



## SECONDARY STUDENT ASSESSMENT, EVALUATION AND REPORTING POLICY

This policy has been created in alignment with our identity as a community of learners, grounded in our vision, mission, and values. It is equally shaped by the principles of our accreditation bodies—Alberta Education, the International Baccalaureate, and the Council of International Schools—with the common aim of developing well-rounded and knowledgeable global citizens. Together, these foundations create an environment where every individual is empowered to learn deeply, act with integrity, and pursue personal excellence.

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## 1. PURPOSE AND PHILOSOPHY

This policy applies to the Secondary School (Grades 7–12) at The International School of Macao (TIS). Assessment reflects the philosophy of the International Baccalaureate (IB) and the requirements of Alberta Education.

Assessment is central to teaching and learning and is designed to improve student achievement, promote reflection and agency, develop the attributes of the IB Learner Profile, ensure equity and inclusion, and meet all IB Diploma Programme (DP), IB Career-related Programme (CP), and Alberta Education requirements.

Assessment at TIS is continuous, standards-based, and criterion-referenced. It aligns with published IB subject guides and Alberta Programs of Study. This policy is reviewed yearly to ensure continued compliance with IB Programme Standards and Practices and Alberta Education regulations.

### 1.1 Academic Achievement and Assessment Principles

TIS defines academic achievement as the demonstrated mastery of subject-specific content, the application of thinking and reasoning skills, and the ability to communicate learning effectively. Consistent with research-based assessment principles (Marzano, 2000), achievement reflects what students know, understand, and are able to do in relation to established standards.

The school's academic standards, including Alberta Programs of Study and, where applicable, International Baccalaureate (IB) subject criteria, establish the goals for student learning. Benchmarks and performance descriptors provide measurable indicators against which student achievement is assessed and reported. Student achievement, therefore, is determined by the extent to which students:

- Demonstrate mastery of subject-specific content outcomes;
- Apply thinking and reasoning skills appropriate to grade level expectations;
- Communicate their understanding clearly and effectively.

Assessment and reporting at TIS focus primarily on **achievement variables**. Achievement variables include mastery of content, higher-order thinking, reasoning processes, and communication skills as defined by Alberta curricular outcomes and IB assessment criteria. Assessment practices must control for these variables and isolate them, where possible, from non-achievement factors.

**Non-achievement variables** include effort, behavior, attendance, punctuality, and other learner habits. While these factors contribute to overall student success, they are not direct measures of mastery of curricular outcomes. In-class participation may form part of an achievement grade only when it is assessed using a clearly defined rubric and is explicitly anchored to achievement variables such as content understanding, reasoning, or communication. Participation grades must not be based solely on subjective teacher perception.



TIS recognizes ongoing educational debate regarding the validity of penalties for late work in measuring academic achievement. While punctuality itself is not a direct indicator of content mastery, timely submission is an important component of effective communication and responsible academic practice. Alberta Education requires adherence to course requirements and deadlines, and the International Baccalaureate mandates compliance with both internal school deadlines and official IB submission timelines. Consistent with IB policy and Alberta reporting expectations, failure to meet established deadlines may impact achievement results when submission timing compromises the demonstration of learning, completion of required components, or adherence to program regulations.

TIS affirms that feedback regarding non-achievement variables is essential to student growth. Therefore, non-achievement variables will be reported separately and clearly in conjunction with academic achievement to ensure transparency, fairness, and alignment with both Alberta Education and IB assessment philosophy.

## **2. PRINCIPLES OF GOOD ASSESSMENT PRACTICE**

Assessment practices at TIS align with IB subject objectives and Alberta curricular outcomes. Teachers use clear and published criteria and markbands to evaluate student work. Assessment is criterion-referenced and does not employ norm-referenced grading or grade curving. Academic achievement is reported separately from behavior and work habits.

Teachers provide timely and descriptive feedback that supports growth and reflection. Assessment practices incorporate internal standardization and moderation to ensure fairness and reliability. All assessment is conducted in a manner that upholds academic integrity and supports student wellbeing through balanced workload planning.

Assessment contributes to the development of IB Learner Profile attributes, particularly as students demonstrate reflection, principled action, critical thinking, communication, and balance in their learning.

## **3. TYPES OF ASSESSMENT**

### **3.0 Assessment Framework**

TIS shall implement a balanced and coherent assessment framework that reflects Alberta Education requirements and, where applicable, IB philosophy. All assessment practices must be purposeful, transparent, criterion-referenced, and aligned with clearly defined learning outcomes. Teachers are required to plan for and document the use of formative assessment, summative assessment, and assessment as learning within their instructional programs.

### **3.1 Formative Assessment (Assessment for Learning)**

TIS requires that formative assessment occur consistently throughout the learning process in all subject areas. Formative assessment shall be intentionally planned and embedded within daily instruction.



Formative assessment provides students with timely, specific feedback that informs next steps in learning and guides instructional decisions. Teachers must use formative evidence to adjust teaching strategies, provide targeted support, and differentiate instruction as needed.

Formative assessment does not contribute to final grades, as its primary purpose is to promote growth, reflection, and continuous improvement rather than formal evaluation. However, the school administration reserves the right to use formative assessment data in place of summative assessment in extenuating circumstances.

### 3.2 Summative Assessment (Assessment of Learning)

TIS requires that all summative assessments be clearly aligned with stated learning outcomes, Alberta Programs of Study, and, where applicable, IB subject criteria and published success descriptors. Summative assessment evaluates student achievement at defined points in time and measures performance against established standards. These assessments contribute to report card grades and, where applicable, official transcripts.

