



*ADOPTED*  
*on September 1st, 2021 on the basis of directive no 1-7/3*  
*of the Director of Audentes International School*

## **AUDENTES INTERNATIONAL SCHOOL IB DP ASSESSMENT POLICY**

### **PHILOSOPHY AND PRINCIPLES**

At Audentes International School (AIS), we believe that assessment is a tool for ongoing learning, reflection, and action. Focus of the assessment is on students' intellectual, personal and social development. All students are unique learners, and all students are on individual learning path based on their different characteristics. As a learning community, we celebrate *student achievement* and *student fortitude* to work for high goals.

Audentes International School assessment is an ongoing process designed to strengthen the students' development and become proactive members of society. High academic standards in combination with various skills and positive attitudes towards learning are promoted. It intends to encourage the students' positive performance in all areas of academic and social life.

The policy is derived from the school's and IB's assessment philosophy and practises in consent with each other. The Assessment Policy for Audentes International School has been based on the relevant documents published and linked to all of the AIS policies.

In recognising the unique learning style of each Student, a variety of formative assessments are used to guide the teaching and learning in each course. Regular formative assessments provide students and teachers with data points that can improve student learning and help prepare students for each summative assessment and the IB DP Final Examinations. Teachers provide frequent, specific formative assessment feedback to students to improve student performance on summative assessments. In the IB DP assessment is directly contributing to the final diploma qualifications. Assessment of student learning is based on the objectives and assessment criteria specific to each subject.

The school administration conducts assessments by the suggestions of the DP coordinator, ATL coordinator, TOK coordinator, EE coordinator, CAS coordinator, subject teachers, parents and students. Student and parental participation play a significant role in the assessment to support students' learning skills and goals and to get a comprehensive view of how learning takes place and could be improved.

In Audentes International School, teachers will use formative (training students to develop better skills for summative tasks) and summative (assessment of the learning and summarising of the development of learners) assessment techniques. Through the use of the former, teachers will be able to gather, analyse and interpret information to support student progress effectively.

## APPROACHES TO TEACHING AND LEARNING

The aim of the DP assessment is to support the curricular goals and encourage appropriate student learning. DP assessments measure students' achievement levels against published criteria derived from courses' aims and objectives. Effective teaching to the course requirements ensures effective teaching to the examination and other formal assessment requirements. In addition to academic skills, Diploma Programme assessment encourages an international outlook and intercultural skills where appropriate. Approaches to Teaching and Learning, including differentiation for different learning needs and styles will be developed through weekly staff meetings and will be a focus of lesson observations between the Diploma Programme Coordinator and teachers.

A teacher learning partner scheme will be set up where staff can observe each other and reflect on different approaches to teaching and learning, including ideas for different learning needs and styles and different range of learners.

The school will commit to PD on differentiation to increase knowledge across the school community, developing teachers as educators of all. The school will hold an in-house DP workshop with the IB on Approaches to Teaching and Learning annually in August each schoolyear.

Audentes International School considers it very important that the parents know and support the Student's progress. All the parents and student are informed of the general standards, expectations and practises at the beginning of each schoolyear. Especially Year 1 in DP. The collaboration and informing the parents about the performance of the student will be in the following formats:

- Parents follow up on their child's grades and attendance through ManageBac.
- A prior acknowledgment, at least once a year, parent-teacher meetings will take place, where the student is also present. During the meeting, the Student's progress will be discussed. The necessary steps to be taken to enhance the student's skills will be proposed.
- Parents also have the right to get information about their child's grades and performance outside the parent-teacher meetings through the homeroom teacher.

In AIS, the courses are measured on a seven-point scale of 1-7.

Twice per year (December and June), IB students at Audentes International School will receive numeric grades on a 1-7 scale together with each teacher's comments and future suggestions.

There are no retakes for the tests, except in the case of excused absence.

Whenever the student attains a mark below 4, the teacher suggests learning activities for the student to improve his/her performance.

An excused absence reported to the homeroom teacher at least 1 hour before the lesson will give the opportunity to redo a test 1 week after coming back to the School. All the students that are not at the School during test time will be marked as N (None) and in case of unexcused absence this will be changed to 1.

All the tasks must be submitted on time. If a task is not presented within 2 weeks, then it is marked as N. At the end of each semester, the Principal/DP coordinator, and all subject teachers will discuss students' progress, and agree on the activities that are to be implemented in order to improve the pupil's academic and/or social performance.

