



Korah Collegiate & Vocational School



## Assessment and Evaluation Policy

**Updated:** January 2026

Korah Collegiate's assessment policy is reviewed on a regular basis by school administration, teachers, students and parent/guardians to ensure that evaluation and assessment policies align with provincial, board and IB requirements.

Our policy outlines the principles, practices and procedures that guide assessment across all courses, including Ontario curriculum courses and International Baccalaureate (IB) programme requirements. At Korah Collegiate, this policy reflects both current classroom practice and a shared commitment to fair, transparent, and student-centered assessment.

### Alignment with Local, Provincial, and IB Requirements

Korah's assessment and evaluation policy complies with the expectations of the Ontario Ministry of Education, the Algoma District School Board (ADSB), and the International Baccalaureate Organization.

Ontario assessment practices are governed by the *Growing Success (2010)* document, which emphasizes assessment **for, as, and of** learning, professional judgement, fairness and equity and the use of triangulated evidence (observations, conversations, and products). Our provincial and ADSB principles closely align with IB assessment philosophy, which also prioritizes criterion-referenced assessment, formative feedback, and the development of reflective, independent learners.

### Philosophy of Assessment

At Korah C&VS we believe that assessment is designed primarily to improve student learning. Assessment is viewed as a vital part of the learning process and is embedded within instruction to guide teaching decisions, provide meaningful feedback, and support student growth over time.

Assessment practices at Korah are continuous and ongoing, rather than isolated events, and are criterion-referenced. We believe in measuring achievement against defined standards as outlined in provincial curricular documents. Our assessments are student-centered and promote agency, reflection, and ownership of learning. All assessments must be fair, equitable, and inclusive, recognizing diverse learning needs.

Both Ontario and the IB emphasize the importance of formative assessment and descriptive feedback. Feedback is valued over marks during the learning process and is used to help students understand their strengths, areas for improvement, and next steps in learning.

Assessment is viewed as an integral part of the learning process, embedded within instruction and used to guide teaching decisions, provide meaningful feedback, and support student growth over time.

## **Assessment for, as, and of Learning**

A variety of assessment practices are used throughout each of our courses to support student learning and achievement.

**Assessment for learning** includes diagnostic assessments and ongoing formative feedback used to inform instruction and identify next steps.

**Assessment as learning** encourages student reflection, self-assessment, and goal setting.

**Assessment of learning** occurs at key points, such as the end of a unit or course, and includes summative assessments such as tests, projects, and examinations.

All Ontario curriculum subjects are assessed using subject-specific achievement charts that reflect the categories of knowledge and understanding, thinking, communication, and application.

*At Korah, we believe that relying only on tests or final products is not acceptable. Teachers are expected to triangulate evidence to ensure grades are fair, valid, and accurate.*

### **Products as Evidence of Learning**

*Growing Success* identifies student products as both tests/examinations and other assignments. Products can include, but is not limited to, rich performance tasks, demonstrations of learning, and projects. Assignments should not include homework and whenever possible, should be completed under the supervision of the classroom teacher. If group work is used, individual student evaluation should be used, not a common group mark.

### **Conversations as Evidence of Learning**

*Growing Success* emphasizes teacher–student conversations as a valid and essential source of evidence for evaluation. Conversations should focus on structured and informal discussions such as conferencing, questioning during lessons, oral explanations of thinking, and learning conversations, gathered intentionally over time, and used alongside observations and student products to ensure evaluation accurately reflects student achievement. Conversations are particularly important for assessing higher-order thinking, conceptual understanding, and communication skills, which may not always be fully captured in written tasks or tests. Teachers at Korah are expected to use professional judgment when interpreting conversational evidence and to document it in a way that supports fair, transparent, and defensible evaluation decisions

### **Observations as Evidence of Learning**

*Growing Success* requires that observations form one of the three mandatory sources of evidence used in evaluating high school student achievement. Observations should include watching students engage in learning activities, applying skills, collaborating with peers, using processes, and demonstrating learning in real time. Observations are particularly important in courses where learning is demonstrated through performance, inquiry, discussion,

experimentation, or skill application. Observational evidence must be collected across multiple opportunities and must be connected to curriculum expectations and achievement chart criteria. Observational evidence is important in determining what students know and what they can do.