The school administration will set the minimum expectations for summative assessments for reporting periods.

All summative tasks must be appropriately weighted as determined collaboratively by departments and approved by the Head of Department to ensure a balanced representation of knowledge, skills, conceptual understanding, reasoning, communication, and application. To support student well-being and maintain balanced workload expectations, students shall not be scheduled for more than **two summative assessments in one school day**, except in exceptional circumstances approved by school administration. Departments are responsible for coordinating major assessment dates to ensure fairness, manageability, and compliance with this guideline.

The school shall administer **end-of-year examinations** in academic core subjects in Middle School (Grades 7–9) and in all academic subjects in High School (Grades 10–12), where applicable. These examinations serve as cumulative summative assessments designed to evaluate students' mastery of course outcomes and preparedness for subsequent levels of study, including Alberta Diploma Examinations and IB external assessments.

### 3.3 Assessment as Learning

TIS is committed to developing student metacognition, independence, and agency through assessment as learning practices.

Students must be explicitly taught how to engage in structured self-assessment and peer-assessment processes. (e.g approaches to learning, feedback on internal assessments, etc). These practices shall be embedded across subject areas and supported through clear criteria, exemplars, and guided reflection.

Assessment as learning strengthens students' ability to reflect on their progress, set goals, monitor growth, and take ownership of their learning journey. While it may inform overall



teacher judgment, assessment as learning does not replace summative evaluation of achievement.

### **3.4 Validity and Reliability of Assessment**

TIS is committed to ensuring the validity and reliability of all assessment instruments, tasks, and evaluation practices. Assessment at TIS must accurately measure the intended learning outcomes (validity) and produce consistent, fair, and dependable results across classes and evaluators (reliability).

To strengthen instrument validity and reliability, teachers are required to design assessments that are clearly aligned with Alberta Programs of Study and, where applicable, IB subject criteria and performance descriptors. Assessment tasks must measure stated learning outcomes and reflect appropriate levels of cognitive demand.

To ensure inter-rater reliability, departments are responsible for developing and implementing common assessments within courses where appropriate. Teachers must participate in collaborative planning, calibration, and moderation processes to compare student work samples and align grading judgments. Heads of Department oversee these processes to ensure consistency in the application of criteria, grade descriptors, and course weightings.

TIS affirms that the quantity of work assigned to students does not, in itself, determine the quality of learning. Therefore, teachers and administrators must collaboratively monitor and evaluate both the quantity and quality of assigned work. Assessment design should prioritize purposeful, standards-aligned tasks that provide meaningful evidence of learning rather than excessive workload. Both formative and summative assessments must be balanced, intentional, and supportive of student mastery and well-being.

Through these practices, TIS ensures that assessment remains fair, transparent, rigorous, and aligned with Alberta Education and IB standards.

### **3.5 Baseline and Diagnostic Assessment**

TIS requires that all students, with the exception of Grade 12 students, participate in baseline and diagnostic assessments to establish prior knowledge, skills, and readiness levels in order to inform instruction, support appropriate programme placement, and measure academic growth over time. Baseline may include standardized tools, subject-specific diagnostics, writing samples, language proficiency measures, and other approved instruments aligned with Alberta Programs of Study and, where applicable, IB standards. Baseline data supports differentiation, intervention, enrichment, and informed pathway decisions, including Alberta, IBDP, IBCP, or combined programmes.

Baseline data is not used in isolation for final grading or high-stakes decisions. The School Administration is responsible for selecting, approving, implementing, and periodically reviewing the assessment systems used for baselining to ensure validity, reliability, data security, and alignment with regulatory requirements. Administration shall also ensure that staff receive appropriate professional development to support accurate administration, analysis, and responsible use of assessment data.



## **4. IB DIPLOMA PROGRAMME (DP) ASSESSMENT**

TIS fully complies with the **IB General Regulations: Diploma Programme**, IB assessment procedures, and all subject-specific requirements. All DP assessment practices at TIS reflect the principles of validity, reliability, fairness, transparency to all stakeholders, and academic integrity. Assessment criteria, timelines, procedures, and expectations are clearly communicated to students, parents, teachers, and school leadership to ensure shared understanding and accountability.

### **4.1 Internal Assessment (IA)**

Internal Assessments are conducted strictly under IB-prescribed conditions. Teachers apply IB criteria accurately and consistently and participate in formal internal standardization processes prior to submission to ensure reliability of marking across classes and sections.

All IA work submitted to the IB must represent the student's best demonstrated level of achievement and must be authenticated in accordance with the school's Academic Integrity Policy. Submissions are completed in alignment with IB deadlines and procedural requirements.

### **4.2 External Examinations**

External examinations are administered in full accordance with IB regulations. Examination materials are received, stored, handled, and returned securely.

All invigilation and procedural requirements are strictly followed to ensure fairness, integrity, and compliance with IB standards.

### **4.3 Extended Essay (EE)**

The Extended Essay is supervised, monitored, and authenticated according to IB guidelines. Students receive structured guidance appropriate to the research process while maintaining independence in their work.

The EE is assessed using official IB criteria and is subject to the school's Academic Integrity Policy.

### **4.4 Theory of Knowledge (TOK)**

The TOK Exhibition is assessed internally using IB criteria and standardized prior to submission to ensure consistency of marking.

The TOK Essay is externally assessed by the IB. All TOK components adhere to IB authenticity and submission guidelines.

