

# Understanding Assessment in the Diploma Programme



MEADOWRIDGE SCHOOL

# Agenda

- Land Acknowledgment
- DP Programme Model
- Learning Processes in the DP
- How is DP assessment different?
- Rubrics in DP
- What is the difference between anticipated (predicted) vs current grade?
- DP Stats
- Report Card
- Health and Well-being in the DP
- Questions ???

# Land Acknowledgment

Meadowridge School acknowledges it is located on the ancestral, unceded territory of the Katzie, the Kwantlen, and the Coast Salish First Nations.

We value the opportunity to learn, live, play, and share educational experiences on this traditional land.

Meadowridge School is committed to building strong meaningful relationships and positive partnerships with all the traditional keepers and stewards of this land.

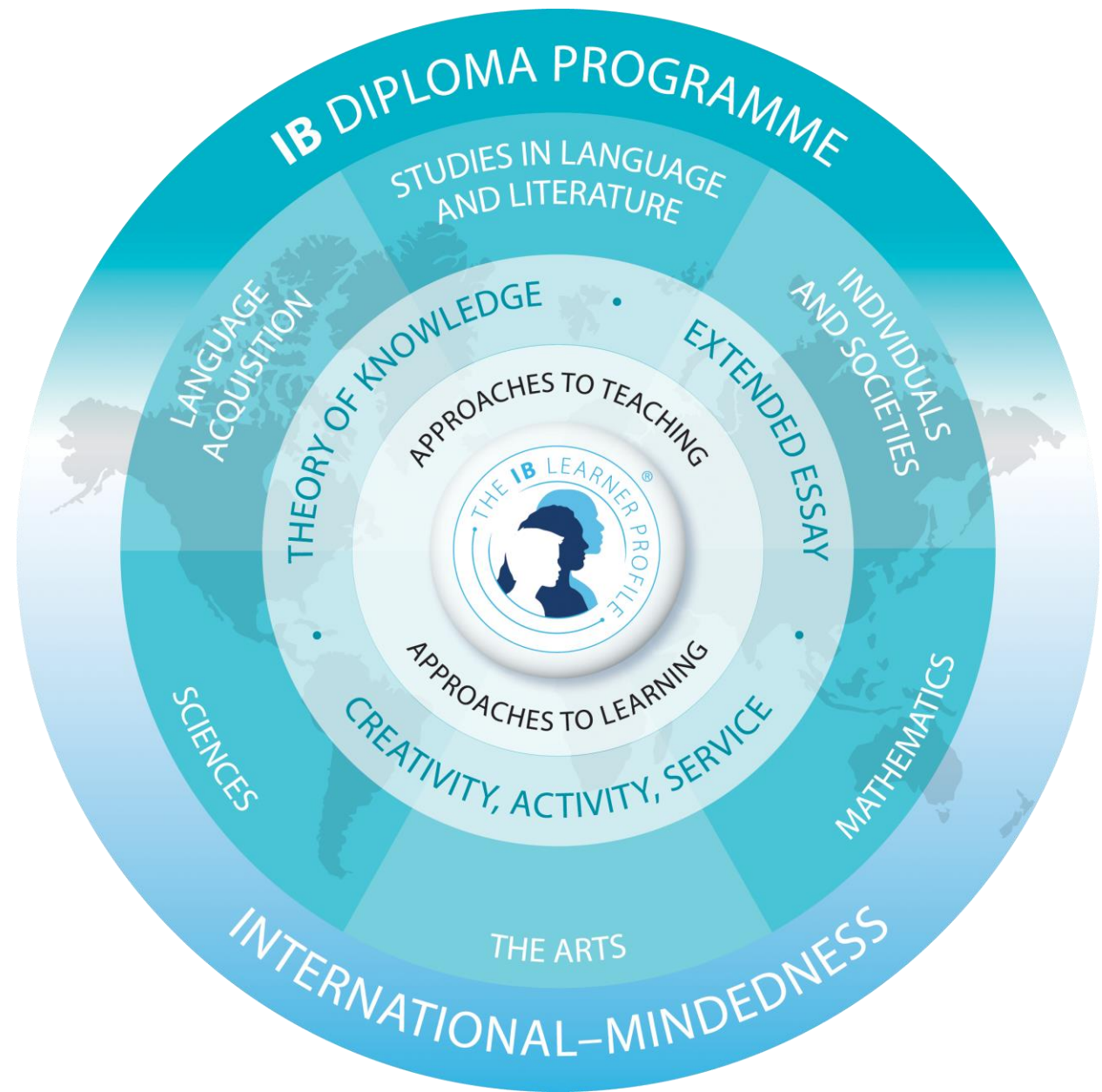


# How are things going in the DP?

- Which emotion does your child tend to display?
- Are they adapting to the pace and workload?
- What are some things we are doing to support?



