

Assessment policy

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Mission

Assessment is used to develop all attributes of the IB Learner Profile and according to the IB mission statement to “develop inquiring, knowledgeable and caring young people”. (IB mission statement ibo.org)

Assessment “encourages students [...] to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right”. (IB mission statement ibo.org)

Vision

IB students are reflective learners.

Assessment supports them in learning to reflect their own progress, their strengths and weaknesses and based on that to set goals for further learning. Students work on the cycle of inquiry and reflect when they are able to move to the next stage. Students reflect on the progress of others and learn from comparing different ways and styles of learning.

IB students are good communicators. They are able to express their opinion and give and receive both positive and critical feedback in a constructive way. Assessment evaluates all types of communication including presentations, written work, discussions, portfolios, exhibitions.

IB students are principled. Assessment helps them to act with strong sense of fairness and justice. They demonstrate a high level of academic honesty.

IB students are knowledgeable. Assessment is designed to support conceptual understanding across subjects and disciplines. Assessment is meant to evaluate the process of learning rather than mere results.

IB students are good thinkers and inquirers. Assessment is focused on the cycle of inquiry and includes the process of finding research questions, defining the problem before finding solution. Assessment encourages curiosity and inspires lifelong learning.

IB students are caring and open minded. When reflecting on the learning process of others, students show respect and understanding of cultural differences. Assessment encourages development of social skills and inspires the students to support each other in learning.

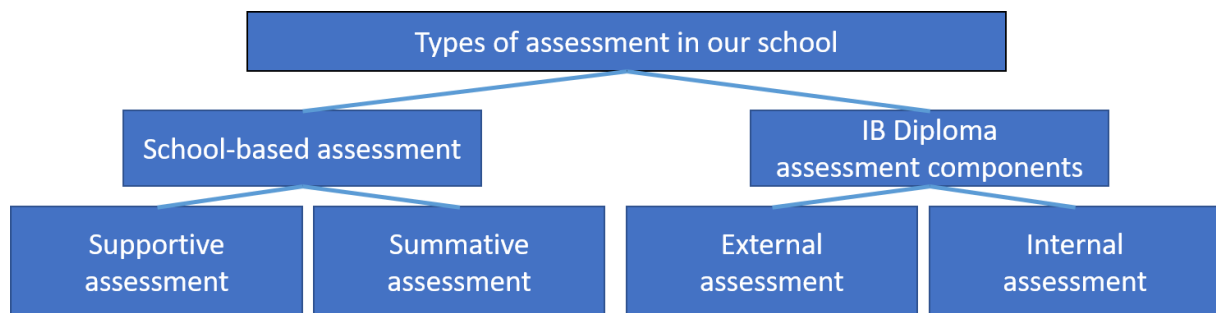
IB students are risk-takers. Assessment including feedback is carried out in a safe environment where students learn that taking risks and even failing is part of a learning process.

IB students are balanced. Assessment helps them to manage their time and to cope with stress. Assessment is designed that students maintain their emotional well-being.

Evaluation which is directly related to the teaching-learning process as it unfolds can have highly beneficial effects on the learning of students, the instructional process of teachers, and the use of instructional materials by teachers and learners.
(Bloom 50)

Assessment in our IB Diploma Programme consists both of the official formal IB assessment components and supporting school-based assessments. The assessment in the PrepClass consists of school-based assessments components only, but they are shaped and influenced by IB guidelines and assessment criteria as well in order to perfectly prepare the PrepClass students for their future IB assessments. This policy outlines all assessment elements and how they are interrelated and implemented in the learning process. In all forms of assessment, we strictly follow our academic honesty policy.

In our school, assessment plays a vital role in bridging learning and teaching. It is an essential mean to inform the students about their individual progresses, academic achievements and areas of necessary development and improvement. In addition, it also serves the teachers and informs them about the levels of achievement of students and the efficiency of their different approaches to teaching and learning. It helps to plan and improve teaching according to the individual learner's needs.



1. School-based assessment:

1.1. Supportive assessment:

Supportive assessment means any kind of feedback-related assessments and procedures and is given to all students throughout the respective programmes. The goal of supportive assessment is to support the students' learning processes, show strengths and weaknesses, communicate clear goals, detect misunderstandings, identify areas of growth and help the students to improve their academic achievements. On the one hand, feedback is given by teachers based on submitted homework, participation in class, presentations, creative products (e.g. in Film), essays and all other forms of student work. Besides that, the students will evaluate their own learning processes and results by themselves (e.g. in portfolios, CAS, etc.) and give each other meaningful peer-feedback. This helps them to develop their skills as communicators and become more reflective learners.

