



PREMJERS
vidusskola • ANNO 2000

International School Premjers

Assessment Policy

Diploma Programme

Approved November 2021

CONTENTS

1. Mission Statement, Vision, Core Values
2. IB Mission Statement
3. Philosophy of Assessment
4. Aims of the DP Assessment
5. Implementation of Formative and Summative Assessment
 - 5.1 Formative Assessment
 - 5.2 Summative Assessment
 - 5.3 Conclusion: Formative and Summative Assessment
6. Assessment in the DP
 - 6.1 DP Assessment Criteria
 - 6.2 Achievement Levels
 - 6.3 DP Grades and Grade Descriptors
7. Standardization of Assessment
8. Recording and Reporting Student Achievement
 - 8.1 ManageBac
 - 8.2 Parent – teacher Interviews and Conferences
 - 8.3 Report Cards: Reporting Formats and Timeline
9. Policy Review
10. Bibliography

1. INTERNATIONAL SCHOOL PREMJERS MISSION STATEMENT

International School Premjers aims to allow young people with different social and cultural backgrounds to widen borders of communication and obtain necessary education to overcome the existing barriers, including the language, in order to develop interpersonal relations based on mutual respect and to build a humane community consisting of active, well-educated people, who are positively inclined to acquire new knowledge, accepting objective reality and looking forward to improving it.

The acquired knowledge and experience will facilitate promotion of progressive ideas that will improve the world preserving its beauty and diversity.

VISION

We are able to contribute to the diversity and peace in the world as responsible global citizens equipped with good knowledge, showing care and compassion, promoting innovative ideas and committed to make a difference.

CORE VALUES

To envision and to accomplish the mission of our school, we have our core values: open-mindedness, collaboration, respect, taking action and appreciation.

2. 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.

3. PHILOSOPHY OF ASSESSMENT

Assessment is an integral part of the learning process. It facilitates the evaluation, adjustment and direction of curriculum planning and delivery. Assessment shows progression and enables students, teachers and parents to monitor the effectiveness of teaching and learning.

At International School Premjers assessment is a practice that drives instruction and is to improve and support student performance. It supports setting personal targets and helps each student reach their own full potential. Assessment informs curriculum planning by establishing the effective teaching practices based on the needs of the students.

Assessment is ongoing (formative and summative) and provides timely feedback to students on their performance, which is central to the assessment process. School strives to develop assessment tasks that are authentic, specific, criterion-related and have real-world applications, wherever possible. Criteria for assessment is shared with the students prior to assessment.

As required by DP guidelines teachers assess using the prescribed subject-course objectives and assessment criteria for each subject and provide students with opportunities to achieve at the highest level developing rigorous tasks that embrace a variety of assessment strategies.

International School Premjers assessment policy is derived from the IBO assessment philosophy and principles, and aligns with the IB DP requirements for assessment.

4. AIMS OF THE DP ASSESSMENT

Assessment is a process of systematic collecting and analyzing information about student learning with the purpose to create a continuing cycle of improved teaching and learning.

The primary goals of assessment at International School Premjers are:

- provide feedback on the learning process to support student learning
- identify areas of strengths and areas to be further developed
- provide reflection for future planning and instruction to improve the teaching process and the curriculum
- encourage student learning based on self-assessment and peer assessment with the support of the teacher
- promote positive attitudes towards and enjoyment of learning
- support students in their inquiries set in real world contexts and promote understanding of the subject content
- reflect the international-mindedness of the programme through assessments set in various cultural and linguistic contexts
- create shared academic understanding in departments
- monitor and report students' level of performance to parents providing structured, focused and relevant feedback

5. IMPLEMENTATION OF FORMATIVE AND SUMMATIVE ASSESSMENT

Consistent with IB expectations, DP assessment encourages teachers to monitor students' developing understanding and abilities throughout the programme.

5.1 Formative Assessment

According to the IB definition (Guidelines for developing a school assessment policy in the Diploma Programme, page 1):

“Formative assessment represents the process of gathering, analysing, interpreting and using the evidence to improve student learning and to help students to achieve their potential.”

Formative assessment is assessment for learning, and is ongoing throughout the teaching and learning process. It provides information that is used in order to plan the next stage in learning. It ensures that all students are learning in a way to achieve success. It supports and encourages effective teaching and learning facilitating realistic target setting in order to meet the needs of students at particular stages of development. Formative assessment and teaching are directly linked and function purposefully together to direct and shape curriculum planning.

Formative assessment aims to promote learning by giving regular feedback throughout the learning process. Students are provided with feedback from teachers (oral and/or written), their peers, and are involved in self-assessment to reflect on their progress. This process helps learners to improve knowledge and understanding, to foster self-motivation and enthusiasm for learning, to engage in thoughtful reflection and to develop capacity for self-assessment.

