ASSESSMENT POLICY

International School of Ticino

2020 2021

Inspiring the Extraordinary

IST EDUCATIONAL VISION

To further develop the best IB inquiry-oriented, holistic, education grounded in Inspired and the IB, the International School of Ticino has the educational vision to; Inspire the extraordinary. This vision is at the heart of the planning and development of the school during the academic year and beyond, to truly ensure it comes to life.

IST MISSION STATEMENT

The International School of Ticino is committed to providing an **excellent international education**. We value the potential, character and unique talent of every individual. Through an inquiry-based approach our students become l**ife-long learners and creative thinkers**. Our **innovative pedagogy** encourages our students to r**espect each other**, to **respect the environment**, to communicate through **active dialogue** and to create the foundations of a **collaborative society**. We achieve this within a safe, nurturing environment with a **strong sense of community** at its heart.

IB MISSION STATEMENT

The International Baccalaureate® aims to develop **inquiring, knowledgeable and caring** young people who help to create a better and more **peaceful world** through **intercultural understanding** and **respect**.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become **active, compassionate and lifelong learners** who understand that other people, with their differences, can also be right.

INSPIRED APPROACH TO EDUCATION

Inspired sets a new standard in private education with a dedication to excellence permeating every aspect of the school. Integrating innovative, challenging and enriching academic, performing arts and sports programmes, Inspired's students leave with outstanding academic results, a love of learning, confidence and a firm value system that arms them to embrace the challenges life throws at them in their future endeavours.

Lateral thinking, comprehension and innovative application of skills and concepts form the three pillars of the Inspired approach to education.

A child's education is the single most important consideration for any parent
At Inspired we believe that it is an individual's total educational experience that instills the knowledge, attitudes, beliefs and values that they will carry with them for life.

We believe that this set of knowledge, attitudes, beliefs and values, instilled by education, will form the basis of how we approach the future
These are the foundations on which we build and plan our lives. The effects are long-term and the consequences far-reaching.

At Inspired we instil a sense of pride, responsibility, honesty and integrity in our students
We believe education is the catalyst for personal growth, development and achievement.

THE INTERNATIONAL BACCALAUREATE

The International School of Ticino follows the guidelines of the International Baccalaureate Organization. Its emphasis on different areas of personal development allows children to reach their full potential intellectually, emotionally and socially.

The IB was founded 52 years ago in Geneva to provide an internally recognized school qualification for mobile families and to develop an educational programme that fosters the knowledge, skills and understandings that underpin international awareness and mindedness. Its Diploma programme is widely recognized as the world's premier High School curriculum and it is accepted by universities all over the globe. For more information please consult their website: www.ibo.org.

COMMUNICATORS	KNOWLEDGEABLE
We express ourselves creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

INQUIRERS	THINKERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	We use critical and creative thinking skills to analyses and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

BALANCED	OPEN-MINDED
We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING	RISK-TAKERS
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

REFLECTIVE	PRINCIPLED
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

PURPOSE AND GENERAL PRINCIPALS

Assessment should promote positive attitudes, encourage the pursuit of excellence and contribute to the success of student learning, recognising achievement and enhancing self-awareness. Moreover, assessment procedures and practices at IS Ticino:

1. Reflect the international nature of the school, curriculum and community.

2. Are consistent in the application of programme guidelines and assessment expectations.

3. Are transparent and clear, with criteria and expectations shared with parents, students and teachers.

4. Utilize a variety of authentic, relevant and challenging tasks, designed to suit a wide variety of learning styles and needs; as well as requiring learners to use critical and creative thinking skills.

5. Involve a range of formative assessment (assessment for or as learning) and summative assessment (assessment of learning).

6. Involve regular written and oral reporting and feedback systems, which are constructive and meaningful, and avoid unnecessary 'surprises'.

7. Contribute to development of life-long learners and the attributes of IB learner profile.

8. Promote and encourage active reflection, requiring students to habitually assess their own learning and progress.

9. Expect and ensure academic honesty and responsibility in all assessment practices (see separate policy).

These core beliefs and practices are generic, representing general standards for all assessment procedures and practices at IST. For greater depth and detail please refer to the specifics outlined in this document.

Inclusion

Students may be assessed upon entry to IST to determine areas of possible support needed. This will establish their baseline language and maths skills. If a student requires additional support an ILP (individual learning plan) may be put in place after discussion with the parents, Inclusion Leader, and Homeroom tutor.

