

# Understanding Assessment in the Diploma Programme



MEADOWRIDGE SCHOOL

# Agenda

- Questions ???
- Territory Acknowledgment
- How are things going in the DP/How are you feeling?
- 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 HS
- Feeling now?

# Territory 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 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?



# How are you feeling?

On the pink sticky note, write

I currently think .....

AND

At the end of the session

On the yellow

Now I think .....



# DP Programme Model





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# A Broad and Balanced Education



# The Learning Process in DP

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



# What are we Really Trying to Do?

- ▶ Teach and foster **creative and critical thinking skills** - students learn how to ask great questions, analyze information, and solve complex problems
- ▶ **Independent and Resilient Learners** - Students learn to plan, organize and self-manage their schedules and learning skills that prepare them for post-secondary life
- ▶ **Communication** - students learn to clearly write their thoughts, have analytical discussions and make presentations
- ▶ **International Mindedness** - Students learn to understand and appreciate other cultures and different perspectives
- ▶ **Ethical and Balanced** - Using the learner profile, students build character and work on traits, like being caring, principled and open-minded.



# 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
  - ▶ Between 50-80% of final assessments occur during the grade 12 year, with final exams commencing at the end of April - No more Criteria A, B, C, and D
  - ▶ 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 a big factor in determining a predicted grade for the students
  - ▶ Predicted grades are made in November, January and April during their grade 12 year
  - ▶ Much of the students’ work is externally assessed, and the work that is internally assessed is moderated by the IB
  - ▶ Certificate Pathway - some provincial courses, e.g. Pre-Calculus, offered at Meadowridge, use the same teaching methods (difference in assessments throughout the year) - No IA and less emphasis on a large final exam
  - ▶ Final mark is determined solely by your school-based assessments, as defined by your school's curriculum and marking scheme
  - ▶ More on an Alternative Pathway - During DP course selection



# Rubrics in the Diploma

- ▶ 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 the same rubric.
- ▶ [Sample Rubric - Biology](#)



# Example Rubric in the Diploma

## RESEARCH DESIGN

This criterion assesses how well the student effectively communicates the methodology (purpose and practice) used to address the research question.

| MARK | ASPECT   |  |  |
|------|--|--|--|
|      | Research Question Context  | Methodological Considerations  | Description of Methodology   |
| 0    | The students' report does not reach the standard described by the descriptors below. |  |  |
| 1-2  | The research question is <b>stated</b> without context.                              | Methodological considerations associated with collecting data relevant to the research question are <b>stated</b> .                          | The description of the methodology for collecting or selecting data lacks the details that allow for the investigation to be reproduced.             |
| 3-4  | The research question is <b>outlined</b> within a broad context.                     | Methodological considerations associated with collecting relevant and sufficient data to answer the research question are <b>described</b> . | The description of the methodology for collecting or selecting data allows for the investigation to be reproduced with few ambiguities or omissions. |
| 5-6  | The research question is <b>described</b> within a specific and appropriate context. | Methodological considerations associated with collecting relevant and sufficient data to answer the research question are <b>explained</b> . | The description of the methodology for collecting or selecting data allows for the investigation to be reproduced.                                   |

## ANALYSIS

This criterion assesses the extent to which the student's report provides evidence that the student has recorded, processed and presented the data in ways that are relevant to the research question.

| MARK | ASPECT   |   |  |
|------|--|---|--|
|      | Clear and Precise Communication  | Consideration of Uncertainty  | Appropriate and Accurate Data Processing   |
| 0    | The students report does not reach a standard described by the descriptors below.                  |   |  |
| 1-2  | The recording and processing of the data is communicated but is <b>neither clear nor precise</b> . | The recording and processing of data shows <b>limited evidence</b> of the consideration of uncertainties. | Some processing of data relevant to addressing the research question is carried out but with <b>major omissions, inaccuracies or inconsistencies</b> . |
| 3-4  | The communication of the recording and processing of the data is <b>either clear or precise</b> .  | The recording and processing of data shows evidence of a consideration of uncertainties                   | The processing of data relevant to addressing the research question is carried out but with  |

|     |   |  |  |
|-----|---|--|--|
| 3-4 | The communication of the recording and processing of the data is <b>either clear or precise</b> . | The recording and processing of data shows evidence of a consideration of uncertainties but with some significant <b>omissions or inaccuracies</b> . | The processing of data relevant to addressing the research question is carried out but with <b>some significant omissions, inaccuracies or inconsistencies</b> . |
| 5-6 | The communication of the recording and processing of the data is both <b>clear and precise</b> .  | The recording and processing of data shows evidence of an <b>appropriate consideration</b> of uncertainties.   | The processing of data relevant to addressing the research question is carried out <b>appropriately and accurately</b> .   |

## CONCLUSION

This criterion assesses the extent to which the student successfully answers their research question with regard to their analysis and the accepted scientific context.

