains incomplete, the student will be referred to Directed Academic Support, where they will be required to complete their work during supervised sessions.



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4. **In-School Suspension and Saturday School:** For persistent non-compliance, students may be referred for in-school suspension or Saturday school sessions to complete required assessments.

7. Alignment with IB Philosophy and Provincial Requirements

Assessment practices at HTHS align with the IB's emphasis on criterion-based assessment, focusing on evaluating student understanding against pre-established criteria rather than comparing student performance to peers. Teachers use a range of assessment tools—such as rubrics, written reflections, performances, products, and oral presentations—to foster a holistic understanding of course material.

- **Summative Assessments and IB Criteria:** Teachers incorporate IB assessment descriptors into their evaluation, ensuring that students understand the criteria upon which they are evaluated. Summative assessments are aligned with IB external exams, providing students with opportunities to apply their learning in various contexts.
- **Provincial Reporting Requirements:** While students receive an IB grade on the 1-7 scale, HTHS ensures compliance with New Brunswick's provincial reporting requirements by converting assessment data to meet the needs of the provincial transcript.

8. Differentiation and Academic Integrity

Differentiation in Assessment

HTHS is committed to differentiated instruction and assessment to meet the diverse needs of all students. Where appropriate, IB teachers use multiple assessment methods (e.g., projects, essays, oral presentations) to accommodate different learning styles and ensure fair opportunities for students to demonstrate their abilities.

Academic Integrity

HTHS follows a strict **Academic Integrity Policy** that aligns with IB expectations. Students are educated on the importance of integrity in assessment and the consequences of malpractice. All assessments, including internally assessed work, are checked for authenticity, and suspected cases of academic dishonesty are handled in accordance with the Academic Integrity Policy procedures.

9. Training and Evaluation of Assessment Policy

All IB teachers at HTHS receive regular training to stay updated on the latest IB assessment practices. Collaborative planning sessions are held to share best practices and align instructional strategies across the IB Diploma Programme.



The **Assessment Policy** will be reviewed every five years in conjunction with the self-evaluation of the IB DP to ensure it remains a living document that evolves based on the needs of students, teachers, and the broader school community. Updates to the policy will be led by the IB Coordinator, with input from DP teachers and administrative staff.

10. Communication of Assessment Practices

The **HTHS IB Assessment Policy** is communicated to all stakeholders, including students, parents, and teachers, through the school's website, parent-teacher conferences, and student orientation sessions. Teachers also include assessment expectations in their course syllabi, ensuring that students are well-informed about the criteria, timelines, and goals of all assessments.

End Note on IB Policy Development:

Each of the five IB policy drafts has been developed in alignment with Harrison Trimble High School's existing policies, which were formed through school committees and adhere to New Brunswick provincial regulations and guidelines. These drafts have been further refined to reflect IB philosophy and official guidelines. They have been circulated to small committees comprised of knowledgeable stakeholders for review, and feedback has been received and incorporated into the current version of this policy.