

IB DP ASSESSMENT POLICY

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Development team – Pedagogical Leadership Team with Heads of Departments and DP teachers

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1. Fundamental principles of assessment

1.1. Assessment is a continuous process in IB DP which aims to measure student achievement relative to predefined learning aims and objectives. Effective assessment would involve clarifying expectations to students, setting appropriate and manageable tasks, measuring progress in a fair and accurate manner, and communicating progress to students and parents. Assessment is inherently linked to teaching and learning and should inform both.

1.2. In the IB DP, assessment principles and practices are guided by the- IBO mission statement, promotion of the IB learner profile attributes and subject- specific aims and objectives. In aiming to align with these programme requirements a variety of formative and summative assessment tools should be used, including opportunities for students to participate and to reflect in the assessment of their own work.

1.3. DP assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example: analysing and presenting information, evaluating and constructing arguments, solving problems creatively. Basic skills are also assessed, including: retaining knowledge, understanding key concepts, applying methods.

1.4. Assessment tools should be developed with consideration of students' different learning styles and be informed by analyses of past assessment data. Feedback on assessment tasks forms an integral part of the ongoing teaching and learning process, aiming to acknowledge what has been achieved and to promote further progress. The school is committed to developing and to continuously improving systems for recording and reporting of students' progress so that they accurately reflect student progress in relation to specified criteria and to overall programme demands.

1.5. The School supports individuals with special educational needs, provided that the nature and severity of their difficulties can be accommodated for within the school and allows for them to complete the Diploma programme requirements. Assessment inclusion arrangements are regulated by procedures stipulated in the IBO regulations

2. Assessment Practices

2.1. Teachers are responsible for ensuring that students have access to and have understood the learning aims and objectives in their subjects as well as the assessment criteria applied to internally/externally assessed components or to formative and summative tasks. To this end teachers may use a variety of practices including self and peer evaluation, use of sample work from current or former Letovo IBDP students, assigning practice work on Internal Assessment, etc.

2.2. Students are expected to engage with all of their subjects on a daily basis by way of reading or research assignments, review of class work or preparation for the next session. Formative and summative tasks will be assigned with varying frequency depending on the subject but on average every 1-2 weeks.

2.3. These assignments could include written or orally presented tasks, exercises, journal entries, practical work, quizzes, internally assessed drafts or reports, etc. In most of their subjects, students should expect 1-2 summative written assignments or tests per unit. Test dates are noted in the teachers' test log and every effort will be made not to assign more than 2 on the same day.

2.4. Feedback on student work will be an integral part of the course, aiming to be prompt, positive and constructive, to reinforce student understanding of assessment criteria and to promote improvement. Progress as demonstrated through various assessment tasks should inform both teaching and learning, leading to adjustments where necessary.

2.5. For the purposes of regular class work, teachers may award grades in percentage or numerical form. In this case, students will be given the grade boundaries applicable to the subject over the previous year which will allow them to convert their grade to an IB grade.

2.6. The majority of summative assessment tasks will be modeled after equivalent IBDP tasks and graded using IB assessment criteria. In the few cases where certain pieces of student work will be graded with non-IB criteria, teachers will provide and explain *a relevant rubric*.

2.7. At the start of the IB program and especially during the first semester, the strict application of IB criteria may not be possible because students would not have developed an adequate understanding of the demands of the program nor of the necessary skills. A majority of teachers may choose to apply IB criteria more leniently or to adjust grade boundaries.

2.8. All students are expected to be familiar with the school's philosophy and practice

on academic honesty, which applies to all submitted work, whether this is formally assessed or not. The school's Academic Honesty policy outlines responsibilities of different stakeholders as well as procedures in cases of academic misconduct.

3. Internal assessment

3.1. In every subject, students are expected to complete assignments that will be internally assessed by their subject teacher and externally moderated by an IB moderator. These assignments will contribute to their final IB Diploma grade.

3.2. The purpose of such work is to “enable students to demonstrate the application of their skills and knowledge and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations” (IBO subject guides).

3.3. It is the responsibility of teachers to familiarize students with the relevant requirements, assessment criteria and academic honesty issues while ensuring that internal assessment is woven into normal classroom teaching.

3.4. Deadlines for all such assignments are indicated on the school calendar distributed to students in advance of the academic year. The school aims to effectively plan the delivery of all internally assessed projects by dedicating faculty meetings to the compilation of the school's calendar and by assigning oversight of the calendar and its implementation to the class advisor and IB coordinator.

3.5. It is the responsibility of students to comply with set deadlines and with academic honesty requirements.

3.6. Where a subject is taught by more than one teacher, the school will pursue cross-marking of internally assessed work with a view to improve understanding and application of assessment criteria as well as to ensure accuracy and fairness of marking.

4. Organization of the school year and Examinations

4.1. The academic year is divided into 2 semesters, as indicated on the school calendar. Students undertake 2 in-school examination sessions, “mock” exams, and the formal IBDP examination session at the end of the 2 years.

4.2. The two in-school examination sessions (mid-term examination in January of IB1 and IB2 in May) are modeled after the IB final exam past paper questions and the time allowed is proportional to the time allowed in the final IBDP exam.

4.3. Examination scripts are graded using paper-specific IB mark schemes, assessment criteria and appropriate grade boundaries. The overall examination grade

awarded to students may be a weighted average to reflect the different component weightings as prescribed by the IBO.

4.4. Students eligible for the IB Diploma are registered to sit the final IBDP examinations in May of their last year in High School. This examination is conducted according to IBO specifications and student papers are externally marked. Results are made available to the school and to students from July 5th.

4.5. Students may register to retake subjects in either a November or a May session, within time limits specified by the school, in accordance to IBO registration deadlines. Students are advised before the start of the examination that they may request IBO services such as “enquiry upon results” or issue of results to universities.

5. Recording and Reporting

5.1. Information on student progress is reported in various ways, which include School information System iSAMS, weekly student-teacher conferences, and two conferences in November and in February of each year, grade reports issued at the end of each term or examination session, a descriptive report of student progress in December and in June of each year.

5.2. For internal use, the school maintains a system whereby teacher comments on student progress are communicated to the Class Counselor and IB Coordinator; the latter may at their discretion use this information to advise students or parents.

5.3. Progress reports are sent to families at the end of every term. Examination grades are included in grade reports.

6. Procedure for the creation, approval and revision of the Assessment policy

6.1 The admission policy of the school is developed by the Pedagogical Leadership Team, discussed with Heads of Departments and all Diploma Teachers and approved by the Director. The Committee encourages the participation of all members of the school community in the development and revision of this policy.

6.2 The policy is reviewed on a regular basis, every three (3) years.