### **4.5 Creativity, Activity, Service (CAS)**



Completion of CAS is a mandatory requirement for the award of the IB Diploma. Students must document reflections demonstrating achievement of the required CAS learning outcomes.

CAS progress is monitored by the CAS Coordinator; however, CAS is not awarded a numerical grade.

#### **4.6 Predicted Grades**

A predicted grade in the International Baccalaureate (IB) Diploma Programme (DP) and Career-related Programme (CP) refers to a teacher's professional estimation of the grade a student is most likely to achieve in a particular subject after completing all assessment components, including coursework and examinations. Specifically, it represents the grade the teacher believes the student is most likely to be awarded by the IB at the conclusion of the programme.

Predicted grades serve as indicators of significant achievement and future potential. They are used by universities, students, and academic counselors to make informed decisions regarding admissions and academic pathways. As such, predicted grades must be approached thoughtfully, responsibly, and with the highest standards of professional integrity.

Predicted grades are evidence-based and aligned with official IB grade descriptors and grade boundaries. They reflect consistent and recent student performance and are determined collaboratively by subject teachers and the DP Coordinator. In assigning predicted grades, teachers follow best practices, including the use of IB grade descriptors, published grade boundaries, and accumulated assessment evidence to ensure accuracy and fairness.

Predicted grades are submitted in accordance with IB timelines, university application requirements, and IB ethical guidelines. All predicted grade decisions are grounded in documented evidence, professional judgment, and transparent communication with relevant stakeholders.

#### **4.7 Pamoja Participation**

The Board of Directors authorizes the school to offer Pamoja courses when the school administration determines that such enrollment is in the best interest of the student(s). This determination will be made in consultation with the Academic Counsellors and the IB Diploma Programme Coordinator, ensuring that the selected course aligns with the student's academic pathway, fulfills graduation requirements, and supports the student's overall well-being. The School-Based Coordinator will report directly to the IB Diploma Programme Coordinator regarding all matters related to Pamoja course enrollment and progress.

TIS remains committed to upholding high academic standards while providing flexible learning options designed to meet the diverse needs of individual students.



## **5. IB CAREER-RELATED PROGRAMMED (CP)**

TIS fully complies with the **IB Career-related Programme (CP) General Regulations**, programme standards, and subject-specific requirements. All CP components are implemented with integrity, transparency to all stakeholders, and alignment to IB expectations. The CP Coordinator is responsible for ensuring adherence to IB deadlines, documentation requirements, and quality assurance processes.

### **5.1 Career-related Studies**

Career-related studies are delivered and assessed in accordance with the requirements of the approved partner institution(s), while maintaining alignment with IB standards and the philosophy of the CP.

Assessment practices must be rigorous, clearly documented, and transparently communicated to students and families. Evidence of student achievement is maintained in accordance with both partner institution and IB requirements.

### **5.2 Reflective Project**

The Reflective Project is supervised, monitored, and authenticated in accordance with IB guidelines. Students receive structured guidance appropriate to the research and ethical analysis process while maintaining independence in their work.

The project is assessed using official IB criteria. Internal standardization procedures are conducted to ensure consistent and accurate application of IB markbands prior to submission.

### **5.3 Personal and Professional Skills (PPS)**

Personal and Professional Skills (PPS) are delivered through a planned and documented curriculum that develops communication, intercultural understanding, ethical reasoning, and transferable workplace competencies.

PPS is assessed through portfolio evidence demonstrating achievement of IB learning outcomes. Assessment is criterion-referenced, and documentation is maintained to verify student progress and completion.

### **5.4 Language and Cultural Studies (LCS)**

Language and Cultural Studies (LCS) is a compulsory component of the CP and requires meaningful engagement in the exploration of language, culture, and intercultural understanding.

Students must document their participation and provide reflective evidence demonstrating achievement of the intended learning outcomes. Completion is monitored by the CP Coordinator and verified in accordance with IB requirements.



## 5.5 Community Engagement

Community engagement is a required component of the CP and involves sustained, meaningful participation in experiences that address authentic community needs.

Student involvement is monitored, documented, and supported throughout the programme. Evidence must demonstrate consistent engagement, thoughtful reflection, and measurable growth in alignment with IB expectations and programme standards.

## 6. ALBERTA EDUCATION ASSESSMENT

TIS delivers Alberta Education programming in full compliance with provincial legislation, Alberta Programs of Study, and reporting requirements for Grades 7–12. All assessment practices must align with provincial standards and ensure accuracy, fairness, and transparency to students and families.

### 6.1 Middle School (Grades 7–9)

TIS runs an enhanced mathematics programme and offers comprehensive core classes across Grades 7–9. The school also provides Extended classes and EAL (English as an Additional Language) support to meet the diverse learning needs of students. These programmes are designed to strengthen conceptual understanding, critical thinking, language development, and academic achievement while ensuring alignment with Alberta Programs of Study.

Assessment in Grades 7–9 aligns with Alberta Programs of Study and measures knowledge, skills, conceptual understanding, reasoning, and application. Teachers are required to design assessments that reflect provincial learner outcomes and emphasize mastery over time.

A minimum of three summative assessments per semester per subject (excluding CTS courses as courses are modular based and done independently of each other) must be conducted. Grades reflect the most consistent and most recent evidence of achievement and are determined using professional judgment.

Students with identified needs receive accommodations or adaptations in accordance with documented learning plans and Alberta Education inclusive education policies.