# Diploma Programme Model





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# A Broad and Balanced Education



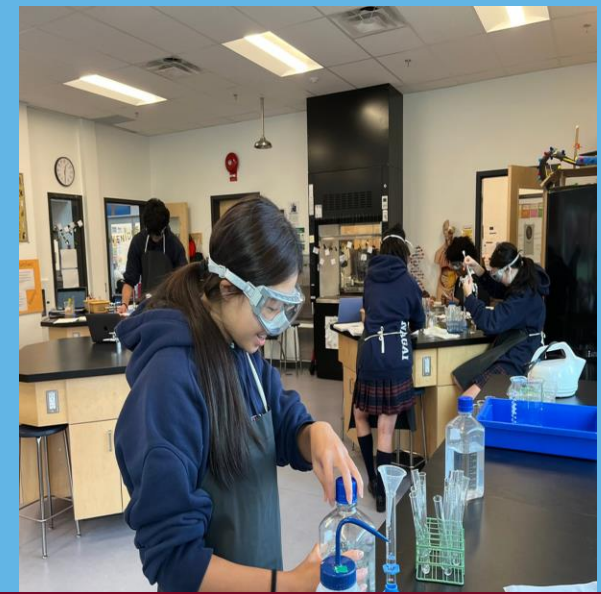
# The Learning Process in the DP

- ▶ Focus is on the process of learning—how do I learn?
- ▶ Depth and breadth of learning is incredible, but it is fast-paced.
- ▶ To be successful in DP, students need time management, organizational, and study skills.
- ▶ Students are challenged to form their own opinions that are supported by facts.
- ▶ Critical thinking is necessary.
- ▶ Inquiry-based



# The Learning Process in DP

- ▶ One of the pedagogical principles that underpin all IB Programmes is that teaching is based on inquiry.
- ▶ Being inquirers is one of the attributes of the IB learner profile, where the process is seen as involving the development of students' natural curiosity, together with the skills needed to enable them to become autonomous lifelong learners.
- ▶ Balancing this type of learning with a large number of summative assessments can be challenging



# How is DP Assessment Different?

- ▶ As your child has progressed through MYP, their assessment has been based on the most recent, most accurate, and most fair.
- ▶ In DP, this is not exactly the case, but it is similar
  - ▶ Between 50-80% of final assessments occur during the grade 12 year, with final exams commencing at the end of April
  - ▶ Students are given many “practice” chances to prepare for their Grade 12 examinations including their mock exams in December/January.
  - ▶ These “practice” and “mock” assessments are what teachers use to make a predicted grade for the students
  - ▶ Much of students’ work is externally assessed and the work that is internally assessed is moderated



# Rubrics in the DP

- ▶ Every assignment is graded on rubrics that students have access to. Time should be spent reviewing these rubrics as they work on assignments.
- ▶ These are like “cheat sheets”. They explain to the students exactly what they need to do to meet the requirements.
- ▶ After students receive rubrics back, they should spend time going over them with their assignment close by.
- ▶ The rubrics between Grades 11 and 12 do not change. IB considers the subjects to be 2-year courses so students’ work is assessed off of the same rubric.
- ▶ [Sample Rubric - History](#)
- ▶ [Sample Rubric - Biology](#)



# What is the difference from Anticipated and Current Grade?

- ▶ Your child's Grade 11 report card will show their current grade. This is based on the work that they have completed so far.
- ▶ In Grade 12, students will receive their Anticipated (Predicted) grades. This is informed from students' work throughout Grade 11 and also how the teacher sees them progressing to May of Grade 12.
- ▶ Using their professional judgement, it is the teacher's responsibility to predict how the students will do in the course
- ▶ Anticipated Grades are used for university applications



► May 2023

# DP Stats



**13** Lifers in the Class of 2023  
 Lifers are students who have been at Meadowridge for 12+ years

**88%** of Grade 12s earned Gryphon Pins  
 38 Platinum and 7 Gold

**79%** of Grade 12s earned Honour Roll

**46%** earned Duke of Edinburgh's International Award  
 24 Bronze and 8 Silver

IB Diploma Average Points (out of 45)