Additionally, any student who appears to be not making the expected amount of progress during regular assessment checks may also be referred to the Inclusion Leader. Parents will be informed, and a meeting will take place to determine if an ILP will need to be put in place.

More information on this can be found in the Inclusion policy handbook.

Purpose of Assessment

- **Why do we assess?**

At IS Ticino assessment forms an integral part of the curriculum. It is used to assess the process of learning and the outcome, as well as to inform planning, teaching and reporting throughout the three programmes. It is the belief of the school that both formative and summative assessment are necessary and that the students are fully involved in the assessment process as active participants in their own learning.

- **What do we assess?**

Assessment consolidates all aspects of the school curriculum and employs a range of tools and strategies.

- **Who assesses?**

Both the students and teachers are involved in assessment. Teachers continuously assess students both on a formative and summative level, and give regular feedback to further the students' skills and knowledge. Students are involved in frequent self and peer assessment and are given opportunities to reflect on their learning.

Year level	Term 1	Term 2	Term 3
EY	Baseline assessment (language & Maths) / Entry assessment Learning celebration Reports Seesaw Digital Portfolio Three Way Conference	Assessment: Writing Reading Maths Learning celebration Reports Seesaw Digital Portfolio Student Led Conferences	Assessment: Writing Reading Maths Learning celebration End of year reports Seesaw Digital Portfolio
PYP	Baseline assessment (Maths, writing & reading continuum assessment) / Entry assessment Learning celebration Three-way conference Reports Seesaw Digital Portfolio Three Way Conference	Assessment: Writing & Reading continuum Maths Learning celebration Students Led conference Reports Seesaw Digital Portfolio Student Led Conferences	Assessment: Writing Reading Maths Learning celebration End of year reports Seesaw Digital Portfolio Sixth Grade Exhibition
MYP	Entry assessment Settling in report Three-way conference Full Reports	Meetings with students of concern Three-way conference Data Reports	Progress Assessments Three-way conference End of year reports
DP	Entry assessment Settling in report	Meetings with students of concern Three-way conference	Progress Assessments Three-way conference End of year reports

	Three-way conference	Data Reports	
	Full Reports		

EARLY YEARS PROGRAMME

At IST assessment in EYs is informed by the guidelines as set out in the enhanced PYP Early Learner document which states that EYs assessment should be "Assessment that monitors and documents students' learning against individual developmental milestones and celebrates achievements at times that are pertinent to individuals"

In EYs at IST we use the following assessment strategies:

- Observations\ Discussions: focusing on whole class, collaborative groups, and individual students to gather evidence on different learning situations.
- Informal: when teachers and students make immediate judgements and provide feedback about learning
- Formal: focusing on whole class, collaborative groups, and individual students to gather evidence on different learning situations.

EYs assessment tools include:

- **Continuums:** a measurement scale that shows the developmental stages of learning
- **Checklists:** lists that indicate if a student has met or not met certain criteria;
- **Anecdotal records:** brief, written observations of students in various learning contexts;

English language assessments and Math assessments are given three times throughout the academic year. Students are assessed in November, March and June.

EYs student reports are issued 3 times a year in November, March and June.

Learning Celebrations are held once a term and give students the opportunity to share their learning journey with their parents.

At IST Teachers use a range of methods to document the evidence of student learning and understanding. These include video, audio, photographs and graphic representations. Teachers keep written records of conversations, comments, explanations and wonderings as well as annotated pieces of students' work that form part of a student portfolio. In the PYP a portfolio is seen as a record of students' involvement in learning which is designed to demonstrate success, growth, higher order thinking, creativity, assessment strategies and reflection.

PRIMARY YEARS PROGRAMME

The teachers at IST recognize how teaching, learning, assessing and reporting work together in an ongoing cycle to ensure effective student progress.   They include performance-based and process focussed assessments, skill-based elements, and self and peer assessment. Effective assessments allow students to:

- Share and demonstrate their growth in the taught curriculum
- Engage in active and meaningful learning that links to real-life experiences
- Reflect on their own development of the Learner Profile
- Participate in establishing the standards for self and peer assessment
- Know and understand in advance the criteria with which they are assessed
- Demonstrate their own learning styles and development of multiple intelligences and abilities
- Evaluate their own strengths, progress and areas in need of improvement

