

Assessment Policy

Assessment Policy General

We believe the true purpose of assessment is to guide our planning and instruction to support and enhance student learning, rather than to simply generate a grade.

Assessment is integral to all teaching and learning. It is central to thoughtfully and effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decision to take action. Both students and teachers should be actively engaged in assessing the student's progress, in both formative and summative formats, as part of the development of their wider critical thinking and self-evaluation skills.

The aims of assessment are to promote student centred learning, to provide information about individual student learning, tracking student progress, and to contribute to the evaluation of the effectiveness of the programme.

Effective assessments:

- identify what is worth knowing and assess this.
- have criteria that are known and understood in advance by both staff and students.
- allow students to demonstrate the range of their conceptual understandings, their knowledge and their skills.
- are made up of tasks that require the synthesis and application of their learning.
- Focus on big ideas and skills rather than facts.
- focus on producing a quality product or performance.
- highlight a student's strength and expertise, which will allow for individual student targets to be set.
- take into account different ways of learning and knowing, and are sensitive to personal circumstances, which will allow for differentiated learning providing each student with an individualized programme.
- use scoring that focuses on the essence of the task and not on what is easiest to score.
- produce evidence that can be reported and understood by students, parents, teachers, administrators and board members.
- are continuous and cumulative.
- are subject to continuous review, reflection and improvement, which includes the curriculum and daily lessons, so to best meet the needs of the students.

Differentiation of Assessment

Differentiation of assessment occurs for students who are having difficulties accessing the curriculum. This could be for students who are English Language Acquisition (ELA), Learning Support, or for students who are having difficulties. Differentiation in assessment is aligned with the learning diversity policies in the IB programmes. For further information, refer to the Learning Support and Language Policy.

Reporting Progress of students

Reporting at ISUtrecht is designed to provide regular feedback to parents on student's progress. A fundamental part of reporting is the regular ongoing communication between class teachers (primary) and mentors (secondary). Class teachers and mentors are in regular contact with parents, and the school encourages open and regular feedback.

Regarding formal reporting, the school provides a balance of written reports and oral feedback during parents' evenings. The timeline for this is communicated through the school calendar. Reporting is done through Managebac digital reporting.

Reporting on students with learning disability

Students with learning disabilities receive achievement scores. Assessments maybe differentiated but not modified. Meaning, the students need to show the full understanding of the learner outcomes/objectives, but they may do this through different types of assessments, such as a oral assessments. Modification means to change the learner outcomes/objectives, so the students can 'pass' the work, in other words, to make the content easier for the students to pass.

In MYP, Year 4 -5 and the DP, differentiated assessment is aligned with IB

Academic Honesty

Academic honesty is fundamental to effective assessment. Academic Honesty is taught throughout the three programmes of the school, and also includes the appropriate use of referencing tools. For more information please refer to the Academic Honesty Policy.

Assessment in the Primary Years Programme

Continuous assessment provides insights into students' understanding, knowledge, skill and attitudes. Both formative and summative assessments have a place in the PYP. Formative assessments provide information to modify and enhance teaching and learning activities. These are necessary to plan further activities, which address issues of concern to both teacher and the students. Summative assessments summarise and confirm the development of the learner. Teachers use a balance of both formative and summative assessments.

Methods of Collecting Data

Teachers will use some of the following methods for collecting data about students:

- Observations when students are observed often and regularly, both as an individual and part of a group, and both with teacher guidance and without.
- Performance assessments are goal-directed tasks with established criteria. They are meaningful and significant challenges and problems. In these tasks there are numerous approaches to the problem and rarely only one correct response.
- Process focused assessments are when the students are observed often and regularly for typical and non-typical behaviours. Teachers use multiple observations and often use checklists, inventories and narrative descriptions.
- Selected responses are single-occasion, one-dimensional exercises. Tests and quizzes are familiar examples.
- Open-ended tasks are situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution.
- Portfolios are a purposeful collection of student's work, which are designed to demonstrate successes, growth, higher order thinking, creativity and reflection. Portfolios should not be thought of as a collection of work but rather as an exhibition of an active mind at work.