Self-assessment and Peer-assessment

At the beginning of the course, the students evaluate their learning skills according to the approaches to learning, the IB Learner profile and the grades they are aiming for by filling in a student questionnaire. This is regularly repeated and reviewed by the student and his/her tutor at the end of each semester.

1.2. Summative assessment:

Summative assessment means all kinds of assessments that measure a student's understanding in forms of graded homework, essays, creative products, presentations, tests or mock exams. These summative assessments all have clear and transparent assessment criteria and are based on or inspired by the IB assessment criteria for the respective subjects. Teachers will announce every summative assessment, explain them in detail and put them as an assignment in ManageBac.

Following each summative assessment, the students get a grade (exceptions, such as non-graded tests are possible) and evidence-based feedback from the teachers.

The student's achievement in summative assessments contributes to the school report cards, which the students get at the end of each semester in the PrepClass and DP1.¹ All graded assignments as well as the achieved marks and grades will be transparent in *ManageBac* and thus accessible both for students and parents/guardians. These grades will also be used to create the predicted grades for IB Diploma Programme students and to decide whether a student is fit to move from PrepClass to the IB Diploma Programme and/or from DP1 to DP2.

1.2.1. School report cards

At the end of each semester, all subject teachers provide a written report and a grade on the candidate's academic achievements (according to the course outline) and learning abilities (according to the approaches to learning). This report will be delivered to candidates and their parents in form of a school report card. The report card criteria for all the subjects are:

- Social skills
- Thinking skills
- Communication skills
- Self-management skills
- Research skills
- Mock exams or tests
- Recommendation for further learning

At the end of DP1, students need a minimum of 24 points for the 6 subjects to proceed to DP2. Students not reaching the minimum of 24 points have to retake DP1. Furthermore, all

¹ These school report cards must not be confused with the IB Diploma certificate!

IAs with internal deadlines in DP1 and the complete draft of the Extended Essay have to be uploaded before starting DP2.

Parents have access to the report cards via ManageBac.

In DP1, every report card is followed by an individual consultation for each student with the tutor or IB DP coordinator.

DP2 students do not get a report card.

1.2.2. Tests and mock examinations

In each semester, a minimum of one larger test is written in each subject, which contributes 50% to the report card grade. The other 50% come from individual subject-specific assignments (e.g. homework, presentations, creative work, essays, etc.). A schedule of test dates for all subjects is published at the beginning of each semester.

In DP2, a week in the second half of March is dedicated to a complete set of mock exams in all subjects. Original IB examination papers of former exam sessions will be used for these mock examinations. DP2 students will get the results of their mock exams 10 days after the last mock exam. Students also receive a feedback on their performances and what to revise in a written form in *ManageBac*. These comments include the mock exam grade, the overall performance during the mock exams and advice for revision.

Tests and mock examinations help the students to evaluate their levels of knowledge, to manage their time and to get familiar with the formal requirements of examinations (e.g. how to behave during the IB examinations). Mock examinations provide a chance to learn how to balance intellectual, physical and emotional aspects of life before and during the examination, how to plan time for recreation and how to cope with emotional strain. All official IB rules for examinations mentioned above are applied for the mock examinations.

1.2.3. Assignment Categories

Each subject teacher sets assignment categories and related percentages at the beginning of each semester in *ManageBac*. They are used for school-based assessment grades and communicated to students by subject teachers at the beginning of each semester. Furthermore, all assignment categories are accessible for parents and students on *ManageBac* throughout the semester. The different assignment categories contribute to the report card grade and differ from subject to subject. The only category that all subjects share is the larger test, which makes up 50% of the report card grades. As mentioned above, the other 50% are made up by subject-specific assignment categories such as “homework”, “essay”, “creative project”, “lab report”, etc.

1.2.4. Grade Scales

Each subject teacher sets grade scales at the beginning of each semester in *ManageBac*. They are used for each assignment and respectively report card grades and communicated to

students by subject teachers at the beginning of each semester. They are accessible for parents and students on *ManageBac* throughout the semester.

1.2.5. Homework policy

Homework/independent work of students is part of the learning process and contributes to assessment.

Purpose of homework

1. Homework/assignments are designed by teachers to support students in deepening the understanding of the material dealt with in lessons and to practice the application of the learned material.
2. When working with the method Flipped classroom homework is meant to prepare the next lesson. Before the lesson students study material independently and during the lesson the material studied independently is being applied.
3. Homework can be designed as a training for Internal/External assessment including the gathering of material for a portfolio.