## ASSESSMENT PRACTISES

Diploma Programme (DP) teachers need to understand how formal summative assessment is conducted. Formal summative assessment is defined as assessment directly contributing to the final diploma qualification. Most of these assessments are externally assessed, and include examinations or work completed during the course and then sent to an external examiner. Some formal summative assessments are internally assessed, requiring the teacher to mark the work to the accepted IB standard. Their standard is then confirmed or moderated by an external moderator.

Effective assessment in IB DP builds on:

- ✓ emphasising criterion-related as opposed to norm-related assessment
- ✓ judging students' work in relation to identified levels of attainment, rather than in relation to the work of other students
- ✓ valuing the most accurate demonstration of student performance, rather than just averaging attainment grades over a reporting period
- ✓ examining students' understanding at the end of the course, based on the whole course and not just aspects of it so that students should be able to recall, adapt and apply knowledge and skills to new questions and contexts.

## TYPES OF ASSESSMENTS

Assessment Type	Assessment Descriptor
Formative Assessment	Ongoing formal and informal assessments provide teachers and students with the necessary information to improve student performance to achieve their potential. <b>Formative assessment</b> focuses on assessment as an essential learning process. Formative assessment is supported by a variety of practices and instruments devised collaboratively by subject teachers. All assessment instruments are used formatively as part of the learning process.
Summative Assessment	The final assessment of a given unit or course where students demonstrate the mastery level they have achieved. IB DP Final Examinations are also summative assessments. In each IB DP course at AIS, students complete at least three summative assessments during the semester/term. This can include a semester/term or unit exam, a test, essay, presentation, exploration, report etc. <b>Summative assessment</b> aims at giving teachers and learners information about students' understanding. Summative assessment is the culmination of the teaching and learning process and gives the students opportunities to demonstrate what has been learned. It can assess several levels simultaneously and give teachers and students a clear insight into students' knowledge level and specific skills. The main aim of summative assessment in DP is to show how well students retain knowledge, understand key concepts and apply standard methods.

	<p>The instruments of summative assessment are adapted and used formatively as part of the learning process. Formative assessment is used to provide feedback on the students' strengths and limitations. The emphasis is laid on making the students a better judge of their own performance and help them develop strategies to improve.</p>
Homework	<p>Homework is given to support students to help consolidate the knowledge gain in the lessons and/or to support their personal study skills (investigation, research, inquiries). Homework is designed to enhance learning and achievement. It is highly recommended that students spend some time each night working on each of their subjects. The amount of time will vary depending on course workloads at different times in the semester and the nature of the homework tasks.</p>
IB DP Internal Assessment	<p>Internal Assessment (IA). These assessments are graded by the AIS subject teacher and moderated by IB DP examiners. IAs usually count for 20-30% of a final IB DP grade (however, in courses/studies such as Visual Arts, they are more heavily weighted).</p> <p>Examples of IAs are as follows: oral work in languages. essay in HL languages (group 1), laboratory work in the sciences, investigations in History and Business Management, exploration in mathematics, Comparative Study, Process Portfolio and Exhibition in Visual Arts.</p>
IB DP External Assessment	<p>Examinations form the basis of the assessment for most courses in the IB Diploma Programme due to their high levels of objectivity and reliability. External examinations are graded by external IB DP examiners external assessments in the IB DP are as follows:</p> <ul style="list-style-type: none"> <li>• essays</li> <li>• short-response questions</li> <li>• data-response questions</li> <li>• text-response questions</li> <li>• case-study questions</li> <li>• multiple-choice questions – though these are rarely used.</li> </ul>
AIS Mock Examinations	<p>To better prepare students for the IB DP Final Examinations at the end of grade 12, all the Pre-IB students, IB Diploma students and IB Diploma Course students will take AIS Mock Examinations at the end of grade 10 and 11 and the early days in March in DP2 year (grade 12).</p>
IB DP Final Examinations	<p>The IB DP Final Examinations take place over a three-week period in May of grade 12. Students can have up to six hours of examinations in one day (though this does not happen often). These are the summative examinations of their respective IB DP courses.</p>

## LATE WORK

To ensure success in the IB Diploma Program, it is important that students meet all School and IB Diploma Programme deadlines. A single missed deadline can quickly impact a course grade as well as a student's ability to manage the workload. Therefore, in order to encourage students to meet deadlines, we will adhere to the AIS Late Work Policy, as stated below.