Standardised Testing

In grades 2 and 5, the students will sit the Cognitive Abilities Test (CAT) in the first half of the school year. These tests have been developed to support schools in understanding pupils' developed abilities and likely academic potential. Results from the CATs can help in intervention, monitoring progress and setting targets for future achievement.

In lower primary, and when deemed necessary in upper primary, students will have base-line assessments for reading using the PM Benchmarking programme. This programme facilitates teachers to explicitly assess students' instructional and independent reading levels using meaningful texts. The emphasis of the PM Benchmark assessment procedures is to ensure that students comprehend the texts that they read. The base-lining occurs twice a year.

Kindergarten uses checklists based on, "Kijk" from Basalt in the Netherlands and the National Curriculum Standards (NCS) from South Africa, to gauge readiness for grade 1 entry. These checklists are filled in twice a year for students that have been in school for longer than three months and have areas for literacy, numeracy, independence, fine and gross motor skills and social-emotional development.

Throughout the primary school writing samples are collected regularly and assessed against criteria to determine development, progress, and teaching emphases. The criteria is taken from the First Steps programme. First Steps was developed by the Education Department of Western Australia and provides a framework for linking assessment with teaching and learning. For each area, a continuum identifies the developmental phases from pre-literacy to independence. The continua have been developed to provide teachers with a way of examining what students can actually do and how they can do it, in order to inform planning. It is recognised that language learning is holistic and develops in relation to the context in which it is used.

ISUtrecht has chosen to use some standardised achievement tests in order to measure our students' performance over time. We use the results for internal information to inform teaching and individual student support. PYP learning outcomes inform reporting.

Reporting Progress of Students

Students' progress will be reported four times per year, as follows:

In autumn and spring, teachers and parents meet for an oral progress report.

In winter and before summer break, written reports will be uploaded onto Managebac providing written comments for each area of learning.

During oral progress meetings, parents and teachers briefly share information about student's achievement, work habits, and peer relationships. Reporting in the PYP builds upon the same ideas as classroom assessments. Teachers look at learning outcomes as end goals and teach towards clear understanding of concepts, mastery of skills and acquisition of necessary knowledge. Each subject area has specific learning outcomes defined per developmental level. These are learning outcomes are shared with the parent community on the school website. Throughout the unit, formative assessment moments are built in to assess these areas. These moments are also important moments in which the teacher can revisit areas that need reinforcing or extend the learning if necessary.

The summative assessment for each unit of inquiry includes tasks in which the students can demonstrate this understanding. The criteria against which the summative assessment is being marked is shared with the students. The report comments are written to inform parents of student's understanding. A student shows good understanding of a concept by having acquired all the knowledge and mastering the skills to underpin each concept. Therefore, in a student's report, one would generally see:

- A description of the summative assessment task (units of inquiry)
- a comment describing the student's level of understanding of each concept,
- a description of the skills and knowledge demonstrated by the student
- if a student has not shown sufficient understanding, this will also be described, along with the skills or knowledge lacking and the support they will receive in class
- tips for support at home will be provided where applicable.

Assessment in the Middle Years Programme

Subject-Specific Criteria for Evaluating Students

Teachers are required to follow the MYP assessment criteria outlined in the most current IB MYP guide. Each subject group is divided into four criteria where students can receive a maximum achievement level out of 8. A brief overview of the criteria can be found later in this document.

All subject areas should assess against each objective at least twice per school year.

How are the criteria developed?

Assessment criteria are developed from the MYP subject objectives. The objectives are rephrased into levels of achievement within a rubric. A rubric is a descriptive assessment tool that measures students' performance; rubrics provide students with a clear understanding of what is expected of them. Within each level of the rubric, directions are provided on how the students are to perform for each summative task. Students may choose the level that best suits their strengths, allowing them to take charge of their own learning – either extending their abilities within the age-appropriate expectations or beyond to develop higher-level thinking processes. Rubrics also provide feedback to the students, displaying areas of strength and areas in need of improvement. This feedback allows students to reflect on their learning, so they are able to set learning goals for the next assignment.