Students receive positive and constructive feedback to encourage ongoing reflection. Effective assessments allow teachers to:

- Determine to what extent the five essential elements and the Learner Profile attributes in the Elementary School, and the Approaches to Learning and Learner profile in the Middle School have been developed in each student
- Identify the student's unique learning styles, strengths and needs
- Plan the next stage of learning for both the individual student and the whole class
- Provide clear evidence of student progress that is accessible to both internal and external school communities

IST regards parents as partners in the teaching and learning process. Effective assessment allows parents to:

- Identify how students are progressing at home and in school
- Collaborate with teachers on how they can foster the student's learning
- Reflect and report on student initiated actions
- Participate in culminating learning celebrations (i.e. summative assessment tasks and mini exhibitions)
- Conference with students and teachers

Assessment Practice

Assessment at IST is an ongoing process of planning for differentiation and moving students to the next stage of learning. Teachers evaluate the students' prior knowledge and experience, and monitor their achievements to refine teaching. To drive our students' inquiry, we use the KWL/KWHL format, as a fundamental part of the assessed curriculum. Students and teachers:

- Determine what we already know
- Establish what we want to know more about
- Investigate how to find out what we want to learn
- Report and reflect on what we learned

The KWL/KWHL process encompasses the two main components in determining what students have learned: formative and summative assessment.

Formative assessment goes hand in hand with daily teaching practice. It provides teachers with information on students' acquisition of knowledge and understanding, how they are learning and what instructional changes need to be made in the teaching and learning process.

Summative assessment is the culminating evaluation that gives students the opportunity to demonstrate what they have learned at the end of an inquiry learning process. It gives insight on students' understanding of the central idea, and provides information on how they have developed in the five essential elements.

Assessment Strategies

Teachers use a range of assessment strategies to gather evidence of student learning. The methods are:

- **Observations:** focusing on whole class, collaborative groups, and individual students to gather evidence on different learning situations.

- **Performance assessment:** goal-directed tasks with established criteria that allow students to apply numerous approaches to solving problems.

- **Selected responses:** single occasion, one-dimensional tasks such as tests and quizzes.

- **Open-ended tasks:** a stimulus where students are asked to provide an original response.

- **Peer Assessment:** where students provide feedback to other students about their learning. For this to be effective, it needs to be structured and take place in an atmosphere of trust.

- **Self-Assessment:** the learner assesses his or her own work, thus developing their capacity to monitor and reflect on their own learning.

- **Formal Assessments:** structured, recorded assessments

- **Informal Assessment:** when teachers and students make immediate judgements and provide feedback about learning

Types of tasks: including, but not limited to Group discussions/debates, graphic organizers such as Venn Diagrams or mind maps, Drawings, Journal entries, presentations, model-making, research, questionnaires.

The tools are in conjunction with assessment strategies to record and analyze student learning outcomes.

- **Benchmarks:** a list of criteria used to set expectations that indicate a particular level
- **Continuums:** a measurement scale that shows the developmental stages of learning
- **Checklists:** lists that indicate if a student has met or not met certain criteria;
- **Exemplars:** samples of student work that are compared to concrete standards to show different levels of a rubric
- **Rubrics:** a scoring tool with an established set of criteria to rate student performance on a given task
- **Anecdotal records:** brief, written observations of students in various learning contexts;

Initial – Mid Year –End of Year Assessment

English language assessment, math assessment, Italian mother tongue, IAL and EAL assessment is given three times throughout the academic year. Students are assessed in November, March and June,

Summative Assessment takes place after each UOI and is documented in the form of a rubric which addresses five essential elements.

Students entering IST in the course of the school year are evaluated on their academic skills and their cognitive abilities. The results of these assessments help teachers to identify their strengths and needs, and plan the next stage of learning.

Portfolios

The portfolio is an exhibition of an active mind at work. (Dunn/McGraw Essential Agreement, 2004) This is a purposeful collection of work that students believe demonstrates their greatest strengths, abilities, and achievements. The teacher's role is to guide them through self-assessment by modelling the reflection component. Together they:

1. Set objectives at the start of the academic year in the areas that the student would like to improve
2. Establish new goals throughout the year
3. Think about the progress made and how certain pieces show these achievements
4. Determine which Learning Profile attributes are displayed in a given piece of work
5. Acknowledge growth in the five essential elements and how this is demonstrated in the selected work.