All assignments are due on the assigned due date unless previously discussed with the instructor, and an agreed-upon new deadline is established. Previously discussed late assignments will be graded as they had been on-time.

Additionally, in the IB Diploma Program, if a student misses a deadline for a formal IB Diploma Internal or External Assessment deadline, the following actions will ensue. \*\*

Missed Deadline	Actions
1st	Student meeting with the IB Diploma or ATL Coordinator to discuss time management/E-mail sent home to parents.
2nd	Meeting with the Student, parent(s)/guardian(s), and IB Diploma or ATL Coordinator to create an academic contract for individual study plan.
3rd	Meeting with the Student, parent(s)/guardian(s), IB Diploma or ATL Coordinator, Academic Advisor, and Principal to determine suitability for formal IB Diploma examinations and assessments.

\*\*If a student misses an external IB Diploma deadline (one established by the IBO and not the School), the Student will not be awarded a grade in that particular IB Diploma course and will, therefore, not be eligible for an IB Diploma.

## STUDENT RESPONSIBILITIES

Inquiry-based, student-centred learning requires students to actively engage in their own learning.

A student of Audentes International School is expected to:

- Actively participate in each classroom activity.
- Seek feedback and assistance from the teacher if they do not understand a given topic.
- Examine the assessment criteria and rubrics for each assignment carefully.
- Review teachers' feedback on formative and summative assessments.
- Self-assess own work against assessment criteria.
- Reflect on areas for growth and areas of achievement.
- Submit all assignments on time.
- Check the *IB DP Formal Assessment Calendar* regularly.
- Adhere to the Academic Integrity Policy.

## TEACHER RESPONSIBILITIES

As pedagogical leaders, teachers are expected to:

- Provide regular, specific feedback to students on formative and summative assignments.
- Articulate the assessment criteria, rubric and outcomes for assignments.
- Provide a variety of authentic assessments.
- Administer at least three summative assessment tasks per semester.
- Follow the *IB DP Formal Assessment Calendar*.
- Analyse assessment trends to inform teaching practice.
- Model self-assessment and reflection.
- Moderate student work within departments.
- Communicate with students' parents/guardians on student performance.

## SCHOOL ADMINISTRATION RESPONSIBILITIES

The IB DP and ATL Coordinator and/or school administration are expected to:

- Provide meaningful teacher professional development that enhances the teaching and learning at AIS.
- To schedule collaborative planning and assessment moderation time for teachers.
- Give teachers time to plan their units, grade assessments and reflect.
- Evaluate student performance trends and identify school growth goals based on those trends.
- Create and publish the *IB DP Formal Assessment Calendar*.
- Ensure that the teaching and learning practices align with the strategic plan and school mission.
- Inform students, parents and teachers about the Assessment Policy at school events and via media sources, including but not limited to staff meetings, parent evenings, student tutorials, and school websites.
- Review the Assessment Policy with the Study Council and AIS Board annually, taking into account feedback from teachers, students, and parents.

## GRADING IN THE IB DIPLOMA PROGRAM

The grades given by the subject teachers of Audentes International School are subjective and summative, but as much reflective of the IB grading as possible. All subject teachers identify the rubrics and parts of units which are tested against the course criteria and graded against grade descriptors continuously. Students are continuously assessed during the two years. Students get conclusive summative feedback on the scale from 1 - 7 digitally twice a year. The grades will be based on various assignments.

Assessment is integral to all teaching and learning. Assessment measures students' achievement levels against published criteria that are derived from the course aims and objectives.

In grading teachers use formative and summative assessment tasks to demonstrate students' achievements.

## SCHOOL RECORDING

In Audentes International School a wide array of methods and approaches to gather information about students' progress is used. The information is recorded using a variety of tools and tasks which are instruments of collecting data. Recording involves students, parents, subject teachers, class tutors, peers, external evaluators and experts from public institutions. Most of all, tasks for assessment are designed to support and encourage good classroom teaching and learning.

The teachers record homework activities indicating deadlines in the Managebac. Long-term projects (TOK essay, IA assignments, extended essay etc.) are also indicated in the Calendar of Internal Deadlines and PORTFOLIOS to be followed are created for each DP student in Managebac. Teachers record in advance as many long-term assignments as possible to give the students the opportunity to be able to improve their self and time management.