Formative and Summative Assessments

Both formative and summative assessments have a place in the MYP. Formative assessments provide information to the teachers and students to modify and enhance teaching and learning activities. Summative assessments summarise the development of the learner. All summative assessments are marked against the IB MYP assessment criteria.

Methods of Collecting Data

Teachers will use some of the following methods for collecting data about students:

- Observations when students are observed often and regularly, as part of a group or as an individual, and both with teacher guidance and without.
- Performance assessments are on-going goal-directed tasks with established criteria. They are meaningful and significant challenges and problems. In these tasks there are numerous approaches to the problem and rarely only one correct response. Examples of approaches are essays, exams, projects, and presentations.
- Inquiry projects, which lead to actions, are situations in which students are presented with a stimulus and are required research an individual chosen aspect of that stimulus. The students will then develop an action plan and a product to show their learning. These should occur at least once a year within each subject area.
- Peer and self-assessments are when students assess own or peer(s) work. This is used as a formative assessment to deepen students' conceptual understanding.

Reporting Progress of Students

Students' progress will be reported five times per year, as follows:

- In autumn and spring, students will receive a progress report uploaded onto Managebac, providing a predicted final mark (1-7), Approaches to Learning (ATL) achievement, brief comment regarding student work. Parents can arrange a meeting with the mentor to discuss the progress reports, after they have been published on Managebac.
- In winter and before summer break, full written reports are uploaded onto Managebac, providing written comments from all subject teachers.
- Directly after the winter reports, there will be oral progress meetings. Parents will be invited for the meeting via school app. During this meeting teachers will briefly share information about students' achievement and work habits in specific subjects.

Best-Fit Approach

For each criterion within each subject group the students earn a level of achievement. The level of achievement represents the students' ability and performance for that criterion. The level of achievement for each assignment is

measured based on the students' performance for that given assignment. The level of achievement students earn at the end of each term is based on a "best fit" approach. In order to determine the best fit, a teacher reviews all of the work a student has completed throughout the year for a given criterion and determines the level of achievement that most accurately represents the students' ability at that time.

External Assessments (eAssessments) for Grade 10 only

For the 2018-19 school year, the school will partially incorporate the optional IB MYP eAssessment. This will consist of:

- ePortfolios which is the carefully defined course working language acquisition, arts, design and physical and health education, using a process of dynamic sampling to moderate results to a global standard.
- onscreen examinations for selected courses in language and literature, individuals and societies, sciences, mathematics, and interdisciplinary learning.
- mandatory external moderation of the personal project.

Internal Standardisation of Assessment

Internal standardisation of assessment takes part within subject groups and is ongoing. ISUtrecht works closely with other Dutch International Schools (DIS) schools and subject experts from the different schools collaborate regularly to ensure further alignment.

The IB Online Curriculum Centre and ongoing participation in IB professional development are also used to further deepen our understanding of internal standardisation.

Midterm and Final Assessments (Test Weeks)

There is a final assessment week in each year of the MYP, this occurs towards the end of the academic school year. The rationale for giving these more traditional assessments is to make the students accountable for the content and skills taught during the school year and to teach them study skills for a larger amount of content, preparing them for the Diploma Programme summative assessments. These assessments only count as another assessment and do not have any greater weighting. Grade 9 and 10 may also have midterm assessments before the winter break.

Final Grade

Students earn a final grade for each subject group at the end of each term. The final grade is a score that ranges 1-7, where a 7 is the highest grade and a 1 is the lowest. The final grade is calculated by adding the students' level of achievement for each criterion in a subject and then applying the grade boundaries. A final grade can only be rewarded when a level of achievement is given to each assessment criteria. At the end of each term, students will be assessed for each assessment criteria in order to reward a final grade.

MYP Certificate and Assessments

As from 2020, grade 10 students may have the opportunity to achieve the IB validated MYP certificate through IB external assessment. Achieving the IB certificate is not a pre-requisite for entry into the Diploma Programme, neither does it give guaranteed acceptance into the DP. Entry into the IB Diploma programme is based on a combination of results from continuous criterion-based assessment and external assessment result. Please see the Promotion Policy for more information.