| MARK | ASPECT   |   |
|------|--|---|
|      | Conclusion   | Scientific Context  |
| 0    | The students report does not reach a standard described by the descriptors below.  |   |
| 1-2  | A conclusion is <b>stated</b> that is relevant to the research question but is <b>not supported</b> by the analysis presented.             | The conclusion makes a <b>superficial comparison</b> to the accepted scientific context.                        |
| 3-4  | A conclusion is <b>described</b> that is relevant to the research question but is <b>not fully consistent</b> with the analysis presented. | A conclusion is <b>described</b> that makes <b>some relevant</b> comparison to the accepted scientific context. |
| 5-6  | A conclusion is <b>justified</b> that is relevant to the research question and <b>fully consistent</b> with the analysis presented.        | A conclusion is <b>justified</b> through <b>relevant comparison</b> to the accepted scientific context.         |

## EVALUATION

This criterion assesses the extent to which the student's report provides evidence of evaluation of the investigation methodology and has suggested improvements.

| MARK | ASPECT  |   |
|------|---|---|
|      | Weaknesses or Limitations   | Improvements  |
| 0    | The students report does not reach a standard described by the descriptors below. |   |
| 1-2  | The report <b>states generic</b> methodological weaknesses or limitations.        | Realistic improvements to the investigation are <b>stated</b> . |

# 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. This will be the case until the end of grade 11
- ▶ In Grade 12, students will receive their Anticipated (Predicted) grades. This is informed by students' work throughout Grade 11 and also how the teacher sees them progressing in Grade 12 until the final predicted grade in April.
- ▶ 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



# DP Stats ▶ May 2025

Grade 12

## International Baccalaureate (IB) Diploma & Course

### IB Diploma Pass Rate

Meadowridge



World

### IB Diploma Average Points (out of 45)

Meadowridge Average



World Average

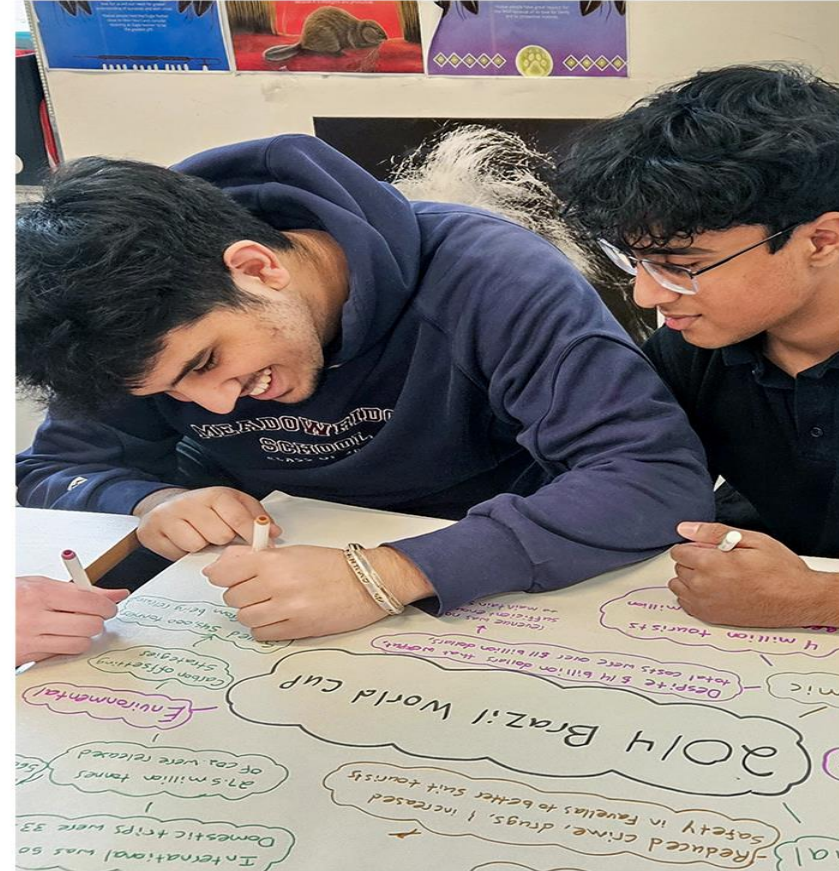
### IB Diploma Average Subject Grade (out of 7)

Meadowridge Average



World Average

### Average Grade Percentage for IB 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% |



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## DP Report Card

- ▶ 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.
  - ▶ Gives 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. Is that realistic?
  - ▶ Incredibly difficult to get a 7 - (Worldwide 3-5% get a 7).
  - ▶ Make realistic goals and work toward them throughout the 2 years.
  - ▶ Be kind to yourself. Avoid pressuring your child.



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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**  
Hub How-To's

**CAFETERIA INFORMATION**  
Menus, Account Login, Lunch Program  
Cafeteria

**BUSSING**  
Bussing

**CALENDARS & SCHEDULES**  
Weekly Rotation, Timetable, Online Calendar  
Calendars & Schedules

**COVID-19 UPDATES**  
COVID-19 Updates

**VIDIGAMI**  
School Photos  
School Photo Sharing

**SEESAW**  
Seesaw

**ADMISSIONS**  
Apply for Admission  
Application Form



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# DP Report Card

4. Under your child's name, locate the label "**Report Card**" followed by "**2025-26 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](#)



# What can you do to support your child'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.

How are you  
feeling now?

On the green  
Now I think or  
wonder.....



# THANK YOU

1

2

[WWW.MEADOWRIDGE.BC.CA](http://WWW.MEADOWRIDGE.BC.CA)