The portfolio is a celebration of student learning. It shows how students have grown as creative thinkers and problem-solvers both within and outside of the Program of Inquiry. Portfolios are used by students to communicate this development with parents at student-led conferences, and with teachers and peers throughout the year.

Reporting

Reporting provides meaningful feedback on student learning, specifically:

- What the student knows: How they are acquiring knowledge and skills through the programme of inquiry

- What the student understands: How the student is learning through the context of the inquiry cycle (Choose, Act, Reflect) and progressing in his/her critical thinking skills, metacognition and social-emotional development

- What the student can do: How the student has progressed in the major subject areas (i.e. language and math), developed in the ability to solve problems creatively and effectively, and has learned to use inquiry as a vehicle in acquiring knowledge.

There is a partnership between students, parents and teachers that enables everyone to partake in the reporting process for future planning and assessment.

Our reporting system consists of three documented End-of-term Reports per year.

A report is submitted in November, March and in June. It records the student's overall progress in both, social-emotional and academic areas. This report includes separate sections on the Learner

Profile Attributes, the Attitudes and the Transdisciplinary Skills. Together with anecdotal comments, student performance is recorded by level indicators.

Three times a year parents are invited to participate in the Learning Celebration, which includes sharing of the learning journey and an eye into the assessments conducted throughout the time.

Conferences

Conferences are a means for sharing information between students, teachers, and parents. At IST, conferences are structured in the following manner:

Teacher-student: Teachers help students assume responsibility for their learning by giving them feedback and motivating them to self-reflect and establish their goals.

Teacher-parent(s): This is an opportunity to exchange information about the school's program in regards to student development. Teachers collect background information from parents and exchange feedback on the student's learning. This takes place both formally and informally.

Student-led: Students are in charge of leading their parents through the conference by engaging them in the different work stations and showing them their portfolio of work.

Three-way: One of our main objectives at IST is to establish a strong partnership between home and school. Teachers and parents provide support to students in making progress and achieving their goals. The three-way conference addresses:

- The student's development
- Setting of new goals
- Issues that may be affecting the student academically or socially

This type of conference is essential in establishing consistency and continuity between students, teachers and parents. While a teacher-parent conference can also take place informally, the three-way conference must be formal with an allocated time ensuring that all participants understand their role as well as the purpose of the conference.

The Sixth Grade Exhibition

Students in their final year participate in an extended, collaborative inquiry project under a teacher-selected transdisciplinary theme. This is a culmination of their journey as inquirers in the primary years. Students are assessed on their engagement with the five essential elements of the PYP. As a class they establish the central idea and lines of inquiry. Individually, they develop their own key concept questions and engage in an in-depth inquiry.

There is ongoing and rigorous assessment throughout the preparation and presentation, in the form of rubrics, self-assessments and peer-assessments, checklists, journal entries and reflections. The criteria include:

- A sense of ownership and independence
- The Learner Profile and Attitudes
- Transdisciplinary skills
- A culmination of performance and product

- Student-initiated action

This rite of passage involves careful organization and commitment by students, teachers, parents and the whole-school community. The exhibition marks an important transition from primary to the middle-years. Students enter an important new phase in their learning as inquirers and globally minded citizens, whose values and beliefs reflect the International Baccalaureate and the mission statement of IST.

Essential Agreements - Assessment: PYP Staff Shared Agreements

At the beginning of the academic year, teachers discuss, review and agree to adhere to essential agreements regarding assessment. (Next Page)

Agreement on	Agreement
Purpose of Assessment	• Assessment methods used will aim to promote positive attitudes and contribute to successful student learning • Assessment will be used to inform teaching and learning • Assessment will be geared to build students' intrinsic motivation • Prior knowledge will be assessed at the beginning of each unit of inquiry, as well as when introducing new concepts in language and math
Structure of assessment	• Summative assessments are related to the unit's central idea, the key and related concepts and the lines of inquiry, as described in the planner • We will use a variety of assessment tools in order to cater for different learning styles and diverse assessment practices • We will offer differentiated assessment where appropriate, to ensure each student is able to complete tasks and demonstrate her/his learning successfully
Frequency of assessment	• A comprehensive body of criterion-related assessments in language, math, Italian and EAL will take place at the beginning, middle and end of the school year • Formative assessment in all areas of the curriculum takes place regularly throughout the school year and throughout each unit
General procedures	• Each classroom teacher will maintain an individual assessment binder for each student. At the conclusion of the school year, each assessment binder will be passed on to the next classroom teacher. This binder contains the following: 1. Initial, mid-year and final assessments in language, math, Italian and EAL 2. Summative assessments (rubrics) at the conclusion of each unit 3. Assessments conducted in Italian mother tongue • Grades 1-6 classroom teachers will keep track of student reading progress by referring to the Accelerated Reading system as the primary resource, supported by ongoing class assessment related to the scope and sequence outcomes. • Early Years Teachers will use observational assessment developmentally appropriate for the age group
Portfolio Guidelines	• Portfolios are stored in binders (supplied by the school). They should be easily accessible to the students (i.e. within reach for small children). Time should be allocated regularly for students to work on them (i.e. designing and selecting pieces) and share them informally with teachers and peers. • For organization of content, teachers should refer to the *Guidelines for Portfolios 2016-2017*