Assessment within the Subject Groups

The following pages detail the criteria for the eight subject groups, inter-disciplinary units and the personal project. Each section identifies the four criteria for each subject, and a brief description of each criterion. The grade boundaries are used to determine the final grade by adding the scores from each criterion.

Grade	Boundary guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations.

5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Subject Specific Criteria

Arts (Visual Arts, Music and Drama)

Criterion A: Knowing and Understanding

The students discover the aesthetics of art forms and are able to analyse and communicate in specialized language. Using explicit and tacit knowledge alongside an understanding of the role of the arts in a global context, students inform their work and artistic perspectives.

Criterion B: Developing skills

The acquisition and development of skills provide the opportunity for active participation in the art form and in the process of creating art. Skill application allows students to develop their artistic ideas to a point of realization. Skills are evident in both process and product.

Criterion C: Thinking creatively

The arts motivate students to develop curiosity and purposefully explore and challenge boundaries. Thinking creatively encourages students to explore the unfamiliar and experiment in innovative ways to develop their artistic intentions, their processes and their work.

Criterion D: Responding

Students should have the opportunity to respond to their world, to their own art and to the art of others. A response can come in many forms; creating art as a response encourages students to make connections and transfer their learning to new settings.

Design

Criterion A: Inquiring and analysing

Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem.

Criterion B: Developing Ideas

Students write a detailed specification, which drives the development of a solution. They present the solution.

Criterion C: Creating the solution

Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation.

Criterion D: Evaluating

Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience.

Individuals and Societies (Integrated Humanities and Business)

Criterion A: Knowing and Understanding

Students develop factual and conceptual knowledge about individuals and societies.

Criterion B: Investigating

Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.

Criterion C: Communicating

Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats.

Criterion D: Thinking Critically

Students use critical thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.

Interdisciplinary Units

Criterion A: Disciplinary Grounding

Refer to the subject criteria knowledge criteria (criteria A), which the unit is an integration. This will give the teachers the subject specific disciplinary grounding to mark against; and this will give the mark in this criterion as a best-fit among the subjects.

Criterion B: Synthesizing

Student will synthesizes disciplinary knowledge to demonstrate consistent interdisciplinary understanding.

Criterion C: Communicating

Student will communicate interdisciplinary understanding with clarity, organization and coherence. And the student

will acknowledge relevant sources.

Criterion D: Reflecting

Student will evaluate strengths and limitations of the interdisciplinary learning process. And the student will describe some benefits and limitations of disciplinary and interdisciplinary knowledge in specific situations.

Language and Literature (Dutch and English)

Criterion A: Analysing

Through the study of language and literature students are enabled to deconstruct texts in order to identify their essential elements and their meaning and engage with texts requires students to think critically and show awareness of, and an ability to reflect on, different perspectives through their interpretations of the text .

Criterion B: Organizing

Students should understand and be able to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication, whilst maintaining academic honesty.

Criterion C: Producing Text

Students will produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience.

Criterion D: Using Language

Students have opportunities to develop, organize and express themselves and communicate thoughts, ideas and information, requiring accurate and varied language in written, oral and visual text.

Language Acquisition (Dutch, English, and Spanish)

The Language Acquisition Criteria are divided into six different phases (level). Students are assessed according to their levels.

Criterion A: Comprehending Spoken and Visual Text

Comprehending spoken and visual text encompasses aspects of listening and viewing, and involves the student in interpreting and constructing meaning from spoken and visual text to understand how images presented with oral text interplay to convey ideas, values and attitudes.

Criterion B: Comprehending written and visual text

Comprehending written and visual text encompasses aspects of reading and viewing, and involves the student in constructing meaning and interpreting written and visual text to understand how images presented with written text interplay to convey ideas, values and attitudes.

Criterion C: Communicating in response to spoken, written and visual text

Students will have opportunities to develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, and responding to spoken, written and visual text in the target language.

Criterion D: Using language in spoken and written form

This objective relates to the correct and appropriate use of the spoken and written target language. It involves recognizing and using language suitable to the audience and purpose with an understanding structure, strategies (spelling, grammar, plot, character, punctuation, voice) and techniques with increasing skill and effectiveness.