How homework contributes to school-based assessment

1. For each subject Assessment categories and percentages are defined for each semester and communicated to students. Assessment categories are accessible to students and parents in *ManageBac*.
2. Assessment categories are relevant for the report cards of the current semester. They are thus relevant for the transition from the PrepClass to DP1 and/or DP1 to DP2.
3. Homework informs learning and teaching and teachers give a feedback – in oral or written form and/or grading.
4. Not timely uploaded/handed in homework can be marked with F, meaning 0 points are earned for this assignment.
5. Regularly uploaded high quality homework can earn the student points for the report cards and eventually compensate a failure in tests.

Further regulations related to homework

- Tasks for assignments and deadlines given in *ManageBac* are binding.
- Procedure for uploading/commenting on assignments:
Student uploads assignment to *ManageBac*, teacher downloads document for correcting/commenting and sends corrected version via email back to student. Students are responsible for saving the results in *ManageBac* portfolio or by printing and collecting in a folder.
It is important to follow this procedure because it gives the coordinator and parents information on students meeting deadlines and access to original student's work.

Procedure for submitting assignments in handwriting (on teacher's request only):

Students take assignments to the library, teacher corrects or writes comment and afterwards returns assignment to student.

1.2.6. Assessment for Students with special educational needs (SEN)

For students with special assessment requirements our special educational needs policy outlines procedures for class work and assessment in detail.

2. IB Diploma assessment components

Marks from IB DP assessment components contribute to a different degree (students are informed about assessment criteria of each subject by subject teacher) to the subject results for the DP certificate and thus are crucial for applications to further education.

IB Assessment consists of different assessment components, defined for each subject. Subject teachers inform students about the assessment components and the assessment criteria at the beginning of DP1 and before starting to work on each specific assessment component. This will be done via a presentation which will be made available to the students and parents on *ManageBac*. In general, IB assessment components are divided into external assessment and internal assessment components.

2.1. External Assessment

External Assessment is all work assessed by IB examiners outside school. It comes in two different forms:

2.1.1. IB final exams

In May of DP2, students sit examinations in each academic subject (exception: Group 6 subjects such as Film) according to an examination schedule compiled by the IB. Examination papers are graded externally by IB examiners and results are accessible for students on the 6th of July.

Individual revision schedule

Based on results of mock examinations in March of DP2 each subject teacher gives personal recommendations to candidates concerning the individual revision schedule. This consultation is recorded in a written form and signed by teachers, students and parents. The records of subject teachers are being discussed in a collaborative meeting of all IB teachers to inform tutors and subject teachers.

To get the best possible support from teachers, each DP2 student designs an individual revision schedule by 20th of February DP2 using <https://getrevising.co.uk/planner> or similar sources and discusses the schedule with each subject teacher.

Rules during examinations

Students will be informed about the rules two weeks before the final exams or mock exams.

Preparation of examination room

Examinations take place in a quiet place within the school.

Each student is seated at a single table. Tables are marked with names according to the seating plan.

A copy of the poster “Conduct of the examinations: Notice to candidates” and a copy of the poster “Conduct of examinations: Items not permitted” are displayed in the room and are available to invigilators.

Outside the room the notice “Examination in progress”. “Silence please” is displayed.

Invigilation

There is always one invigilator in an examination room and another invigilator in the hallway who are members of the teaching staff or other responsible adults. Relatives are not allowed to invigilate an exam. Teachers do not invigilate an exam in the course they teach. Invigilators are not allowed to carry out any activity not related to exam for the duration of the exam.

An invigilation schedule is compiled by the IB DP coordinator and at least 2 weeks before an exam and all invigilators are instructed by the IB DP coordinator.

2.1.2. Externally Assessed Coursework

In some subjects (e.g. Film: Textual Analysis & Comparative Study) some of the assessment components which are completed within the two years are also assessed externally by IB examiners.

The Extended Essay and the TOK Essay are externally assessed coursework.

2.2. Internal Assessment

Internal Assessments are assessment components which are completed within the two years of IB DP, uploaded timely by a school internal deadline and graded by the respective subject teachers. The grading is moderated by IB examiners. Depending on the IB moderation the papers could be re-graded. Internal Assessment grades contribute to a subject dependent percentage to the final Diploma. Students are informed about the percentage by subject teachers at the beginning of DP1 and before starting to work on each assessment component. The TOK Presentation is internally assessed coursework.