IB Diploma Pass Rate



**44** Top score out of 45 achieved for the Class of 2023

IB Diploma Average Subject Grade (max 7)



2023 Average Grade Percentage for Course



Understanding IB Programme Marks (conversion for points to percentage)

Diploma 1-7 IB Grade	7	6	5	4	3	2	1
% Conversion Standard Level (SL)	100%	95%	89%	85%	75%	69%	49%
% Conversion Higher Level (HL)	100%	97%	95%	89%	85%	75%	49%

MYP 1-7 IB Grade	% Conversion	DP 1-7 IB Grade	% Conversion SL	% Conversion HL
7	100	7	100	100
6	95	6	95	97
5	86	5	89	95
4	76	4	85	89
3	66	3	75	85
2	53	2	69	75
1	Less than 44	1	49	49



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## DP Report Card


- ▶ So, if most of the official assessments are in Grade 12, what purpose does the report card serve?
  - ▶ Snapshot of how students are performing on “practice” assignments
  - ▶ Give students feedback on where they are and lets them set goals
  - ▶ Helps teachers formulate anticipated grades
- ▶ I have heard that a student should work toward achieving 7's
  - ▶ Incredibly difficult to get a 7
  - ▶ Make realistic goals and work toward them throughout the 2 years.
  - ▶ Students need to be kind to themselves and need support/understanding from home.



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## DP Report Card

### Proficiency Scale – For ATL's and Work Habits

Proficiency Scale				
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

- Similar language used before with Observer → Learner → Practitioner → Leader
- This language aligns with the BC Ministry of Education
- Used now in the PYP and MYP
- Creates continuity across the three programmes



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# DP Report Card

## Accessing Digital Report Cards on the HUB (Parent)

1. Sign into the HUB (Parent Portal).
2. Click on the profile icon located in the top right-hand corner of the page.
3. Scroll down and select **“Files & Forms”** from the menu.

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Children 2 Children Resources News Calendar

Official Notes Wilma Flintstone

Profile  
Files & Forms  
Settings  
Stop Impersonating  
Getting Started  
Sign Out

You have: 2 Form(s) to Review

Posts

- Hub How-To's
- Cafeteria Information: Menus, Account Login, Lunch Program
- Bussing
- Calendars & Schedules: Weekly Rotation, Timetable, Online Calendar
- COVID-19 Updates
- Vidigami School Photos
- Seesaw
- Admissions: Apply for Admission



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# DP Report Card

4. Under your child's name, locate the label "**Report Card**" followed by "**2023-24 Term 1 Report.**"
5. Click on the link to download the PDF report.

Children 2 Children Resources News Calendar

Show completed forms

Wilma's files and forms

Bam's files and forms

**Pebbles's files and forms**

Emergency Contacts	2023/24 Emergency Contacts Update	Due: 9/6/2023	<a href="#">Review</a>
Medical	2023/24 Student Medical Info	Due: 9/5/2023	<a href="#">Review</a>
<b>Report Cards</b>	<b>2023-24 Term 1 Report</b>		
Report Cards	2023-24 Term 2 Report		

Click to download or preview

# Report Card Sample

▶ [DP Report Card](#)



# Report Card Sample



## Meadowridge School DP Term 1 Report Card

Prepared: December 5, 2023

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Student Name:

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Grade:           Grade 12

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Advisor:

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Dear Parents/Guardians of Diploma Programme Students:

We have had a great beginning to the 2023/24 school year. It is hard to believe that the Grade 12s are already receiving their term 1 report cards; before you know it, you will be watching your child walk across the stage at convocation to complete their high school education! I am so proud of how the Grade 12 students have taken on this challenging last year of high school. They have spoken about the pressures of university applications, official assignments, and co-curricular experiences; however, through it all, they have kept moving forward toward their goals. I encourage them to continue with determination and resilience throughout the remainder of Grade 12, making sure they are kind to themselves and each other through it all. It is my hope that each one of them will finish the year strong. This report will have an anticipated grade on it. These are the marks that will be used for their university applications. Please pay special attention to the comments teachers have written as they are the most helpful part of the report card.