#### 6.1.1 Provincial Achievement Tests (PATs)

In accordance with Alberta Education requirements, students in designated grade levels participate in **Provincial Achievement Tests (PATs)**. PATs are standardized provincial assessments that measure student achievement in core subject areas and evaluate the extent to which students have met the outcomes outlined in the Alberta Programs of Study.

PAT results contribute to provincial accountability and provide system-level data to support school improvement planning. At TIS, PAT results are used in conjunction with classroom-based assessments to inform instructional decisions and identify areas for growth.



Administration of PATs is conducted in accordance with Alberta Education regulations, including security procedures, approved accommodations, and reporting requirements. Students with documented learning needs receive accommodations consistent with Alberta Education inclusive education policies.

## 6.2 High School (Grades 10–12)

TIS offers a comprehensive High School programme that includes Alberta Education courses, Extended classes, and the International Baccalaureate (IB) Diploma Programme (DP) and Career-related Programme (CP). This range of pathways ensures that students are appropriately challenged and supported based on their academic goals, strengths, and post-secondary aspirations.

The curriculum aligns with Alberta Programs of Study and, where applicable, IB standards and requirements. Courses are designed to develop advanced knowledge, critical thinking, research skills, and real-world application of learning. Extended classes provide additional depth and enrichment, while IB courses emphasize rigorous academic standards, inquiry-based learning, and international-mindedness.

Assessment in Grades 10–12 measures knowledge, skills, reasoning, and application. Teachers must design assessments that reflect provincial and/or IB learner outcomes and emphasize mastery over time.

A minimum of three summative assessments per semester per subject (excluding CTS courses) must be conducted. Grades reflect the most consistent and most recent evidence of achievement and are determined using professional judgment. Reporting occurs at least three times per academic year.

Students with identified needs receive accommodations or adaptations in accordance with documented learning plans, Alberta Education inclusive education policies, and IB access and inclusion guidelines where applicable.

### 6.2.1 Diploma Examinations

Where required by Alberta Education, students must write Alberta Diploma Examinations in designated Grade 12 courses. Diploma Examinations are standardized provincial assessments that evaluate the extent to which students have achieved the learning outcomes outlined in the Alberta Programs of Study and are a mandatory component of the Alberta High School Diploma.

Diploma Examination weightings are applied in accordance with current Alberta Education regulations. Final course grades are calculated using the provincially mandated weighting formula, combining the school-awarded mark and the Diploma Examination mark. TIS does not alter or adjust the weighting structure established by Alberta Education.

All Diploma Examinations are administered in strict compliance with Alberta Education policies, including security procedures, scheduling requirements, accommodations, and reporting timelines. Students with documented learning needs may access approved



accommodations in accordance with Alberta Education inclusive education policies and formal approval processes.

Students are not exempt from Diploma Examinations unless eligibility criteria established by Alberta Education are formally met and approved through official provincial processes. Any exemption must be documented and aligned with current provincial regulations.

## 6.2.2 Alberta Transcripts

Official Alberta transcripts include percentage grades, credits earned, final course results, and Diploma Examination results where applicable.

Transcript data is submitted to Alberta Education in accordance with provincial timelines and reporting requirements.

## 6.3 Grade 12 Diploma Pathway Declaration

All Grade 12 students must formally declare the diploma pathway they intend to pursue no later than the beginning of their final academic year. Students must indicate whether they are attempting:

- The **IB Diploma Programme (IBDP)**
- The **IB Career-related Programme (IBCP)**
- The **Alberta High School Diploma**
- An approved **combined pathway**, including Alberta + DP or Alberta + CP, where programme regulations permit

The declaration must be completed in consultation with the IB Coordinator, school counsellor, and parents/guardians. Final approval rests with school administration to ensure that the selected pathway is academically viable and compliant with IB and/or Alberta Education regulations.

Once declared, students are responsible for meeting all graduation and programme requirements associated with their chosen pathway.

## 6.4 Combined Delivery of IB Programmes and Alberta Curriculum

TIS delivers the International Baccalaureate Diploma Programme (DP) and Career-related Programme (CP) in conjunction with Alberta Education programming. In all cases where courses are designed to meet both IB and Alberta requirements, the school shall ensure that the integrity, rigor, philosophy, and assessment standards of the IB programmes are fully maintained while also meeting all provincial legislative and curricular requirements.

All IB DP and CP requirements—including subject group criteria, internal assessments, external examinations, the DP Core (Extended Essay, Theory of Knowledge, Creativity, Activity, Service), and the CP Core (Personal and Professional Skills, Service Learning, Reflective Project, and Language Development)—must be fulfilled in accordance with IB regulations. Simultaneously, courses must align with the Alberta Programs of Study and,



where applicable, Alberta Diploma Examination requirements. Careful curriculum mapping is required to ensure alignment between Alberta outcomes and IB aims, objectives, prescribed content, skills, and assessment criteria. Time allocation, course sequencing, and instructional design must provide sufficient depth and coherence to meet both frameworks without creating a disadvantage for students or compromising student well-being.

School leadership and department heads are responsible for ensuring appropriate scheduling structures, coherent organization of teaching and learning, and consistent application of both IB and Alberta assessment policies. Teaching approaches must reflect IB philosophy, including inquiry, the development of the IB Learner Profile, Approaches to Learning (ATL), and academic integrity, while also satisfying Alberta Education standards for knowledge, competencies, and performance expectations.

TIS shall regularly review its combined delivery model to ensure compliance with both IB and Alberta Education regulations and to confirm that students in the DP and CP pathways are equitably supported and positioned for success in IB external assessments and Alberta credentialing requirements.