2.2.1. Rules for IB Coursework Assessment

Candidates with incomplete work for assessment

“A candidate is normally eligible for a grade only if work has been submitted for all components [(Internal Assessments and/or External Assessments)] of the assessment in a subject. If a candidate fails to attend an examination, or to submit work for any other component in a subject, no grade is normally awarded. An “N” will be issued for the subject and level” (Diploma Programme Assessment procedures 151).

“If “N” appears in the place of a grade [on the Diploma], it means that no grade has been awarded for one or more of the following reasons

- Withdrawal from the examination session
- Failure to complete one or more component of assessment
- A breach of regulations

A candidate will not qualify for the award of the diploma if certain requirements have not been met (Diploma Programme Assessment procedures 211).”

“If a candidate submits no work [e.g. does not upload an Internal Assessment], an “F” must be entered into IBIS for the mark by the teacher. This will result in no grade being awarded for the subject and level in the Diploma (139). A work not being submitted will not result in a zero mark (0 points/ grade 1) (152).

Every assessment component must be submitted by the candidate before a school internal deadline expires. These school-set deadlines are binding (151). If a candidate fails to submit a draft in time, the teacher is not obliged to give any feedback on this assessment component. Furthermore, not sticking to the school-internal assessment calendar will cause unnecessary stress and consequently will result in lower scores or even failure.

If a candidate fails to submit either all assessment components of TOK or the Extended Essay, an “N” will be given for the respective core element. This will result in the candidate not receiving a Diploma (212).

Students failing to complete the CAS programme will not be granted an IB Diploma until the programme is completed. They are allowed to complete the CAS programme within one year until the 1st of June the year after examination session (367).

Unacceptable reasons for incomplete or late assessment components

We will not accept the following reasons for not having all assessment components completed, since they are all within the control of the candidate:

-misreading or misunderstanding of examination timetables or Internal Assessment time schedules set by the school.
-oversleeping and, therefore, being late for an examination
-holidays/vacations
-social and sporting commitments
-attendance at interviews
-taking part or attendance in events such as competitions, concerts and graduation ceremonies
-the candidate not providing work by the internal school deadline(s)
-the candidate not completing work owing to a lack of diligence or personal organization
-any technical problems (e.g. no internet connection or difficulties with laptops, tablets or printers)
-the school identifying academic misconduct (e.g. plagiarism) and not submitting the candidate’s work

Other reasons that are not accepted:

-short time illness (less than 20 percent of time provided for completion)
-injuries that do not have an impact on the candidates ability to complete the assessment component
-serious illness without a doctor’s certificate
-serious illness, but not handing in a doctor’s certificate before a deadline
-serious illness, but not informing the school immediately

“In cases where it is not clear whether the circumstances were reasonably within the control of the candidate, the Assessment Division, IB Global Centre, Cardiff, may rely on the judgment of the coordinator” (Diploma Programme Assessment procedures 152).

Acceptable reasons for work being incomplete

“A candidate with incomplete work is still eligible for the award of a grade in certain circumstances. These are:

- if the candidate has attended a written examination, but failed to gain any marks for the component
- if an acceptable reason is provided by the coordinator for the assessment being incomplete (IBO 152).”

“Acceptable reasons for work being incomplete include circumstances not reasonably within the control of the candidate, such as:

- illness or injury [(certified by a doctor and making writing or completing the assessment component impossible)]
- unavoidable attendance at a hospital or law court
- major adverse or unforeseen circumstances during the examination session
- work not being provided by a previous school for a transfer candidate (IBO 153).”

In cases of assessment components that take place over a longer period of time

If a candidate gets seriously sick for 7 days or more during the first weeks:

- The candidate has to visit a **doctor immediately** and get a **certificate that proves that the candidate cannot write or complete the assessment component** for 7 days or that writing or completing the assessment component will threaten the candidate’s health
- **Inform the Head of IB: Mrs. Heinicke, BEFORE the deadline expires**
- **She has to inform IB** and ask for permission to extend the candidate’s deadline
- **IB decides** whether the candidate’s deadline will be extended
- If a candidate does not provide a doctor’s certificate in time, the deadline will not be extended
- If a candidate hands in a doctor’s certificate after the deadline expired, the deadline will also not be extended

If a candidate gets seriously sick for more than 7 days in the last week of the assessment process:

- The candidate uploads the work that has been completed by that time before the deadline

2.2.2. Authentication of candidate’s work

The subject teachers are supposed to support the “candidates in the preparation of their work for assessment and [ensure] that all candidate’s work complies with the requirements of the subject guide” (Diploma Programme Assessment procedures 143). Furthermore, teachers (and supervisors in the cases of the EE) must judge the authenticity of a candidate’s work.