Mathematics

Criteria A: Knowing and Understanding

Knowledge and understanding are fundamental to studying mathematics and form the base from which to explore concepts and develop skills. This objective assesses the extent to which students can select and apply mathematics to solve problems in both familiar and unfamiliar situations in a variety of contexts.

Criterion B: Investigating Patterns

Investigating patterns allows students to experience the excitement and satisfaction of mathematical discovery. Working through investigations encourages students to become risk-takers, inquirers and critical thinkers. The ability to inquire is invaluable in the MYP and contributes to lifelong learning.

Criterion C: Communicating

Mathematics provides a powerful and universal language. Students are expected to use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing

Criterion D: Applying Mathematics in real life context

MYP mathematics encourages students to see mathematics as a tool for solving problems in an authentic real-life context. Students are expected to transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.

Physical and Health Education

Criterion A: Knowledge

Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.

Criterion B: Planning a Performance

Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education.

Criterion C: Applying and performing

Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.

Criteria D: Reflecting and improving performance

Students enhance their personal and social development, set goals, take responsible action and reflect on their

performance and the performance of others.

Personal Project- only applicable to students in MYP 5

Criterion A: Investigating

Assessing the student's ability to define a clear goal in their personal project. They should also be able to identify prior learning and subject-specific knowledge relevant to the project and demonstrate research skills.

Criterion B: Planning

Assessing the students' ability to develop criteria for the product/outcome, plan and record the development process of the project and demonstrate self-management skills.

Criterion C: Taking action

Assessing the students' ability to create a product/outcome in response of the goal, global context and idea. The students demonstrate thinking skills and demonstrate communication and social skills.

Criterion D: Reflecting

Assessing the students' ability to evaluate the quality of the product/outcome against their criteria. , reflect on how completing the project has extended their knowledge and understanding of the topic and the global context as well as to reflect on their development as IB learners through the project.

Sciences (Integrated Sciences, Biology, Chemistry, and Physics)

Criterion A: Knowing and understanding

Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments.

Criterion B: Inquiring and designing

Intellectual and practical skills are developed through designing, analysing and performing scientific investigations. Although the scientific method involves a wide variety of approaches, the MYP emphasizes experimental work and scientific inquiry.

Criterion C: Processing and evaluating

Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached. MYP sciences help students to develop analytical thinking skills, which they can use to evaluate the method and discuss possible improvements or extensions.

Criterion D: Reflecting on the impacts of science

Students gain global understanding of science by evaluating the implications of scientific developments and their applications to a specific problem or issue. Varied scientific language will be applied in order to demonstrate understanding. Students are expected to become aware of the importance of documenting the work of others when communicating in science.

Assessment in the Diploma Programme

The diploma programme is a two year course which is assessed by the IB using a variety of internal and external assessment components. Internal assessment components are graded by teachers but later moderated by the IB. External assessment components are graded by IB examiners. The IB assess these components in two ways:

1.Assessment criteria

Assessment criteria are used when the task is open ended. Each criterion has a set of hierarchical level descriptors. Each criterion is applied independently using a best-fit model. The marks awarded for each criterion is added together to give the total mark for the piece of work.

2.Analytical mark schemes

These are used in examinations where the examiner expects a particular kind of response. Examiners are given detailed instructions on how to award marks for each response.

Each assessment components is worth points and is weighted allowing for the calculation of an overall point score. Examiners set grade boundaries at a post-examination meeting once all components have been marked. The grade boundaries allow for a conversion from the total points awarded from the assessment components into a scoring system of 1-7 points per subject with the exception of the theory of knowledge and the extended essay components which are worth a combined total of 3 points. Together this gives a possible 45 points. To be awarded the Diploma there is a minimum requirement of 24 points plus other requirements which can be found along with the DP promotion criteria on p18 of this policy.