MIDDLE YEARS PROGRAMME

Formative Assessment

'Formative assessment is an integral part of the teaching and learning process. Assessment becomes formative when the evidence from assessment during instruction is used to adapt teaching to improve learning.' (2009, New Zealand Council for Educational Research)

A range of formative assessments are used before and during a unit of work to assess prior knowledge and ongoing understanding. This is then used to inform teachers' planning and teaching and allows reflection on the strategies used.

Formative assessment allows students to reflect on their learning – they can see what they can do and where to go next. This creates opportunities for students to set individual targets for themselves and each other.

A range of tools is used to assess formatively including, but not limited to: rubrics, continuums, tests and anecdotal records.

Summative Assessment

Assessment in the MYP is criterion referenced, measuring attainment against specified criteria rather than against other individuals in the class (IB, 2014).

All assessment criteria are subject specific (Refer to subject guides for further information).

For each assessment criterion, a number of band descriptors are defined as shown in the form of a rubric. The band descriptions used are subject specific and are set by the IB. MYP 1, 3 and 5 are already stipulated. (MYP 2 uses the same criteria as MYP3 and MYP 4 uses the same as MYP5). These describe a range of achievement levels with the lowest level represented as 1 and the highest, 8. The relevant descriptors should be given to each student with the task.

An overall grade from 1-7 is given for each subject; 1 being the lowest and 7 the highest.

For each subject, all of the strands in each assessment criteria must be assessed at least twice during each academic year.

Recording and reporting

Report cards are published three times each year, two are full written reports whilst one is data only. Each subject reports on their specific criteria. Each criterion assessed is awarded an achievement level (levels 1-8), but both the December and June report contains an overall subject grade out of 7.

A summary of the MYP assessment criteria for all subject groups:

Objectives:	Individuals and Societies	Language and Literature	Language Acquisition	Mathematics	Physical and Health Education	Sciences	Design	Arts
A (8)	Knowing and Understanding	Analysing	Comprehending spoken & Visual Text	Knowledge and Understanding	Knowing and Understanding	Knowledge and Understanding	Inquiring and Analysing	Knowing and Understanding
B (8)	Investigating	Organizing	Comprehending Written & Visual Text	Investigating patterns	Planning for Performance	Inquiring and Designing	Developing ideas	Developing Skills
C (8)	Communicating	Producing text	Communicating in response to spoken, written, and visual text	Communication in mathematics	Applying and Performing	Process and evaluative	Creating the Solution	Thinking creatively

D (8)	Thinking critically	Using Language	Using language	Applying mathematics in real world contexts	Reflection and Improving Performance	Reflects on the impacts of sciences	Evaluating	Responding

For each subject each criterion (A, B, C, D) group is broken into different achievement levels graded from 0-8. Each achievement level has specific level descriptors that describe what a student needs to do to reach a specific achievement level. All summative assessments are assessed against the IB MYP published criteria rubrics for each subject group and year level.

These are utilised within the school for staff to then create their own success criteria with relation to different assessments. This provides students with greater clarity regarding how the task they are completing matches against the MYP criteria, and provides greater support in the students understanding and succeeding at the assessment assigned.

Below are examples (not limited to) of activities that can be used to assess student progress in relation to the different criteria.