## **Rights and Responsibilities in Assessment**

### **Students**

Students have the right to clear learning goals and success criteria as well as timely, descriptive, criterion-referenced feedback. They should have multiple opportunities to demonstrate learning and be evaluated based on fair and equitable assessment practices.

Students are responsible for actively engaging in assessment **for and as learning**, using teacher feedback to improve their work, upholding academic honesty expectations and reflecting on their progress and setting learning goals.

### **Teachers**

Korah teachers are responsible for designing assessments aligned with Ontario curriculum expectations and IB objectives for their courses. We must apply assessment criteria and grade descriptors accurately, using professional judgement informed by triangulated evidence. As part of the assessment process, we must provide clear, descriptive feedback and participate in moderation and standardization processes when it comes to IB assessments. Teachers will use Edsby, Korah's learning management system, to maintain up to records of student achievement.

### **Administrators**

Administrators support assessment practices by ensuring that all staff meet provincial, board, and IB requirements. They facilitate and support professional learning and collaboration amongst school staff and support the consistent implementation of this policy.

### **Parents/Guardians**

Parents and guardians have the right to clear communication regarding assessment and reporting with meaningful information about student progress and achievement.

## **Homework Policies**

The **Algoma District School Board** views homework as learning activities that support and reinforce classroom instruction rather than as formal evaluation. Homework is intended to strengthen skills, prepare students for upcoming lessons, or extend learning in meaningful ways, and it must be directly connected to the expectations of the Ontario Curriculum. Homework is not meant to be used to determine a student's grade. Homework should support learning and the development of responsibility, organization, and independent work habits.

Our policy emphasizes that effective homework should be purposeful, clearly explained, age appropriate, and accessible to all students, taking into account individual needs, accommodations, and IEPs where required.

Assigning homework is left to teacher professional judgment but **cannot** exceed ten to twenty hours per week for students in grades 11-12, inclusive of all courses according to the ADSB Homework policy as outlined in the ADSB Policy 6.18.04 Homework Policy (2023) document.

### **Missed and Late Assessments**

At Korah, our missed and late assessment policy is in line with *Growing Success* and prioritizes supporting students in demonstrating their learning, not as a penalty. Our teachers are expected to use a range of proactive strategies including conferencing, staged deadlines, alternative assignments, student success referrals, and communication with families before considering mark deductions. While deducting marks for late work is permitted in Grades 7 - 12, it is not the default response and must be based on professional judgment and individual circumstances. Missed or late assignments must always be reflected in the evaluation of learning skills and work habits, and penalties must not distort or misrepresent a student's true level of academic achievement.

### **IB Assessment Practices**

#### **Assessment Criteria and Transparency**

At Korah, IB assessment criteria is shared with students early in each course and is made accessible to students and parents through course outlines. Student work is assessed using these criteria to ensure transparency and consistency. These practices must align with provincial, board, and IB requirements.

#### **Internal Assessment and Moderation**

In addition to course work, all IB students complete internal assessments, which are marked by subject teachers and externally moderated by the IB. Teachers upload samples of student work through IBIS according to IB moderation requirements to ensure alignment with global IB standards.

#### **Internal Standardization**

When multiple teachers teach the same course or level, internal standardization occurs through collaborative review of assessment tasks and samples of student work. Korah teachers use a best fit approach to align marking practices and ensure consistent application of assessment criteria. Internal standardization is also used by teachers for Internal Assessments (IA) and Extended Essays (EE). At Korah, new IB teachers are supported through mentoring by experienced IB educators to promote consistency and reliability in assessment practices.

## **Predicted Grades**

Predicted grades in the IB Diploma Programme are professional estimates of the level of achievement a student is most likely to attain at the end of the two years of the programme in their IB subjects and the core components of TOK and EE. Teachers determine predicted grades using the full body of student work across the two-years of the IB programme, internal assessments, coursework, and mock examinations in addition to IB grade descriptors and historical school data.

Predicted grades are not final outcomes and are communicated through professional conversations with students. Predicted Grades are not inflated and must be supported by evidence.

When Korah teachers are predicting a grade, they review all the evidence available and the IB grade descriptors to select the best fit grade, in consultation with IB's Grade Descriptors (2017) document.