CAS blog entries are not recorded in the calendar of deadlines, students know by default that they need to write an entry every three weeks and it is checked by the coordinator constantly. Reminders about it are recorded in the Managebac and notifications sent if the entry has not been made.

## SCHOOL REPORTING

At Audentes International School, students will receive at least three assessment marks per IB Diploma subject during the semester. The final grade of the semester is a **calculated average** based on classwork, homework, and assessment. This grade will be the **ONLY** grade that appears on the Term Grades and School Transcripts.

Reporting on assessment includes communicating how well students analyse and present information, evaluate and construct arguments, solve problems creatively, retain knowledge, understand key concepts. Reporting involves students, parents, teachers and is objective, comprehensive and understandable to all parties. At the end of every term and at the end of the study year students and parents receive a written e-report including feedback on the six subjects, TOK and CAS. The feedback is given both in grades and in the form of verbal or written feedback.

Recording and reporting is a regularly ongoing process through the custom-made e-grading system in Managebac and accessible to all parties involved in the process. The teachers record classroom activities and instructions during or after every lesson indicating the strategies and tools used in the class. The teachers also report on students achievements either in the classroom or within a specified period.

## THE GRADING SCALE

Subjects are marked according to the following scale		The TOK course and the EE are graded according to the following scale	
Grade	Description	Grade	Description
7	Excellent (91-100%)	A	Excellent (91-100%)
6	Very Good (81 - 90%)	B	Good (81-90%)
5	Good (66 - 80%)	C	Satisfactory (45-79%)
4	Satisfactory (51-65 %)	D	Mediocre (25-44%)
3	Poor (33 - 50%)	E	Elementary (0-24%)

2	Very Poor (16-32%)	N	No grade - no work presented/plagiarised work
1	Extremely poor (0-15%)		
N	No grade - no work presented/plagiarised work		

The second means of recording student achievement/progress is the **IB Diploma score**. This score is reported internally at appropriate times of the school year via ManageBac reporting. The IB Diploma score is based on IB-style assessments only. This score will tell students and parents how a student is currently performing on formal IB assessments.

The IB Diploma Programme scoring is a numerical system (7-1), as seen on the following page.

Grade	Description
7	The Student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation, and technical skills are evident, as is the ability to analyse, evaluate and synthesise qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the Student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.
6	The Student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation, and technical skills are evident, as is the ability to analyse, evaluate and synthesise evidence, knowledge and concepts. In collaborative exercises, the Student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, consistent terminology, and appropriate attention to purpose and audience. Responses show creativity, use examples effectively, demonstrate awareness of alternative points of view, and provide evidence of intercultural understanding.
5	The Student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness, and critical, reflective thinking evidence. Research, investigation, and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the Student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.

4	The Student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation, and technical skills are evident but not thoroughly developed. The analysis is generally valid but more descriptive than evaluative. The Student solves basic or routine problems but with limited ability to deal with new or difficult situations. In collaborative exercises, the Student works within a team and generally approaches investigations ethically and responsibly but requires supervision. Responses are primarily accurate and precise with little irrelevant material. There is some ability to logically structure answers with adequate coherence and the use of appropriate terminology. Responses sometimes show creativity and include some awareness of the audience and evidence of intercultural understanding.
3	The Student demonstrates basic knowledge and understanding of the content, with limited conceptual and contextual awareness evidence. Research and/or investigation is evident but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas, organisation of work, and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity, and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.
2	The Student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organise work, but the answer is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.
1	The Student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organisation is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.

### FINAL GRADES FOR Pre-IB

If the student has not reached the following requirements by the end of preparatory year, the School has the right to not let the student continue in the Diploma Program.

The conditions to meet:

- There is no grade N or 1 in any subject;
- There is no grade less than 4 at any subject;
- The student has not been found guilty of malpractice;

- The student has consistently kept task and homework deadlines;
- The student has consistently attended classes.

The student retakes a subject with grade 3 or less during scheduled summer work successfully.

### **FINAL GRADES FOR DP1**

If the student has not reached the following requirements by the end of the first IB year, the School has the right to not let the student continue in the second IB year.

