



Abbotsford Senior Secondary School
I.B. Diploma Programme
Assessment Policy
Last Revised: April 2026



At Abbotsford Senior Secondary School assessment, evaluation and reporting on student progress and student success is an integral part of our mission. We subscribe to the policies and procedures in place in School District 34 and the regulations of the British Columbia Ministry of Education. These policies and procedures match the assessment philosophy and requirements of the IBO and ensure that our practices meet the standards expected of an IB World School.

The following documents were consulted in development of Abbotsford Senior Secondary School Assessment Policy:

Guidelines for Developing a School Assessment Policy in the Diploma Programme
Diploma Programme Assessment: Principles and Practice
Diploma Programme: From Principles into Practice
Port Moody Secondary School's IB Assessment Policy
School District No. 34 Administrative Procedure 303 – Reporting Student Achievement
School District No. 34 Administrative Procedure 304 – Assessment
Abbotsford Senior Secondary School IB Academic Integrity Policy
Abbotsford Senior Secondary School IB Admissions Policy
British Columbia Association of IB World Schools

Principles and Purpose of Assessment

Abbotsford Senior Secondary School is committed to providing quality learning opportunities to all students and assessing student achievement is an integral part of this focus. The school community recognizes the important influence that quality and timely assessment has on motivation and self-esteem of students. Assessment practices of the school will encourage and provide effective feedback that students can use for self-evaluation and growth. In turn, the results of such assessments can be used as a tool that allows teachers to adjust instruction to best fit the needs of the learners in their classrooms. Assessments will also provide valuable feedback to parents and staff and help guide allocation of resources by the Ministry of Education.

Abbotsford Senior Secondary School believes that all assessments have two ultimate purposes: to improve (1) student learning and (2) achievement in relation to the BC Ministry of Education Prescribed Learning Outcomes and International Baccalaureate Performance Standards. It is the responsibility of the teachers to utilize the best possible formative assessment practices to guide student learning and to maximize summative assessment results.

School and classroom level assessments are integral to the planning and delivery of curriculum and to the implementation of instructional approaches to best meet student needs. These assessments are used for the collection of varied and valid data on student learning in relation to the Prescribed Learning Outcomes and Performance Standards. Teachers shall use a balance of these assessments to properly gauge student learning and develop necessary interventions.

Examples of such assessments include:

- Quizzes (written, oral, practical)
- Summative exams (written, oral, practical)
- Samples of student work
- Presentations
- Oral and written reports
- Journal/Learning logs
- Performance tasks and projects
- Portfolio assessments
- Ongoing informal/formal observations
- Student self-assessments

Academic Requirements

IB Diploma Grade 11 and 12

Students in the IB Diploma programme complete one course from each of the 6 subject groups of the IB Curriculum (Studies in Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, and the Arts) as well as the core components of Theory of Knowledge, Creativity Activity and Service, and the Extended Essay. Each course within the IB Diploma is recognized by the BC Ministry of Education and is granted 4 credits towards graduation.

As part of our regional organization, the BC Association of IB World Schools, we have participated in meetings with the Ministry of Education in order to advocate for IB Diploma students with respect to Ministry requirements. This has resulted in the following as regards to IB Diploma students:

- All grade 11 and 12 IB courses are awarded full credits (4) towards high school graduation (including TOK, CAS, and Extended Essay)
- Career-Life Connections requirements are almost fully satisfied through CAS (students to complete Capstone and Work Experience with CLC teacher)
- Fine Arts and Applied Skills requirements satisfied by completion of TOK and CAS

Students may pursue a partial load of IB courses and in this event must satisfy all provincial graduation requirements and will not earn an IB Diploma.

Standardization of Assessment

To ensure that students are assessed consistently throughout the IB, all summative assessments are the same within the subject groups. This allows teachers to review student results and ensure that all coursework assigned is at the standard defined by the IB and that students get a true reflection of the marks they will receive on externally marked IB assessments.

Reporting and Grading

Formal reporting to the Ministry of Education and to parents is completed two times per semester via myeducation.gov.bc.ca. Informal reports are completed throughout each semester and can include:

- Informal phone calls
- E-mails to parents through online learning platforms such as Microsoft Teams
- Parent-teacher conferences
- Interviews requested by teachers to parents on an “as needed” basis

Formal reports include letter grades, comments on student performance and attendance, as well as areas for student improvement. For all IB students (Diploma and Course) comments include reference to the appropriate Diploma Programme grade descriptor which is posted on the Abbotsford Senior Secondary School website.

Based on research conducted by UBC, a scale of % grade equivalencies have been adopted by the British Columbia Association of IB World Schools and is used to create a scale of equivalences used for reporting grades to parents and the Ministry of Education.

We report on student progress in the IB Diploma and Pre-Diploma courses in terms of an anticipated grade on the IB scale of 1 to 7, a corresponding percentage and letter grade as per the table below:

IB Anticipated Grade	Global Connections/Diploma Range of Equivalent % on Formal Reports	Diploma HL Classes Only Range of Equivalent % on Formal Reports <i>(English, Philosophy, History, Chemistry, Business, Art)</i>
1	50-59%	0-55%
2	60-69%	55-69%
3	70-75%	70-85%
4	76-85%	86-89%
5	86-89%	90-95%
6	90-95%	96-97%
7	96-100%	98-100%