



Riverside Secondary School




Mr. T. Omar, B.Sc., B. Ed., Principal
Ms. K. Rocheleau, B.H.K., B. Ed., Vice-Principal

Riverside Secondary School is a Candidate School for the International Baccalaureate Diploma Programme (IBDP).

This document, including its principles and implementation, is to be used in coordination with the Ontario Ministry of Education document _____, International Baccalaureate Organization policies, Greater Essex County District School Board Policies, and the Riverside Secondary School policies. The Riverside IBDP Admissions, Language, Inclusion, Academic Honesty and Assessment Gowing S




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Formative assessments are designed to prepare students to confidently meet the requirements of summative assessments. Teachers will employ their knowledge of International Baccalaureate Assessment expectations and standards as well as Ontario Ministry



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External assessments are developed by the International Baccalaureate Organization, administered at Riverside Secondary School, and marked by external International Baccalaureate examiners. Assessments tools include final course examinations, written assignments, the Theory of Knowledge essay, and the Extended Essay.

International Baccalaureate examinations are written in May. Dates are set by the International Baccalaureate Organization and shared with students one year in advance. These exams are conducted in strict accordance with IBO regulations. At Riverside Secondary School, students will write most exams in May of their grade twelve year, but depending on course selections and scheduling, may be required to write one or two exams in grade eleven.

Throughout IBDP courses at Riverside Secondary School, teachers use school-based assessment to gauge students' learning as it relates to their preparation for future IBDP Internal and External Assessments. These school-based assessments are informative for teachers and essential for student success and contribute to students' report card marks. Report card marks during the course may include unit tests, practice exams and in-class assignments modelled on IB assessments, as well as activities and assignments based on Ontario curriculum expectations. Teachers evaluate school-based assignments using IB rubrics and then convert the marks to 1-7 scores based on mark bands available in the yearly subject reports. These school-based assessments do not contribute toward the final IB grade, which is awarded by the IBO in July.

Riverside Secondary School employs various methods to communicate student achievement to students and parents throughout academic reporting periods. Teachers will communicate with students, parents, and guardians on a case-by-case, individual basis. 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.

Marks in IB courses are developed using the IB 1 - 7 scale as referenced in figure #1 on page 4. The 1-7 marks are based on the IB standardized criteria on levels of achievement in each course. Use of this scale throughout the course empowers students to better understand their progress as it relates to the upcoming Internal and External Assessments in a particular course.

Figure #1.

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

On the Ontario Secondary School Report Card, Riverside Secondary School reports grades as percentages. These are produced

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