## **7. TIS GRADING MODEL**

TIS uses a criterion-referenced 1–7 grading scale consistent with IB standards.

### **7.1 The 1–7 Best Fit Model**

TIS offers a comprehensive High School programme that includes Alberta Education courses, Extended classes, and the International Baccalaureate (IB) Diploma Programme. These pathways ensure that students are appropriately challenged and supported based on their academic goals, strengths, and post-secondary aspirations.

The curriculum aligns with Alberta Programs of Study and, where applicable, IB standards and requirements. Courses are designed to develop advanced knowledge, critical thinking, research skills, and real-world application of learning. Extended classes provide additional depth and enrichment, while IB courses emphasize rigorous academic standards, inquiry-based learning, and international-mindedness.

Assessment in Grades 10–12 measures knowledge, skills, reasoning, and application. Teachers design assessments that reflect provincial and/or IB learner outcomes and emphasize mastery over time. Heads of Department are responsible for establishing and assigning course weightings to ensure consistency and alignment within subject areas.

Grades are awarded using a best-fit approach. Teachers evaluate student performance against published descriptors and determine the level that best represents overall achievement. Grades are not simple mathematical averages. Professional judgment is used to determine the descriptor that most accurately reflects consistent and recent performance. Academic achievement alone determines the grade awarded.



Grade	Descriptor
7	A grade of 7 represents the level of 'scholars'. This grade is reserved for students who have produced work of excellence level in all areas of assessment. Students with a grade 7 have consistently achieved outstanding results, have clearly met all course outcomes, produced work that illustrates higher level thinking skills and can apply their learning in both conventional and unconventional situations.
6	A grade of 6 represents the level of 'distinction'. This grade indicates that the student has consistently demonstrated a thorough understanding of the knowledge and skills defined in the course outcomes, is able to apply them effectively in a wide variety of situations and regularly produces work illustrating the skills of synthesis and evaluation. The student will have demonstrated originality, understanding and insight and produced quality work consistently in all areas of assessment.
5	A grade of 5 represents the level of 'honors'. This grade indicates that the student has regularly demonstrated a good understanding of the knowledge and skills defined in the course outcomes, is able to apply them effectively beyond conventional situations and, more often than not, produces work illustrating the skills of synthesis and evaluation. The student may occasionally, though not consistently, produce work showing originality and insight.
4	A grade of 4 indicates that the student has demonstrated a satisfactory understanding and acquisition of the knowledge and skills defined in the course outcomes, and is able to apply them effectively in conventional situations. There is occasional evidence of the skills of synthesis and evaluation.
3	A grade of 3 indicates some achievement in several areas of assessment. The student has demonstrated a basic understanding of the knowledge and skills defined in the course outcomes and is able to apply most of them in conventional situations.
2	A grade of 2 indicates some, but limited achievement in most areas of assessment. The student has difficulty in understanding the knowledge and skills demanded by the course. The student has attempted most of the course objectives and has had some success in meeting course outcomes.
1	A grade of 1 indicates minimal achievement by the student in terms of meeting the learning outcomes identified within the course.

## 7.2 Use of Percentages on Canadian Transcripts

Although classroom grading follows the 1–7 scale, Alberta transcripts require percentage reporting. Percentage equivalents are assigned to reflect the awarded 1–7 grade in alignment with established grade boundaries. Percentage grades are used for transcript reporting and post-secondary admissions purposes and represent the translated value of the awarded level for provincial reporting.



Grade 1 to Grade 7	Alberta Equivalent %
7	95% - 100%
6	90% - 94%
5	80% - 89%
4	70% - 79%
3	60% - 69%
2	50% - 59%
1	< 50% (fail)

IBDP/TIS Grade	Alberta Percentage Conversion
7	7L (95/96%), 7M (97/98%), 7H (99/100%)
6	6L (90/91%), 6M (92/93%), 6H (94%)
5	5L (80-83%), 5M (84-86%), 5H (87-89%)
4	4L (70-73%), 4M (74-76%), 4H (77-79%)
3	3L (60-63%), 3M (64-66%), 3H (67-69%)
2	2L (50-53%), 2M (54-56%), 2H (57-59%)
1	Below 50%

### 7.3 Other Grade Scales

The Secondary School is permitted to use alternative grading scales, including A–E descriptors, as well as indicators such as *On Track* and *Cause for Concern*, where appropriate. The use of these scales ensures alignment with IB assessment philosophy and reporting practices while remaining consistent with Alberta Education requirements.

These grading approaches support clear communication of student progress and achievement. All reported grades and descriptors reflect academic performance and are determined using professional judgment in accordance with established school and IB policies.

### 7.4 GPA Calculation

Grade Point Average is calculated using Alberta transcript percentage grades converted to grade points. GPA is weighted according to course credit value. Each course contributes



proportionally to the overall GPA based on its credit value. The calculation multiplies the grade point value by the course credit value and divides the total grade points earned by the total number of credits attempted.