Criteria A:

Multiple choice questions

Research Projects

Presentations

Group projects

Practice exam questions

Debates

Podcasts/videos

Mindmaps

Essays

Audio – Listening

Oral feedback

Criteria B:

Experiments

Practical investigations

Lab reports

Comprehension

Extended texts

Criteria C:

Graphing

Data analysis

Practice exam questions

Lab reports

Presentations

Debates

Dialogue

Role Play

Practical Demonstrations

Creating a variety of texts

Criteria D:

Research projects

Essays

Reflections

Flash cards

Exam questions

Model answers

Diary

Process journals

Blogs

Whilst all criteria are examined a minimum of twice a year in line with the IB policy (calendared to be assessed by December, and again by May), each criteria will be utilised more frequently within the subjects. Further to this minimum requirement in place, the frequency at which the different criteria is utilised is down to the discretion of the teacher and will be made in response to the students needs and the units being covered.

IST has created an IB equivalent chart to help assist in understanding how the percent earned on an assessment equates to the level of achievement as determined by IB. These percentages also allow students to understand how the grade levels progress into the Diploma Programme, and what they need to achieve in order to obtain the different levels.

MYP Achievement Level	Percentage (%)
8	95
7	90
6	80
5	70
4	60
3	50
2	40
1	30
0	Below 30

IBSO Table of Equivalent Grades

IB 7-point Scale	OSSD % Ranges
7	97 – 100%
6	93 – 96%
5	84 – 92%
4	72 – 83%
3	61 – 71%
2	50 to 60%
1	Below 50%

https://sites.cdnis.edu.hk/school/us/programmes/ib-programmes-and-ossd/ib-assessment-converted-to-ossd-percentages/

Portfolios: Students should keep all work they complete. Students have access to Microsoft Office, where they are able to set up folders in the OneDrive function, allowing them to keep their work organised. These are completed by MYP 1-5 and should contain work from across their different subjects. Throughout the year, students will also complete reflections on Managebac, where they are able to specify how the different activities completed with their lessons help them develop their ATL skills.

Three-way conferences: These are held twice each academic year; where teachers offer feedback on their assessments to parents. Parents are also invited to arrange meetings with teachers individually between the formal conferences. These opportunities allow discussions to take place which involves all stakeholders. It allows feedback regarding both academic progress and their development with regards to approaches to learning.

Agreed Policies

Internal school deadlines

Students are required to meet many deadlines of both short-term and long-term deadlines over the course of the MY Programme. These deadlines are carefully planned by the school staff in order to help students to distribute their workload evenly. The deadlines are also set, however, in order to meet the official IB requirements for assessment.

School deadlines are obligatory and inflexible – students who fail to meet the deadline, will have an extension with the discretion of the teacher, failing this is a no mark in that particular criterion. If a

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student knows that he or she will be absent when an important piece of work must be handed in then he/she should consign the work before, not after the deadline.

Key Requirements

By the end of MYP5, an average achievement level of 5 is required for students to be accepted onto the full IB Diploma programme. An average of 4.5 will allow students entry to the programme, but only on a trial basis. The average includes the grade awarded for the Personal Project.

It is mandatory that the students fulfil the Service as Action requirements of the MYP programme.

DIPLOMA PROGRAMME

All IB Diploma courses' grades are awarded through a combination of internally and externally assessed work. The nature of this varies from subject to subject – individual IBDP Subject Guides should be referred to for specific requirements – however, the majority of assessment comes in the form of externally assessed written examinations.

Performance in each subject is graded on a scale of 1 point (minimum) to 7 points (maximum). A maximum of 3 points is awarded for combined performance in Theory of Knowledge and the Extended Essay. Hence, the maximum total Diploma Programme points score is 45. All assessment components for each of the six subjects, as well as the three core components (Extended Essay, Theory of Knowledge and Creativity-Active-Service) must be completed in order to qualify for the award of the IB Diploma.

External assessment

The final written IB examinations are taken during the first three weeks of May of Grade 13, with the exception of anticipated subjects, which will take place in May of Grade 12 (these are examinations in up to two Standard Level Language B courses, at the discretion of the subject teacher).

The examination schedule is published by the IB and made available for students six months prior to the exam session. Registration takes place in the October for the following May. Registration for the IB Diploma is dependent on the student meeting pass criteria in recent school reports and being up-to-date with all internal assessments.

The Extended Essay and Theory of Knowledge essay are externally assessed, as are certain components of Groups 1, 2 and 6.

Internal assessment

All subjects also have an internally assessed component (which is moderated externally by the IB). This component contributes to the final grade awarded in each subject; the nature of which varies from subject to subject. Examples include: oral examinations in Groups 1 and 2; research investigations in Group 3 and 5; and experiments in Group 4.

