



## DP ASSESSMENT POLICY

1	PHILOSOPHY	2
2	APPROACHES TO TEACHING AND LEARNING	3
3	TYPES OF ASSESSMENT	4
4	STUDENT RESPONSIBILITIES	4
5	TEACHER RESPONSIBILITIES	5
6	GRADING IN THE IB DIPLOMA PROGRAM	5
6.1	The Grading Scale for IBDP	5
7	Promotion from DP 1 into DP 2	6
8	FINAL GRADES FOR DP 2	7
9	AWARDING OF THE INTERNATIONAL BACCALAUREATE DIPLOMA (IB DIPLOMA)	8
10	EXTERNAL (EA) and INTERNAL (IA) ASSESSMENT	8

## **1 PHILOSOPHY**

At IST we believe assessment is vital for student growth. Assessment allows student progress to be monitored by teachers and adjusted to promote growth. We believe that assessment is a tool for ongoing learning, action, and reflection. All students are unique learners, and all students are on individual trajectories. As a community, we celebrate student achievement and student effort.

Assessment is an ongoing process designed to strengthen the students' development and become proactive members of the school community. It intends to encourage the students' positive performance in all areas of academic and social life.

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 IBDP Final Examinations. Teachers provide frequent, specific formative assessment feedback to students to improve student performance on summative assessments.

The school administration conducts assessments by the suggestions of the DP coordinator, TOK coordinator, EE coordinator, CAS coordinator, and subject teachers. 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.

Teachers will use formative (training students to develop better skills for summative tasks) and summative (assessment of the learning and summarizing of the development of learners) assessment techniques. Through the use of the assessment, teachers will be able to gather, analyze and interpret information to support student progress effectively.

IST considers it very important that the parents know and support the student's progress. 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 Toddle.
- 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 and/or DP coordinator. AT IST, the DP courses are measured on a seven-point scale of 1-7.
- Twice per year (January and June), IB students at IST 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 in Higher Level courses and below a 3 in Standard Level courses, 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 in a timely manner after coming back to the School. All the students that are not at the School during test time will be marked as absent and in case of unexcused absence their grade will be a 1.
- All the tasks must be submitted on time. If a task is not presented within 1 class, then it is marked as a zero.
- 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.

## **2 APPROACHES TO TEACHING AND LEARNING**

Approaches to Teaching and Learning, including differentiation for different learning needs and styles will be developed through staff meetings and will be a focus of lesson observations between the Diploma Programme Coordinator and teachers.

The school will commit to differentiation to increase knowledge across the school community, developing teachers as educators in ATLS and ATTS. The school will hold an in-house DP workshop with the IB on Approaches to Teaching and Learning in August 2024.

### 3 TYPES OF ASSESSMENT

Assessment Type	Assessment Descriptor
Formative Assessment	Ongoing formal and informal assessments provide teachers and students with the necessary information to improve student performance.
Summative Assessment	The final assessment of a given unit or course where students demonstrate the mastery level they have achieved. In each IBDP course at IST, students complete at least two summative assessments during the semester for each subject. This can include a semester unit exam, a test, essay, presentation, exploration, report etc.
IBDP Internal Assessment	Internal Assessment (IA). These assessments are graded by the IST subject teacher and moderated by IBDP examiners. IAs usually count for 20-30% of a final IB DP grade. Examples of IAs are as follows: oral work in languages, essay in HL languages, laboratory work in the sciences, investigations in History and Business Management, exploration in Mathematics, Comparative Study, Process Portfolio and Exhibition in Visual Arts.
IBDP External Assessment	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 IBDP examiners. External assessments in the IBDP are as follows: <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>
Mock Examinations	To better prepare students for the IBDP Final Examinations at the end of grade 12, all the IB Diploma students and IB Diploma Course students will take mock tests. These mock examinations will take place at the end of the first semester and at the end of the second semester in grade 11 and in late March in DP2 year (grade 12).
IBDP Final Examinations	The IBDP 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.

### 4 STUDENT RESPONSIBILITIES

Inquiry-based, student-centered learning requires students to actively engage in their own learning. A student at IST 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 grade descriptors for each subject group.
- Review teachers' feedback on formative and summative assessments.
- Self-assess own work against grade descriptors.
- Reflect on areas for growth and areas of achievement.
- Submit all assignments on time.
- Adhere to the Academic Integrity Policy.