## **8. GRADUATION REQUIREMENTS FOR THE TIS HIGH SCHOOL DIPLOMA AND CERTIFICATE**

### **8.1 TIS High School Diploma**

The High School Diploma is awarded to students who successfully meet the following requirements, as determined by TIS, to achieve the TIS High School Diploma:

Successful completion\* of

- English Language / English Literature courses at G9,10,11 and 12 levels
- Humanities courses at G9,10,11 and 12 levels
- Science courses at G9,10, and 11 levels
- Mathematics courses at G9,10, and 11 levels
- Modern Language courses at G10 and 11 levels. This requirement may be waived at the discretion of the Principal, provided other approved courses are taken in lieu.
- Physical Education (PE) courses at Grades 9 and 10 levels. This requirement may be waived at the discretion of the Principal, provided other approved courses are taken in lieu.
- Career and Life Management (CALM) course. This requirement may be waived at the discretion of the Principal, provided another approved course is taken in lieu.
- At least 6 additional year-long courses from the following:
  - Science/Biology/Chemistry/Physics, Math/additional Math, Modern Language at Grade 12 level
  - Technology (Grade 10 or 11 or 12 levels)
  - Arts (Visual Art, Music, Drama) (Grade 10 or 11 or 12 levels)
  - PE / Sport Performance, Theory of Knowledge (Grade 11 or 12 levels)
  - Additional Humanities, Science/Biology/Chemistry/Physics, Modern Language (Grade 10 or 11 or 12 levels)
  - IBDP Extended Essay / IBCP Reflective Project

\* Successful completion requires a final academic *grade of at least 2 (out of 7)*. Grades are tracked from Grade 9 for transcript purposes.

Successful completion\*\* of

- IBDP Creativity, Activity, and Service (CAS) program, IBCP Community Engagement (CE) program or an approved Personal Enrichment Portfolio in all years at TIS High School.
- An approved TISCA and Personal Development Project in TIS High School. (AYP, Leading an LPA/ECA, Mentoring, or other approved activities)



*\*\*Successful completion of CAS/Personal Enrichment and TISCA/Personal Development is not grade based, but must meet or exceed minimum criteria.*

<b>Graduation Requirement Checklist</b>			
<b>English</b>		<b>Humanities</b>	
English 9	<input type="checkbox"/>	Humanities 9	<input type="checkbox"/>
English 10	<input type="checkbox"/>	Humanities 10	<input type="checkbox"/>
English 11	<input type="checkbox"/>	Humanities 11	<input type="checkbox"/>
English 12	<input type="checkbox"/>	Humanities 12	<input type="checkbox"/>
<b>Mathematics</b>		<b>Science</b>	
Mathematics 9	<input type="checkbox"/>	Science 9	<input type="checkbox"/>
Mathematics 10	<input type="checkbox"/>	Science 10	<input type="checkbox"/>
Mathematics 11	<input type="checkbox"/>	Grade 11 Science / Biology / Chemistry / Physics	<input type="checkbox"/>
<b>Modern Languages</b>		<b>Physical Education</b>	
Chinese 10 / French 10 / Spanish 10	<input type="checkbox"/>	PE 9	<input type="checkbox"/>
Chinese 11 / French 11 / Spanish 11	<input type="checkbox"/>	PE 10	<input type="checkbox"/>
		CALM	<input type="checkbox"/>
<b>Additional courses</b>			
1.	<input type="checkbox"/>	4.	<input type="checkbox"/>
2.	<input type="checkbox"/>	5.	<input type="checkbox"/>
3.	<input type="checkbox"/>	6.	<input type="checkbox"/>
<b>Additional requirements</b>			
Personal Enrichment Portfolio 10	<input type="checkbox"/>	TISCA / Personal development project	<input type="checkbox"/>
Personal Enrichment Portfolio or CAS 11 or CE 11	<input type="checkbox"/>		
Personal Enrichment Portfolio or CAS 12 or CE 12	<input type="checkbox"/>		



## 8.2 TIS High School Completion Certificate

The TIS High School Completion Certificate is awarded to students who meet the following criteria:

- Completion of a minimum of three (3) years of education at the high school level
- Enrollment under an Individualized Education Plan (IEP)
- Fulfillment of all requirements as specified by the Alberta Government for the High School Completion Certificate

## 9. APPROACHES TO LEARNING (ATL) REPORTING

The school is required to scaffold the development of Approaches to Learning (ATL) skills using the established **NAME descriptors**. ATL expectations must be explicitly taught, intentionally planned for, and embedded across all subject areas. Teachers are responsible for integrating ATL skill development into unit planning, classroom instruction, and assessment practices.

Approaches to Learning skills are explicitly taught and reinforced across subject areas to support student independence, transferable skill development, and academic success.

ATL categories include:

- Thinking Skills
- Communication Skills
- Research Skills
- Social Skills
- Self-Management Skills

ATL development is reported separately from academic grades. Reporting includes qualitative feedback regarding consistency, independence, and application of transferable skills. ATL performance does not directly determine academic grades. In addition to teacher assessment of ATL skills, students carry out a self-assessment of their ATL level of mastery.

<b>Approaches To Learning Level of Mastery (NAME Descriptors)</b>	
<b>Excelling</b>	The student efficiently carries out all expectations of this ATL most of the time. They do not need teacher reminders since they address all expectations independently.
<b>Meeting</b>	The student carries out most of the expectations of this ATL. They need occasional reminders from teachers to address these expectations.
<b>Approaching</b>	The student carries out some of the expectations of this ATL or they are not consistent in carrying out some of these expectations. They need frequent reminders from teachers to address these expectations.



<b>Not Yet</b>	The student carries out very few or none of the expectations of this ATL or they are inconsistent in carrying out most of these expectations. They need constant reminders from teachers to address these expectations.
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## **10. INCLUSION AND ACCESS ARRANGEMENTS**

TIS ensures equitable access to assessment through differentiated design and documented accommodations. Alberta Education accommodations and IB inclusive access arrangements are implemented where appropriate. Requests for IB examination accommodations are submitted within required timelines. For detailed procedures, eligibility criteria, and documentation requirements, please refer to the school's Inclusion Policy.