Following this practice ensures that all teachers, across all subject areas, are predicting grades in a similar and consistent manner.

## **Professional Judgement**

Korah teachers should exercise professional judgement as it plays an important role in assessment, especially in internal assessments (IA), predicted grades (PG) and while using the moderation process to ensure consistency and reliable application of criteria to student work. Teachers should be using multiple sources of evidence collected over time to determine the most consistent and most recent demonstration of student learning. No single task or assessment is meant to determine a student's overall achievement.

Korah's assessment policies and procedures are designed to motivate and support students in demonstrating learning. Where appropriate, additional or alternative opportunities may be provided to allow students to demonstrate achievement.

## **Grading and Reporting**

A final grade is based on the most consistent and most recent demonstration of student work as outlined by the Ontario Ministry of Education assessment publication *Growing Success (2010)*. A grade should be reflective of a student's overall achievement on the overall learning goals.

OSSD reporting periods are in November and January for semester 1 and in April and June for semester 2. For any "full year" IB classes at Korah, reporting occurs in November, April, and June as per the Ontario Ministry of Education.

Student grades should reflect a student's *most consistent level of achievement*, with emphasis on most recent evidence.

Achievement is reported separately from learning skills and work habits.

For IB students, achievement is reported to the Ontario University Application Centre (OUAC) using both the Ontario percentage grade and the IB 1–7 scale. Teachers use the IBSO equivalency table to ensure consistency across all IB schools in Ontario.

For IB courses, subject-specific IB assessment criteria, grade descriptors, and grade boundaries are all used to determine achievement on the IB 1–7 scale. These levels are converted to Ontario percentage grades using the IB Schools of Ontario (IBSO) provincial equivalency table to meet Ontario Secondary School Diploma (OSSD) reporting requirements. Where provincial and IB requirements differ, Korah ensures transparency by clearly communicating both systems to students and parents while preserving the integrity of IB assessment standards.

### **IBSO Table of Equivalency**

<b>IB Grade (Level)</b>	<b>Ontario Equivalent %</b>
7 – Excellent Performance	97 - 100
6 – Very Good Performance	93 - 96
5 – Good Performance	84 - 92
4 – Satisfactory Performance	72 - 83
3 – Mediocre Performance	61 - 71
2 – Poor Performance	50 - 60
1 – Very Poor Performance	Below 50

### **Examinations and Summative Evaluations**

Examinations are written at the end of each term or semester, depending on course structure. In Ontario, final examinations comprise no more than 30% of a student’s final OSSD mark. The remaining 70% is based on a variety of assessments throughout the semester.

IB Diploma Programme students complete externally assessed examinations in the May examination session. Students who do not achieve the diploma may retake examinations in subsequent sessions, subject to IB regulations.

## Training of IB Teachers

IB teachers are trained through the **International Baccalaureate** via ongoing professional development workshops (in person, virtual, online or self-paced) that focus on IB philosophy, curriculum frameworks, assessment criteria, and inquiry-based teaching. The training they receive emphasizes alignment with global standards, consistent assessment practices, and reflective teaching, and it is supported by ongoing school-based collaboration and subject-specific resources to ensure consistency and rigour across IB World Schools.

## Policy Review Cycle

This Assessment and Evaluation Policy is reviewed annually to ensure alignment with current Ontario Ministry of Education policy, Algoma District School Board guidelines, and International Baccalaureate standards.

- Most recent review: January 2026
- Next scheduled review: January 2027
- Review committee: administrators, student success/student services, IB coordinator, teachers

## Resources

Algoma District School Board, *Policy 6.18: Assessment, Evaluation and Reporting Policy* (2023).

IBSO Table of Equivalency (2015).

International Baccalaureate Organization, *Diploma Programme Assessment procedures 2025*.

International Baccalaureate Organization, *Diploma Programme Grade Descriptors* (2017; updated 2021).

International Baccalaureate Organization, *Guidelines for Developing a School Assessment Policy in the Diploma Programme* (2010).

International Baccalaureate Organization, *Predicting IB Grades* (2024).

Lo-Ellen Park Secondary School International Baccalaureate Diploma Assessment Policy, 2023

Ontario Ministry of Education, *Growing Success* (2010).