The conditions to meet:

- There is no grade N or 1 in any subject;
- There is no grade less than 3 at higher level subjects;
- Overall, there are no more than three grades 3 or below;
- The student has not been found guilty of malpractice;
- All IB assignments for DP1 have been completed;
- The student has consistently kept task and homework deadlines;
- The student has consistently attended classes;
- CAS requirements have been met.

The student retakes a subject with grade 1; 2; 3 (HL, SSL) or 1; 2; 3 (HL) during scheduled summer work successfully.

### **FINAL GRADES FOR DP2**

The IA and EA marks are combined by IB and converted into an overall, final grade on the 1-7 scale discussed above. These results are available by the beginning of July. Informally assessed work as discussed above does not contribute toward the final IB grade.

The Predicted grade is the teacher's prediction of the grade the student is expected to achieve in the subject, based on all the evidence of a student's work and the teacher's knowledge of IB standards. Predicted grades are also required for Theory of Knowledge and the Extended Essay and may be used as additional information about students who are subject to special consideration.

After the results have been issued, schools can request re-marks for particular students if they feel the result is undeserved. Schools can also receive a range of different types of feedback on their students' performance.

### **IB Diploma Grade 12 passing requirements:**

- All work must be complete and submitted.
- The candidate's overall score must be at least 24. This score is calculated from the student's final marks in the six core subjects plus any extra points gained from TOK and EE (see the matrix below).

## DIPLOMA POINT MATRIX

### Theory of knowledge

Extended Essay	Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not submitted
Excellent A	3	3	2	2	1 + Failing Condition	N
Good B	3	2	1	1	Failing Condition	N
Satisfactory C	2	1	1	0	Failing Condition (2)	N
Mediocre D	2	1	0	0	Failing Condition	N
Elementary E	1 + Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition	N
Not submitted	N	N	N	N	N	N (3)

- All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma, except under the conditions stipulated in articles 18 and 19 of IB DP General regulations.
- The IB Diploma will be awarded to a candidate provided all the following requirements have been met.
- CAS requirements have been met.
- The candidate's total points are 24 or more.
- There is no "N" (No Grade Awarded) awarded for theory of knowledge, the extended essay or a contributing subject.
- There is no grade E (failing grade) awarded for the theory of knowledge and/or the extended essay.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (the three highest grades count for candidates who register for four HL subjects).

The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must earn at least 5 points at SL).

The candidate has not received a penalty for academic misconduct from the Final Award Committee.

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

A Bilingual IB Diploma will be awarded to a successful candidate who fulfils one or both of the following criteria:

- Completion of two languages selected from group 1 with the award of a grade 3 or higher in both.

- Completion of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's group 1 language. The candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

### **AWARDING OF THE INTERNATIONAL BACCALAUREATE DIPLOMA (IB DIPLOMA)**

As each diploma student is required to take six IB courses, the maximum combined course grade which can be achieved is 42. (The Extended Essay and Theory of Knowledge components contribute a maximum of three points, making the maximum overall IB grade 45.) Provided a student registers satisfactory progress in all his/her courses, an IB diploma is granted to a student with an overall score of 24 or better.

### **EXTERNAL (EA) and INTERNAL (IA) ASSESSMENT**

External assessment refers to work marked by external markers, in other words, markers who are experts in their subject area and who have received extensive training to assure fair, rigorous, and consistent marking. Student EA work is mailed out to these markers, who may live anywhere in the world and will be marking the work of students who may be studying in an IB school anywhere in the world. The external assessment process is extremely closely monitored, and the IBO is justly proud of its high standards of consistency.

In most, but not all, courses the EA consists of the final exam at the end of the two-year course. (The IB refers to these final exams as papers.) The formats of the final exams vary from course to course (and between SL and HL versions of the same course).

There are also a small number of other externally assessed pieces of work, for example, theory of knowledge essays, extended essays and world literature assignments. These are completed by students over an extended period under teacher supervision instead of examination conditions and are then marked by external examiners.

Internal assessment refers to work marked by the teachers of the IB courses, in this case the IB teachers of Audentes International School. IA refers only to the specific assignments IB sets for this portion (approximately 25%) of the student's overall course mark.

IA does not refer to informal assessment – the day-to-day work students do in order to master concepts, nor does it refer to unit tests, etc.

Teachers will be encouraged to implement assessment practices that deal with the production of and reflection on knowledge itself.