## **11. ACADEMIC INTEGRITY**

All assessments adhere to the Academic Integrity Policy. Students are required to cite sources appropriately, authenticate their work, avoid plagiarism and collusion, and follow established guidelines regarding the ethical use of artificial intelligence. Breaches are addressed in accordance with IB and school regulations. For comprehensive expectations, investigative procedures, and consequences, please refer to the school's Academic Integrity Policy.

## **12. REPORTING**

TIS is required to report grades for all academic classes. Students receive formal academic reports throughout the school year to communicate progress and achievement to students and families.

Approaches to Learning (ATL) skills are also assessed and reported. These reports provide feedback on the development of key skills such as communication, collaboration, self-management, research, and critical thinking, supporting students in becoming effective, independent learners.

The school reserves the right to modify the reporting frequency and format of reports as necessary to support student learning and program requirements; however, no fewer than three graded reports per academic year will be issued to families.

Reports include IB grades where applicable, percentage equivalents for Alberta transcripts, GPA where appropriate, ATL indicators, and descriptive feedback outlining strengths and areas for growth.

Final grades may be appealed within 24 hours of release in accordance with the school's established academic appeal procedures.

## **13. HOMEWORK AND INDEPENDENT LEARNING**

TIS recognizes homework as a purposeful extension of classroom learning that reinforces curriculum outcomes, develops independent learning skills, and prepares students for



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summative and external assessments. Homework must be meaningful, standards-aligned, and supportive of student mastery rather than excessive in quantity.

Homework practices at TIS align with Alberta Education expectations, IB philosophy, and the school's commitment to student well-being, balance, and academic integrity.

## 13.1 Purpose of Homework

Homework at TIS shall:

- Reinforce and consolidate subject-specific content knowledge
- Develop thinking, reasoning, and communication skills
- Prepare students for formative and summative assessments
- Support the development of Approaches to Learning (ATL) skills
- Foster responsibility, time management, and self-discipline
- Encourage reflection and independent inquiry

Homework must be intentionally designed and clearly connected to curricular learning outcomes.

## 13.2 Quantity and Quality

TIS affirms that the quantity of assigned work does not directly correlate with increased student learning. Therefore:

- Homework must be purposeful and aligned with clearly defined learning objectives.
- Departments shall collaborate to monitor overall student workload to promote balance across subjects.
- Extended assignments, projects, and IB internal assessment milestones must be communicated in advance through published calendars.
- Consideration must be given to students enrolled in multiple rigorous programmes (IBDP, IBCP, Alberta Diploma courses).

Homework expectations may increase in Grades 11–12 to reflect the academic rigor of Diploma Examinations and IB external assessments.

## 13.3 Assessment of Homework

Homework may serve formative or summative purposes:

- **Formative homework** is primarily designed to provide practice and feedback and may carry limited or no grade weighting.
- **Assignments and projects such as** essays, or internal assessment drafts, may contribute to final grades when aligned with established criteria.

Grades awarded for homework must reflect achievement variables (content mastery, reasoning, communication) and not solely compliance or completion. Participation or completion grades must be anchored to clearly defined rubrics aligned with curricular outcomes.



### 13.4 Deadlines and Late Work

Meeting deadlines is an essential component of effective communication, responsibility, and programme compliance. Alberta Education course requirements and IB regulations require adherence to internal and external deadlines.

- Teachers shall clearly communicate homework deadlines in advance.
- Students are responsible for managing their time effectively.
- Late submission may impact grades where failure to meet deadlines affects the demonstration of learning or violates IB or Alberta requirements.
- For IB coursework Extensions are monitored by the relevant IB Coordinator.

Late work procedures must remain fair, consistent, and transparent across departments.

### 13.5 Academic Integrity and Authentic Work

All homework must comply with the TIS Academic Integrity Policy.

Students must:

- Submit original work
- Acknowledge all sources appropriately
- Adhere to guidelines regarding the ethical use of artificial intelligence (AI)

Teachers must design tasks that promote authentic learning and monitor student work to ensure authenticity, particularly for IB Internal Assessments, the Extended Essay, Reflective Project, and other externally assessed components.

### 13.6 Student Well-Being and Balance

TIS is committed to maintaining a healthy balance between academic rigor and student wellness. Homework practices must reflect the school's philosophy of equity, access, and well-being. Extended deadlines may be granted in documented circumstances in accordance with inclusive education policies and IB access and inclusion guidelines.

## **14. RIGHTS AND RESPONSIBILITIES OF STAKEHOLDERS**

Assessment and reporting at TIS require shared responsibility among all members of the school community. Clear delineation of rights and responsibilities ensures fairness, transparency, regulatory compliance, and the integrity of both Alberta Education and IB programmes.

### 14.1 The Board of Directors

#### 14.1.1 Rights

- To receive accurate and timely reporting regarding school performance, student achievement trends, and regulatory compliance.



- To ensure alignment with IB standards and Alberta Education legislative requirements.
- To receive assurance that assessment practices uphold academic integrity and institutional accountability.

### **14.1.2 Responsibilities**

- To approve, review, and support the implementation of this Assessment Policy.
- To ensure adequate staffing, training, and technological resources for effective assessment implementation.
- To uphold governance oversight of IB and Alberta compliance requirements.
- To support policies that promote equity, inclusion, and student well-being in assessment practices.