Throughout the two-year programme, subjects will regularly monitor learning by using a broad range of IB Diploma-style assessments. The results of these assessments are used to help inform teachers, students and parents as to progress being made and are used in determining report grades, in line with the I.B. scale of 1 to 7.

Internal school examinations

In addition to ongoing subject assessments, internal school exams will be held at the end of Grade 12 and mid-way through Grade 13, with the aim of simulating the official IB examination programme.

Students who do not achieve satisfactory grades in the end of Grade 12 internal examinations, will be required to re-sit these examinations and achieve the required grade. Entry into Grade 13 depends on satisfactory completion of Grade 12, which includes:

- Submission of a comprehensive CAS portfolio

- Submission of a satisfactory full draft of Extended Essay

- Being up-to-date with all internal assessment and coursework requirements

- Meeting IB Diploma pass criteria, notably 24 points overall, including 12 points in HL subjects

Failure to meet any of the above may mean that it is necessary for students to repeat Grade 12 in order to remain on the full IB Diploma. Alternatively, students may progress into Grade 13 following individual IB Diploma Programme Courses. At the end of grade 13, these students would be awarded an I.S.E Diploma.

Recording and reporting

A snapshot of student attainment and approach to study will be reported to families regularly. The attainment grades awarded in school reports use the following rationale:

"*If the student continues to approach his/her study in their current manner, this is the grade that they are likely to achieve at the end of the Diploma Programme*".

Internal Deadlines
Students are required to meet many deadlines over the two years of the IB Diploma. These deadlines are of both a short-term and a long-term nature. They are carefully planned by the DP Coordinator in order to help students manage their workload. These deadlines are also set to meet the official IB requirements.

School deadlines are necessary and inflexible. Students who fail to meet them can be penalised by having their grade lowered. If a student knows that he or she will be absent when an important piece of work is due, he/she should anticipate the deadline. Absence requires a medical certificate and/or note from parents. Students who do not meet school deadlines may be withdrawn from the IB Diploma.

Award of the IB Diploma

Results are issued by the IB on July 6th following the May examination session. Below are the failing criteria as stated in the "IB Diploma Programme: General Regulations":

1. CAS requirements have not been met.

2. Candidate's total points are fewer than 24.

3. No work has been submitted and/or a student has been found guilty of malpractice in either theory of knowledge, extended essay or in a contributing subject.

4. A grade E has been awarded for one or both of Theory of Knowledge and the extended essay.

5. Grade 1 has been awarded in a subject/level.

6. Grade 2 has been awarded three or more times (HL or SL).

7. Grade 3 or below has been awarded four or more times (HL or SL).

8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).

9. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

Bonus Points

The Extended Essay and Theory of Knowledge can earn candidates up to THREE bonus points. The total number of bonus points awarded is determined by this matrix:

ToK/EE	A	B	C	D	E
A	3	3	2	2	
B	3	2	2	1	Failing condition
C	2	2	1	0	
D	2	1	0	0	
E		Failing condition			

In the event that a student fails the IB Diploma, they may choose to retake one or more subjects in the following May session. It should be noted that the maximum number of exam sessions for which you may enter is three. This means that, for a student who has anticipated a Language B, there is only one additional session in which to try to retake the Diploma. It may be possible to obtain copies of the exams that you have failed, so that your teachers can help you to work out what went wrong and to prepare better for the future.

Related IB Documents:

- "Guidelines for Developing a School Assessment Policy in the Diploma Programme"
- "Diploma Programme Assessment: Principles and Practices"
- MYP: From principles into practice (IB, 2008)
- PYP: A basis for practice (IB, 2009)
- Earl, L. (2003) „Assessment as Learning_. Sage Publications
- Black, P. (1999) „Assessment, Learning Theories and Testing Systems_ in Murphy, P. (ed) Learners,
- Learning and Assessment, London, Paul Chapman Publishing.
- (A review of current thinking and practices in assessment in relation to the Primary Years Programme. IBO 17th April 2014

REVIEW PROCESS

This policy document will be reviewed as and when programme coordinators deem it to be necessary and in any case no later than 5 years from the date of publication. Programme coordinators will ensure its implementation through planning meetings, classroom visits and appraisals. It is shared with all stakeholders.

Date of acceptance:

23rd October 2020

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1st June 2021

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