The school's formative assessment procedure to supervise students' educational attainment throughout the DP seeks to:

- ensure student engagement in the studying process
- in a timely manner notice student's underperformance that may lead to failing IB internal and external assessment
- allocate teaching resources to enhance student attainment
- provide evidence for evaluation student achievement

Formative assessment involves teachers in

- collecting evidence of students' understanding and thinking
- using samples of students' work or performance to provide information about student learning
- documenting learning processes of groups and individuals
- keeping qualitative as well as quantitative records of test / task results.

Records of assessment for each student will be maintained for the benefit of students, teachers, parents and other stakeholders, as required.

Methods and strategies of formative assessment include but are not limited to:

- observations
- dynamic interaction
- questioning
- exercises and compositions
- selected responses
- open-ended tasks

- entries in students' portfolios
- role plays
- questionnaires
- performances
- projects
- presentations
- debates
- quizzes
- experiments
- tests / curriculum-referenced tests

It is important to note that formative assessment at International School Premjers includes assessment within each constituent of the Diploma Programme, namely, subject courses and core courses: Theory of Knowledge (TOK), Extended Essay (EE) and Creativity, Activity, Service (CAS).

5.2 Summative Assessment

According to the IB definition (Guidelines for developing a school assessment policy in the Diploma Programme, page 1):

“Summative assessment is concerned with measuring student performance against Diploma Programme assessment criteria to judge levels of attainment.”

For most of the DP subjects there is a combination of internal (school-based, moderated by the IB) and external (produced by external IB examiners) assessment that takes place throughout the two years of the Diploma Programme.

Only internal assessment and external assessment results contribute to the final grade received in each subject of the DP.

The DP core courses (TOK, CAS, EE) assessment procedures differ from the ones of subject courses.

TOK assessment procedure includes internal and external assessment.

There is no formal assessment for CAS. Students must submit a course work that meets the IB requirements.

EE assessment procedure includes only external assessment.

Assessment results are measured by criterion-related descriptors that may be found in DP subject guides. Assessment criteria will be explained to and understood by students prior to learning in each of the subjects taken by a student.

5.3 Conclusion: Formative and Summative Assessment

The key distinction between formative and summative assessment is how the results are applied. Formative assessment outcomes give guidance during a learning process while outcomes of the summative assessment give an evaluation at the end of it. Formative assessment helps students meet the established criteria for the summative assessment. Only summative assessment achievements count towards the final score in the IB Diploma Programme.

International School Premjers undertakes to provide regular and constructive assessment in an environment that is dedicated to being positive and supportive rather than negative and destructive.

6. ASSESSMENT IN THE DP

6.1 Responsibility of the school

The school guarantees timely provision of the official IB documents, examination schedules, internal assessment calendars to school staff and students, as well as timely submission of student work into the IBIS system, throughout the Diploma Programme implementation.

Internal and external assessment deadlines and dates are fixed in the calendar based on the IB Assessment Procedures document issued for the corresponding academic year. The school is to ensure that students comply with the regulations outlined in the documents and approach each assessment sufficiently prepared.

The school emphasizes continuum of learning based on the adequate study load distributed across the whole curriculum. Students are to be informed on the goals of each course of studies and the aims to be attained by the end of each course for the successful Diploma Programme completion.

6.2 DP Assessment Overview

To be the IB diploma candidate, the IB student must fulfill the following:

- participate in six IB subjects (at least three, and not more than four, taken at higher level (HL - 240 hours) and the remaining taken at standard level (SL - 150 hours));
- take the IB examinations in each of the six subjects;
- complete the DP core assessment requirements by writing an original essay (the Extended Essay) of approximately 4,000 words and TOK essay;
- meet Creativity, Action, Service (CAS) requirements.

6.3 DP Assessment procedure

The school enables formative assessment, including homework, for the purpose of providing mock grades throughout the programme. Homework will be assigned regularly as an independent activity, which allows students to practice and apply what they have learned in class. The amount and frequency of homework assigned will vary among grade levels, subjects taught and course levels. At the beginning of each course, teachers will explain the homework policy to students and parents including its influence on semester grades reflected in the report cards. Homework is designed to extend learning, make it more efficient, and measure a certain level of students' performance aimed at successful fulfillment of the DP requirements.

IB summative assessment (internal and external) is held according to the IB regulations, final exams schedule published by the IBO, and the internal assessment calendar that will be available to students and parents in a timely manner.

Internal assessment includes evaluation of student work by school teachers and subsequent moderation and approval by external IB examiners.

External assessment includes evaluation only by IB examiners.

6.4 DP Requirements for obtaining a diploma

The highest total that a DP student can be awarded is 45 points. The grades awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up

to three additional points for their combined results on TOK and the EE. The diploma is awarded to students who gain at least 24 points and meet the following requirements:

- All CAS requirements have been met
- There is no “N” awarded for TOK, the EE or for any of six IB subjects
- There is no grade E awarded for TOK and/or the EE
- There is no grade 1 awarded in any subject
- There is no more than two grade 2 awarded at SL/HL
- There is no more than three grade 3 or below awarded at SL/HL
- At least 12 points have been gained on higher level subjects (for candidates who register for four HL subjects, the three highest grades count)
- At least 9 points have been gained on standard level subjects (Candidates who register for two SL subjects must gain at least 5 points at SL)
- The Final Award Committee has not judged the candidate to be guilty of malpractice.