## **14.2 School Administration (Head of School, Principals, IB Coordinators)**

### **14.2.1 Rights**

- To establish procedures and internal deadlines that support effective implementation of this policy.
- To expect professional adherence to established assessment standards.
- To make final determinations in matters of assessment disputes, where required.

### **14.2.2 Responsibilities**

- To ensure full compliance with IB regulations and Alberta Education requirements.
- To oversee moderation, calibration, and internal standardization processes to ensure reliability of grading.
- To ensure fair, consistent, and transparent reporting practices.
- To provide ongoing professional development in assessment literacy, academic integrity, inclusion, and differentiation.
- To publish and communicate assessment calendars, reporting timelines, and examination procedures.
- To ensure examination security and the integrity of all internal and external assessments.
- To promote equity in access to programmes and maintain student wellness within assessment practices.
- To inform staff both new and experienced on this policy and its implementation.

## **14.3 Teachers**

### **14.3.1 Rights**

- To exercise professional judgment in determining grades using best-fit principles and established descriptors.
- To receive training, collaboration time, and resources to implement valid and reliable assessment practices.
- To participate in collaborative planning, common assessment design, and moderation processes.



## 14.3.2 Responsibilities

- To align all assessments with Alberta curricular outcomes and/or IB subject criteria.
- To design varied, rigorous, and standards-aligned assessment tasks.
- To apply assessment criteria consistently, transparently, and fairly.
- To provide students with clear criteria, exemplars where appropriate, and timely, constructive feedback.
- To use best-fit professional judgment when determining final grades.
- To maintain accurate and up-to-date records of assessment evidence.
- To communicate student progress and concerns to families and appropriate school personnel in a timely manner.
- To uphold and actively promote the Academic Integrity Policy, including responsible use of artificial intelligence (AI).
- To plan assessment schedules responsibly to ensure students can meet internal and external deadlines.
- To support the development of the IB Learner Profile attributes and Alberta competencies through assessment practices.

## 14.4 Students

### 14.4.1 Rights

- To clear learning expectations, assessment criteria, and grading descriptors.
- To fair, unbiased, and standards-based evaluation.
- To timely and meaningful feedback that supports improvement.
- To transparent communication regarding deadlines and requirements.
- To appeal final grades within the established appeal timeline and procedures.

### 14.4.2 Responsibilities

- To understand and adhere to assessment expectations and deadlines.
- To complete authentic, original work that reflects their own learning.
- To acknowledge sources appropriately in all internal and external assessments.
- To seek clarification and support when needed.
- To engage in meaningful self-assessment, peer feedback, and reflection.
- To manage time effectively and meet programme requirements, including IB internal and external deadlines.
- To uphold the Academic Integrity Policy and Student Accountability protocols.

## 14.5 Parents and Guardians

### 14.5.1 Rights

- To receive clear, accurate, and timely reporting of student progress and achievement.
- To be informed about assessment expectations, grading practices, and programme requirements.
- To request clarification regarding assessment decisions and procedures.
- To participate in scheduled Parent-Teacher-Student Conferences.



#### **14.5.2 Responsibilities**

- To support student organization, time management, and adherence to deadlines.
- To encourage honesty, responsibility, and academic integrity.
- To communicate concerns respectfully and promptly with teachers or school administration.
- To engage constructively with the school to support student growth and well-being.
- To remain informed regarding IB and Alberta programme requirements relevant to their child.

### **15. REFERENCE TO OFFICIAL IB DOCUMENTATION**

The school is committed to implementing the Diploma Programme (DP) and Career-related Programme (CP) in accordance with the most current policies, procedures, and guidance issued by the International Baccalaureate Organization (IBO).

While this policy outlines the school's internal practices, all IB-related decisions, particularly those concerning assessment procedures, inclusive access arrangements, academic integrity, and programme requirements, are guided by the most recent official IB documentation available on My IB.

In the event of any uncertainty, discrepancy, or need for clarification regarding IB policy, the relevant DP or CP Coordinator will consult the most current version of the applicable IB policy document on My IB. Where necessary, the Coordinator will seek formal clarification from the IB through official communication channels. The most recently published IB documentation will take precedence over any previous versions or internal references.

Students and parents are encouraged to contact the appropriate Programme Coordinator if they require clarification regarding IB regulations, assessment procedures, academic integrity policies or inclusive access arrangements.

The school acknowledges that IB policies are periodically reviewed and updated. Ongoing reference to the latest official IB publications ensures accuracy, compliance, and the integrity of programme implementation.

### **16. POLICY REVIEW**

This document was created in collaboration with the Principal(or designate), IB Coordinators, and Leadership Team, who form the body responsible for policy formulation and review committees.

The policy will be reviewed every year to ensure alignment with TIS's guiding statements, best educational practice, and updates from the International Baccalaureate Organization (IBO) and technological advancements (e.g., AI).



## **17. ALIGNMENT WITH OTHER TIS POLICIES**

All policies pertaining to the IB evaluation process—including the Language Policy, Complaints and Appeals Policy, Assessment Policy, Admissions Policy, Inclusion Policy, and Academic Integrity Policy—are reviewed in conjunction with one another. This coordinated review ensures alignment, consistency, and coherence across all areas of school practice, supporting a unified, whole-school approach in line with IB standards and expectations.

**AMENDED:** August 2017, August 2024, April 2026

**REVIEWED:** April 2026

**APPROVED:** April 2026

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Author note: Poe.com (Quora, 2023) Poe was used as a thought partner to support grammar, structure, and language refinement as to enhance clarity and coherence. The ideas, analysis, applications to context, and conclusions remain entirely the author's own.

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