Every coursework submitted to “the IB will be checked via new text matching software for possible collusion and plagiarism. Any potential breaches of regulations will be investigated by the IB and the candidate may not receive a grade for the subject (143).” The plagiarism detection software will also be used for “cross-comparison of work within a group of candidates [...]. [...] The software [is] able to identify possible collusion between candidates (145).”

If “a candidate found guilty of academic misconduct [by the IB] [...] an “N” [will be issued] in the subject or diploma requirement concerned (213).”

The training of students and procedures are clearly defined in the school’s Academic Honesty Policy.

2.2.3. Assessment calendar and School-internal deadlines

A calendar including dates of introducing assessment components and criteria, binding deadlines for the submission of assessment components and teacher comments, mock examinations and dates for examinations has been developed as a result of collaborative planning of all DP teachers and is provided to each student at the beginning of the programme. Students, teachers and parents have access to the assessment calendar in ManageBac. The assessment calendar reflects the effort to distribute the workload for students evenly over the two years of IB DP.






3. Predicted grades for IB DP students applying to universities

Predicted grades are based on internal assessment components, mock examinations and class work and submitted to universities on request. Students work under the guidance of the career counsellor who informs the subject teachers when predicted grades for a student are requested. Students have to apply for predicted grades minimum two weeks before they need them.

4. Assessment and the IB Learner Profile



Assessment elements are an essential part of each lesson and crucial in developing the IB learner profile attributes:

-  Teacher feedback supports the improvement of conceptual understanding in the subject disciplines for students to become knowledgeable.
-  Peer feedback develops a caring learner showing empathy, compassion and respect.
-  Self-reflection on achievements helps the students to understand their strengths and weaknesses, supporting learning and personal development, developing reflective skills.
-  The classroom provides a safe space that allows students to become risk takers.
-  Mock exams help students to cope with stressful situations and a well-structured internal assessment calendar helps to improve their time management skills thus contributing to the development of attributes of a balanced learner.

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App 1



IB DP Student Questionnaire for self-assessment

Name:

Date:

Evaluate yourself so that you can prepare to meet the expectations ahead.

Consider your strengths and areas for improvement in this self-score exercise.

Tick as appropriate and be honest with yourself!

1. Rate your language communication skills in English (reading, listening, writing, speaking).

1	2	3	4	5	6	7
minimal	limited	basic	adequate	good	very good	Excellent

2. Rate your ability to work effectively with others.

1	2	3	4	5	6	7
minimal	limited	basic	adequate	good	very good	Excellent

3. Rate your capacity to organize yourself and balance time and tasks.

1	2	3	4	5	6	7
minimal	limited	basic	adequate	good	very good	Excellent

4. Rate your level of persistence to a very difficult task.

1	2	3	4	5	6	7
minimal	limited	basic	adequate	good	very good	Excellent

5. Rate your ability to motivate yourself during a long-term task.

1	2	3	4	5	6	7
minimal	limited	basic	adequate	good	very good	Excellent

6. Rate your ability to deal with distractions doing schoolwork.

1	2	3	4	5	6	7
minimal	limited	basic	adequate	good	very good	Excellent

7. Rate your ability to reflect on your own and others' work.

1	2	3	4	5	6	7
minimal	limited	basic	adequate	good	very good	Excellent

8. Rate your ability to research a topic to completion.

1	2	3	4	5	6	7
minimal	limited	basic	adequate	good	very good	Excellent

9. Rate your level of creativity and your skill to innovate.

1	2	3	4	5	6	7
minimal	limited	basic	adequate	good	very good	Excellent

10. Rate your ability to transfer knowledge across disciplines.

1	2	3	4	5	6	7
minimal	limited	basic	adequate	good	very good	Excellent

11. Which one of the ten items do you rate as your greatest positive attribute as a student? Explain.

12. Give an example where this was true.

13. Which one of the ten items do you rate as your least positive attribute as a student? How might you expect to improve this self-score during your course of studies in the DP?

14. What are your academic and personal aims in starting out in the DP?

15. Finally, set yourself realistic targets for the subjects you've chosen. In the box below, enter your DP subjects and the grades you are aiming at.

Group	Subject	Grade
1		
2		
3		
4		
5		
6		

16. Have you decided on further plans (where to study, which subjects to study)?