The students have the right to see all internal examinations, assignments and graded works after they have been marked. All tests, papers and other graded assignments (except the final examination) will be returned to the student as soon as possible, but not later than the end of study weeks.

Results are determined by performance against set standards, not by each student's position in the overall rank order. The assessment of student progress is done by the teacher on a continuous basis and is accompanied by descriptive and timely feedback.

Teachers will be encouraged to provide samples of tasks that have already been marked in order to ensure that the student understands clearly what is expected from him/her.

IA work is externally moderated, which means that a representative sample of the work assessed by an IB teacher at Audentes International School will be collected and mailed to moderators to ensure that the marking is being done correctly. The external moderators may alter the teacher's marks if they feel the marks assigned by the teacher are not appropriate.

Teachers are to keep extra copies of IA work, including the oral tasks.

## **INTERNAL ASSESSMENT TIMELINES**

The timeline will help staff plan their delivery of the intended curriculum, meeting the aims of the DP assessment schedule in manageable loads.

Teachers will input their subject's internal DP summative internal assessment timelines on the 'IA dates' and 'Work plan' documents which will be shared with staff through One Drive, via internal email and on ManageBac, and with students and parents through ManageBac and email. Every candidate signs the Document with all the deadlines not later than September 5th (DP1 year).

Timelines are designed to:

- Reduce stress on students.
- Allow teachers to provide feedback on drafts.
- Allow teachers to check that the work is authentic, meeting the requirements set out by the IB in the Academic Integrity policy.
- Prepare moderation samples required by the IB.

## **TEACHER COLLABORATION AND MODERATION**

Teacher collaboration is essential in the Diploma Programme.

Units of work must be developed, enhanced and reviewed collaboratively, with guidance, where necessary, from the ATL and DP Coordinator. A unit planner guidance for staff is available on Managebac.

Final internal assessments will be moderated within each subject, with guidance, where appropriate, from the ATL and DP Coordinator. Teachers are expected to moderate a sample of high medium and low scores across each subject group.

Teachers will use exemplar student work in their subjects from the 'Teacher Support Material' section of the MY IB website to help standardise grades.

The moderation process is as follows:

- The subject teacher collects and grades their students' work.
- The assessment outline, rubrics, grades and comments of a high, medium and low graded piece of work are given to the other teachers in the department.
- Teachers who have received the work have got two weeks (unless a quicker time is mutually agreed in special cases such as work needs to be graded quicker due to reports) to grade and comment on the work they have been given, ready for moderation.

- All teachers meet in a subject meeting (or at a mutually agreed different time if there are report deadlines to be met/national holidays) and go through the grades they have given, justifying their reasons. It is every teacher's responsibility to print any work that will be discussed at the meeting before it starts.
- Teachers agree on a final grade for each piece of work.
- If disagreement over a grade occurs: Teachers can check the subject guide which gives clear advice for what to expect for each rubric. Teachers can look at the teacher support material on the subject's MY IB page to find exemplar grades from the IB.
- A one grade difference within the same level is acceptable.
- If the subject teacher has been found to be over/under marking on a rubric(s) he/she will look at how other students have been marked against the rubric and make any relevant changes.
- Completed IA work will be put in the relevant folder on the One Drive.
- During the moderation process the subject teacher will not give his/her initial grades to the students.
- Subject teacher will insert all the comments and predicted grades to IBIS/e-coursework by the agreed deadline.

Staff meetings and subject group meetings will be dedicated to giving professional development on moderation.

Teachers will collaborate by sharing ideas in subject meetings and observing each other's classes within the subject.

## **ROLES AND RESPONSIBILITIES FOR IMPLEMENTING, EVALUATING AND REVIEWING THE ASSESSMENT POLICY AND FOR TRAINING NEW TEACHERS**

### **IMPLEMENTING**

All teachers are involved in the implementation of the policy. The policy will be referred to during staff meetings, assessment period and as necessary throughout the academic year. The policy will be shared with staff and parents. The policy will be made available to parents through the programmes guidebook and in a future update of the website.

### **TRAINING NEW TEACHERS**

New DP teacher orientation will specifically include an assessment allotment. New teachers will be given induction on the assessment process. New teachers will be shown this assessment policy during their induction.

### **EVALUATING AND REVIEWING**

This policy is created through teachers and leadership team collaboration and further amendments will also be made through collaboration with teachers. The policy will be reviewed annually by both the leadership team and teaching staff.