Although I am still getting to know the Grade 12s, I have already determined that they are a truly outstanding group of young adults with boundless potential. They have worked diligently throughout these two years and are now seeing the result of this work in their anticipated grades; however, there is still much to do, and these anticipated grades can change. During the next few months, I look forward to hearing about the wonderful opportunities that our students will have at their chosen universities.

Sincerely,

**Brad Smith**

*High School Principal*



# Report Card Sample

## Class Reports

### Language and Literature SL

Selena Rathwell

This term in English Language and Literature, students have focused on preparing for the Individual Oral. The term began with an investigation and analysis of *To Live*. Students then moved on to *Othello*, before exploring two *Bodies of Work*: Taylor Swift and *Parasite*.

<b>Current Grade</b>	6
Work habits	Extending
Approach to Learning: Thinking	Extending

#### Comments:

\_\_\_\_\_ is a bright and cheerful student who engages well with her lessons and with the texts covered in English Language and Literature. This term, \_\_\_\_\_ has had a strong performance in this class, and has shown her potential to achieve, while also demonstrating the need to improve her grammar and writing style. In order to prepare for the final examinations, she is encouraged to review the rubrics and exemplars that have been provided for her and ensure that she is able to meet the requirements of each task. In particular, \_\_\_\_\_ needs to develop the sophistication of her arguments, which can be accomplished through an improvement in diction in organizational structure, for example, the removal of a “hook”.

### Geography SL

Donald Lockhart

This term in DP Geography the class completed the core topics of Paper 2 for the IB exam. The emphasis was on Global Resource Consumption and security. The class explored the interrelationship between resources and sustainable development, as well as the spatial patterns of resource consumption. The HL extension, Power, Places, and Network was also analyzed to understand the concepts of a globalized world. The class went on a field trip to Maple Ridge to collect data for their fieldwork investigation and is in the process of completing the final draft of their IA.

<b>Current Grade</b>	6
Work habits	Proficient
Approach to Learning: Thinking	Proficient



# IB Diploma Core

## Creativity, Activity, Service

CAS Progress: **C.**

7 of 7 learning outcomes planned with 0 out of 7 outcomes completed.

### Comments:



Advisor:  
Natalie  
Jacus

In the 18-month long Creativity, Activity, and Service (CAS) programme, students are expected to have met each of the seven learning outcomes once and to have completed their CAS project by this point. Currently, \_\_\_\_\_ is only minimally meeting the CAS requirements; she has completed her CAS Project and met each of the seven learning outcomes at least once, but she is not up-to-date with her CAS reflections and evidence, lacks closing reflections, and does not have a current 'Service' experience. Moving forward, it is important for \_\_\_\_\_ to manage her time effectively and regularly update her CAS experiences.

Key  
Experiences:

School badminton team, Math tutor , Python coding , Gym workout , FTC Robotics, Grade 2/3 robotics coaching, Ski, Running/walking + Gym workout, Math tutor

## Extended Essay



Topic

The Effect of Different Sources of Starch Blockers on the Hydrolysis of Starch through Testing the Colour of the Benedict's Solution using a Spectrophotometer

Research Question

What is the in-vitro inhibitory effect of different concentrations (0.6%, 0.8%, 1.0%) of Salacia Oblonga Extract and White Kidney Bean Extract on alpha amylase enzyme in soluble starch hydrolysis, through Color analysis of the Benedict's Solution using a Spectrophotometer?

Notes

Supervisor:

Deepti Rajeev

## Term Grades

Criteria	Achievement Level
EE Progress	E
The student's EE progress is excellent	
Approaches to Learning: Self-Management	Leader
Can perform the skill without thinking through the process first. Can teach others the skill. Automaticity is established. High levels of performance occur. Any errors are corrected automatically. No teacher scaffolding needed. The student can use the skill with unfamiliar content in unfamiliar context.	

### Comments:

During this term, \_\_\_\_\_ was given feedback on her draft EE. \_\_\_\_\_ kept up with all the deadlines and submitted the required components on time. In addition, she was receptive to feedback and demonstrated the qualities of an open-minded learner.

# Report Card Sample



# What can you do to support your children's Social, Emotional, Health and Well-Being?

Learning to live well, with others and for others, in a just community.



- Ensure they get plenty of sleep.
- Encourage them to limit their screen time before bed.
- Eat well and exercise.
- Provide a quiet area to complete their work and study outside of their bedroom.
- Have supportive conversations on how they are doing overall.
- Just be there and listen.

# THANK YOU

1

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