Failing to meet at least one of the above will result in failing condition for obtaining a diploma. Students with a failing condition are only eligible to receive the DP certificate.

6.5 DP Grades

Final score ranging from 0 to 45 points, awarded to a DP student, is a sum of final grades achieved by students in their subject courses and core courses (TOK and EE).

In the subject courses students achieve a grade ranging from 1 (lowest) to 7 (highest) based on their performance in internal and external assessment.

In the core courses (EE and TOK), students achieve a grade ranging from E (lowest) to A (highest). The combination of these grades then transforms into a numerical value according to the following matrix:

TOK/EE grade					
A	3	3	2	2	Fail
B	3	2	2	1	Fail
C	2	2	1	0	Fail
D	2	1	0	0	Fail
E	Fail	Fail	Fail	Fail	

The numerical grade achieved then is added to the final score in the diploma. Failing value in either TOK or EE leads to failing condition for obtaining the diploma.

To determine the semester / final grade based on formative assessment, teachers add together marks obtained during the semester. International School Premjers uses the DP grade boundary guidelines to determine the semester / final grade on a scale 1-7 in each year of the DP.

7. STANDARDIZATION OF ASSESSMENT

Teachers of all subject groups at International School Premjers are required to internally standardize the DP assessments and final levels of achievement prior to awarding of the final DP grades. Internal standardization takes place at regular intervals in order to increase the reliability of teachers' judgments and ensure ongoing consistency within formative assessment. The process of internal standardization involves teachers meeting to come to a common understanding of the assessment criteria and application of the levels of achievement.

Internal standardization at International School Premjers generally occurs within subject groups with the DP Programme coordinator being involved in the process as appropriate.

8. RECORDING AND REPORTING STUDENT ACHIEVEMENT

During all the years of the DP, International School Premjers communicates student achievement in each subject group to parents at regular intervals through ManageBac Gradebook, parent-teacher interviews or conferences and report cards.

8.1 ManageBac

International School Premjers utilizes an integrated information system **ManageBac** for gathering and reporting assessment information. This system is a unique tool for recording and reporting student achievement and making it accessible to students, parents and teachers.

ManageBac is the primary data management system used at International School Premjers for *all* matters concerning planning and assessment. It provides the basic means through which staff record and communicate details of teaching and assessment to students and parents. It contains the documents related to the subject group. Notice of homework and formative and summative assessment tasks is posted on ManageBac in a timely manner and is available for both students and parents in the Calendar section. A student's achievements for each assigned task become visible in ManageBac along with any comments posted by staff. ManageBac provides an opportunity to create, maintain and make available for parents' observation students' performance in all the subjects.

8.2 Parent – Teacher Interviews and Conferences

International School Premjers has an open door policy, which ensures the opportunity for **parent-teacher interviews** to occur at any time during the academic year. The teacher, parent or school administration may initiate the interview and it may be arranged through homeroom teachers. Parents are invited to meet with subject teachers, come up with questions, ask for clarifications, discuss the students' levels of achievement and suggested actions for improvement.

Parent – teacher conferences are held two times per academic year.

The first conference is held at the beginning of the academic year, in September. The purpose of the conference is to share initial classroom observations and to address goals and concerns for the upcoming academic year. The parents are provided with information regarding the curriculum, assessment requirements and timelines, school's policies ensuring successful programme implementation.

The second conference is held in the second semester, in April. The purpose of the conference is to review the academic year highlighting the students' personal growth, challenges and achievements. The parents are guided through the contents of students' achievements and discuss the students' progress, needs and the areas that can be improved by the end of the academic year before awarding the mock grades in semester reports.

8.3 Report cards: reporting formats and timeline

International School Premjers uses report cards to report students' achievement levels and final grades at the end of each semester and the academic year.

Report cards are aimed at communicating overall results of the assessed work and the progress students have made towards the objectives of International School Premjers DP curriculum. Report cards include both numerical and narrative elements. Individual teacher comments will be included in DP reports for all the subjects. International School Premjers DP report cards are generated twice a year, at the end of each semester.

9. POLICY REVIEW

International School Premjers assessment policy has been developed collaboratively by teachers, governing body and support staff and will be reviewed bi-annually undergoing the process of collective consideration, adaptation, and approval.

10. BIBLIOGRAPHY

Diploma Programme Grade descriptors. International Baccalaureate Organization, 2017.

Guidelines for developing a school assessment policy in the Diploma Programme. International Baccalaureate Organization, 2010.

Teaching and learning informed by assessment in the Diploma Programme. International Baccalaureate Organization, 2021.

Academic integrity. International Baccalaureate Organization, 2019.

Access and inclusion policy. International Baccalaureate Organization, 2018.

Diploma Programme: From principle into practice. International Baccalaureate Organization, 2015.

Coordinator support material in Programme Resource Centre by the IBO.