## 5 TEACHER RESPONSIBILITIES

As pedagogical leaders, teachers are expected to:

- Provide regular, specific feedback to students on formative and summative assignments.
- Provide a variety of assessments.
- Administer at least two summative assessment tasks per semester.
- Analyze assessment trends to inform teaching practice.
- Communicate with students' parents/guardians on student performance.

## 6 GRADING IN THE IB DIPLOMA PROGRAM

At IST, students will receive a grade for each subject they take in January and in June, the two semesters. The final grade of the semester is a calculated average based on formative and summative assessment. Formative assessment accounts for about 20% to 30% of their grade and summative assessment accounts for about 70% to 80% of their grade per semester. This grade will be the **ONLY** grade that appears on report cards that we send home in January and June.

### 6.1 The Grading Scale for IBDP

The 6 subjects are graded according to the following scale

The Extended Essay and TOK course are graded according to the following scale

#### GRADE Description GRADE

- 7 Excellent (96 - 100%) A Excellent (90 - 100%)
- 6 Very Good (90 - 95%) B Good (80 - 89%)
- 5 Good (85 - 89%) C Satisfactory (70 - 79%)
- 4 Average (75 - 84%) D Mediocre (60 - 69%)
- 3 Below Average (60 - 74%) E Elementary (0 - 59%)
- 2 Poor (50 - 59%) N No grade
- 1 Very Poor (1 - 49%)
- 0 No Submission 0%

The Grading Scale for IBDP (1 - 7) is used both for the exams students will take in 12th grade, which are externally moderated as well as each individual teacher's grade throughout the 11th and 12th grade. At the end of each semester, students will receive a grade of 1 to 7 in each individual class they take. These grades are based on a collection of their formative and summative assessments. Each subject group has their

own grade descriptors which can be found in the link below.

[https://drive.google.com/file/d/1pkTSho29gVzxuluHFzXg6ga\\_bqsqmnJL/view?usp=sharing](https://drive.google.com/file/d/1pkTSho29gVzxuluHFzXg6ga_bqsqmnJL/view?usp=sharing)

Promotion from Grade 10 into the DP Program

If the student has not reached the following requirements by the end of MYP 5, the School has the right to not let the student continue in the Diploma Program.

The conditions to meet:

- The student has not failed any subject;
- The student does not have a grade of 3 or below in any of the core subjects
- The student has not been found guilty of intentional malpractice;
- The student has consistently met task and homework deadlines;
- The student has consistently attended classes.

The final decision on whether a student is accepted into the Diploma Program will be a combination of the above mentioned factors along with teacher recommendations, and a formal meeting between the students MYP 5 teachers and the DP coordinator.

## **7 PROMOTION FROM DP 1 INTO DP 2**

If the student has not reached the following requirements by the end of the first IB year, the School has the right to not register the student as a Diploma candidate at the beginning of DP 2 but rather a course candidate or not let the student continue at IST

The conditions to meet:

- The student follows the requirements that are based on legal acts, the Contract, statutes, school policies and school rules of the IST.
- The student avoids activities that may damage the image and property of IST.
- The student uses the classrooms, inventories, equipment and other property of the IST purposefully and prudently.
- The student is to keep up with all internal deadlines related to the summative tests in the DP subjects and completion of the DP Core deadlines.
- The student is to have less than 10% of absences and/or lateness during any month, semester, and school year. (90% attendance rate)
- The student has a 90% task submission rate of all formative and summative assessments
- The student has completed all DP 1 summative tests, assignments, and projects at least with grade 4 out of 7 in HL subjects and grade 3 out of 7 in SL subjects.
- The student has not been found guilty of malpractice or academic dishonesty at any point during the year.
- CAS and Extended Essay requirements have been met as determined by the respective coordinators

## 8 FINAL GRADES FOR DP 2

The Internal Assessment and External Assessment 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 required all work to 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.

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 grade E (failing grade) awarded for the Theory of knowledge and/or the Extended essay.
- There is no grade 1 awarded in any subject.
- 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 in HL subjects (the three highest grades count for candidates who register for four HL subjects).
- The candidate has gained 9 points or more in 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.



## **9 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.

## **10 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, without name, gender, or school information to ensure complete objectivity when grading. The external assessment process is extremely closely monitored, and the IBO is justly proud of its high standards of consistency.

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 at IST. IA refers only to the specific assignments IB sets for this portion (approximately 25%) of the student's overall course mark.

IA work is externally moderated, which means that a representative sample of the work assessed by an IB teacher at IST 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.