

Alretaj International School

German Division

(RSK)

IBDP

Assessment Policy

The IBDP assessment policy is part of assessment policy of RSK

IBDP assessment

Assessment policy

Exams, mock exams, oral exams, papers, assigned homework and projects are all forms of assessment that should help the learners, parents, teachers and school administration in determining the standard of the students and measure the advancement of the learners and the school. All forms of assessment are organized and communicated within the rules of the school regulations.

“Assessment for each subject must include a suitable range of tasks and instrument/components that insure all objectives for the subject are assessed.”

Internal assessment should support and work towards achieving and reflecting the IB learner profile and “support the curricular goals”. All teachers should be aware of the IB learner profile and have to clarify how they will implement it in their course outline.). The internal assessment tasks are either externally assessed or marked in school by teachers and then moderated by the IB.

Purpose:

- Provide feedback to learners and their parents about the level and development of the learners.
- Provide feedback to the teacher about points of weakness and strength of the whole group in general and of each student separately.
- To measure the achievement of the individual learners and also as a group
- “Support and encourage appropriate student learning” and assist students to develop their skills.
- “To identify the knowledge, skills and understanding that students should develop”.
- To identify the requirements needed for students development and modify those requirements if needed.
- To prepare the students gradually for the examinations papers.

Assessment rules and regulations

In general, all forms of assessment should be marked and graded. Teachers are responsible to be able to defend the grades to the students and the parents. Teachers should give the highest possible grade to the students. Any form of misconduct by the students in any of the assessment forms will be penalized according to the school’s honesty policy.

For each exam the IB coordinator will receive from the teacher a photocopy of the highest, lowest and average exam written by the students and also a document from the teacher with all grades of that exam.

Homework:

All assigned homework should be conducted by the learners and submitted on due date to the teacher. The teacher should make it clear when the assigned homework is expected to be submitted.

Exams:

Within a school day *only 1 exam* and a *maximum of 2 quizzes* can be written. Within a *week*, a *maximum of 3 written exams* can be conducted.

The exams should be announced to the students *a minimum of 1 week* before conducting the exam. The contents of the exam (what should be covered in the exam) should be clearly announced to the students when the exam date is announced.

Generally an exam should reflect the contents of the last topic covered in class during the last period.

The exam should be corrected and graded by the teacher and returned to the students within a *maximum of 2 weeks*. Mistakes on the exam paper should be clearly stated and corrected by the teacher. The teacher might ask for correction of the exam.

Quizzes:

Quizzes are to serve the testing of a homework or what was covered in class during the last 2 lessons only. Quizzes could be announced prior or conducted as pop quizzes. All quizzes should be corrected and graded by the teacher and returned to the student before the next exam or quiz will be conducted. A teacher may ask for correction of the quiz.

Papers:

Papers or essays should have the same criteria as the subject exploration. A first draft will be submitted to the teacher for guidance on the due time that the teacher will determine. The teacher should announce the due date of the paper clearly. "The teacher should discuss the topic and the approach with the student and give restricted advice on a first draft. Any subsequent editing must be by the student." A second draft will be handed in to the teacher on a new due date. The second draft is the final one. The teacher will correct the paper and grade it. A

clear justification should be given by the teacher to the students on how the paper was graded.

Projects:

Teachers can assign projects that are related to the contents of the topics discussed in class. The projects should be reflecting the learners fundamental and higher-order learning skills.

Mock exams:

Generally, at the end of each term (December and Mai), a mock exam can be conducted where the students are set under complete exam conditions like in paper 1 and 2 in the DP examination. The contents of the mock exam should be clearly announced and agreed upon in class. The Mock exam will be corrected and marked by the teacher and returned to the students on a due date that school will determine. The marks on the exam paper should clearly state why the marks were given or subtracted. Mistakes on the exam paper should be clearly stated and corrected by the teacher.

External assessment:

The DP utilizes both internally and externally-assessed components to assess student performance. Because of their objectivity and reliability, written examinations at the end of the DP form the basis of the assessment for most courses. Externally assessed coursework completed by students over an extended period under authenticated teacher supervision forms part of the assessment for several programme areas, including theory of knowledge (TOK) essays and the extended essay (EE). By its nature, DP assessment is summative, designed to record student achievement towards the end of the course of study. However, many of the assessment instruments, particularly internal assessment tasks, are also used formatively throughout the teaching and learning process.

DP scores

Students receive grades ranging from 7 (highest) to 1 (lowest) for each DP course attempted. A student's final diploma score is made up of the combined scores for each subject. The diploma is awarded to students who **gain at least 24 points**, subject to certain minimum levels of performance—including successful completion of the 3 elements of the core. TOK and EE are awarded individual grades and collectively can contribute up to **three additional points** towards the overall diploma score. CAS does not contribute to the total points, but authenticated participation is a requirement for the award of the diploma.

A bilingual diploma is awarded to a candidate who receives a grade of 3 or higher in two languages selected from studies in language and literature. It can also be achieved by a candidate who gains a grade of 3 or higher in studies in language and literature and a grade of 3 or higher in an individuals and societies or science subject completed in a different language. Higher level versus standard level courses

Awarding the same number of points for both HL and SL courses reflects the IB philosophy of the importance of achievement across a broad range of academic disciplines. HL and SL courses differ in scope but are assessed against the same grade descriptors, with HL candidates expected to demonstrate the various elements of the grade descriptors across a greater body of knowledge, understanding and skills.

Student performance

The maximum possible diploma points total, 45 (6 courses x 7 points + 3 total points for the EE and TOK), is achieved by less than 1% of candidates. About 5% of candidates gain more than 40 points. The average score is around 30 points. Around 80% of DP students achieve the diploma each examination session. The pass rate has remained statistically stable over the years, pointing to the consistency of Diploma Programme assessment practices.

Role of the teacher:

- Teachers should consider the educational objectives when assigning any form of assessment.
- Teachers should announce the time of the exam, quiz, paper or assigned homework according to the above mentioned regulation.
- They should mark or grade the assessment in the timing stated in the rules and regulations.
- They should clearly state what is expected from the students for the exam.
- They should provide a clear feedback to the students about their grade, when needed by the students.
- All dates/due dates for all forms of assessments should be registered in the class book.

Role of learners:

- The learners should take responsibility of doing their assigned work and submitting it on time.
- The learners should get clear information about the assessment date/due date and what is expected to be covered for the assessment.
- The learners should take responsibility to inform their parents about their grades.
- The learners should take responsibility for asking the teacher to provide a clear feedback of their grades and the mistakes in any of their forms of assessment.
- If a learner misses an exam for a verified excuse then a new date can be set from the teacher for a make-up exam. If the reason is not justified then it is the teacher's right to decide whether the grade can be compensated or it is a failing grade.
- Learners take responsibility not to conduct any form of misconduct as explained in the honesty policy.

Role of parents:

- The parents should provide the learners with all the materials asked for by the school.
- They should take responsibility in getting informed about the grades of the learners.
- They can always discuss the grades given to the learners with the teachers if they wish to do so they should arrange for a meeting with the teacher.

In general, the assessment policy should serve to implement the goals of the IB and create a well-organized atmosphere for the student and teachers to help them achieve their goals and prepare the learners for their “success at university and life beyond”.

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