Internal Assessments

IBDP internal assessments allow the subject teachers to assess some of the students' work during the DP course. Examples include English individual oral commentary, language presentations, historical investigations, laboratory reports, and math projects. Teachers follow strict guidelines in the delivery of these assessment types and the marks for the internal assessments are submitted to the International Baccalaureate Organization (IBO), along with a representative sample of the work from the cohort. This sample is then sent to an IB moderator who evaluates how the teacher has applied the DP grading rubric. The IBO may then adjust the marks of the assignment up or down. Internal assessments provide students with opportunities to show mastery of skills outside of the final DP examinations.

In each DP subject teachers are given a very specific list of criteria to assess and guidelines on how to mark each criterion. To determine a mark, the teacher chooses the level of achievement that best matches the work being marked. The criteria for achievement are clearly communicated to students well in advance of the internal assessments. Students receive significant instruction and practice throughout their courses in order to effectively prepare for these challenging internal assessment components.

Two year calendar

The school sets internal deadlines for different stages of the internal assessment work of each subject, as well as for the core components, which are detailed in the two-school years calendar, given to students at the beginning of the first year of the programme. It is important for students (and parents) to be aware of the importance of meeting all the deadlines in the calendar. ISU teachers collaborate to plan the Internal Assessment calendar to maximize student achievement and minimize student stress.

Missed Internal and External assessment deadlines in DP

Final deadlines for internal and external assessments are always on Thursday. During the core lesson period 1 the mentors check whether the assessments have been handed in on time. If a student has not uploaded the assessment, they will have to stay in school that day from 14.45-17.00 hrs. If the assessment has still not been completed on Thursday afternoon the student will stay after school on Friday until 17.00 hrs as well.

Finally, if the assessment has not been uploaded by the Monday after the deadline at 8.00 hrs the student will not be allowed to attend any lessons until he/she is done. The student will report to Ms Schmidt in the secondary office at 8.15 hrs and will work in the Deputy Heads office until the assessment has been completed.

External Assessment

Final examinations are the main means of external assessment, work such as the Extended Essay, Written Assignment papers, Theory of Knowledge essays and Visual Arts exhibitions are also externally assessed.

The dates for DP examinations are set by the International Baccalaureate and given to students a year in advance of their exams. DP exams are conducted in strict accordance with IB regulations.

Find below the overview of IBDPI assessment components of the DP per subject group.

Group	Subject	Internal Assessment	External Assessment
1	Lit and Lang	Individual oral commentary Individual oral presentation	Written Examinations
2	Language Acquisition	Individual orals	Written Examinations Written Task
3	History Pamoja options ITGS Business management	Historical Investigation Project Written Commentary Research Project (HL)	Written Examinations Written Examinations Written Examinations
4	Biology Chemistry Physics	Experimental investigations	Written Examinations
5	Mathematical Studies Mathematics SL Mathematics HL	Portfolio	Written Examinations
6	Visual Arts	Investigation workbook Studio work	External Assessment done by visiting examiner of Studio and Investigation work
Core	Extended Essay Theory of Knowledge	Presentation	Research Essay Essay submitted electronically

Inclusive Assessment Arrangements for IB DP Assessments

In line with the IB Inclusive Assessment Arrangement policy, teachers and mentors feedback information to the Learner Support Coordinator if issues arise and a student is identified as having an assessment arrangement or specific educational support

Candidates eligible for inclusive assessment arrangements are those with individual needs such as:

- learning disabilities
- specific learning difficulties
- communication and speech difficulties
- autism spectrum disorders
- social, emotional and behaviour challenges
- multiple disabilities and/or physical, sensory, medical or mental health issue.

Students with special assessment needs are required to produce medical documentation at the start of the course so that measures to support them can be put into place.

Applications for special access arrangements in examinations are submitted to the Diploma Coordinator and then to the IB during the first term, or later should circumstances change, and the access arrangements authorized are practiced throughout the course so that the student can perform to the best of his/her ability and have a realistic understanding of his/her levels of achievement.

DP Assessment components (in-house)

In order to prepare students for the IBDP assessment components, teachers create rigorous assessment plans which are integrated into the teaching and learning. Teachers of the diploma programme use two types of in-house assessments styles to support student learning; formative and summative. They are both categorized as 'in-house' since they are used by teachers as indicators of student mastery of the diploma course and do not contribute to the actual Diploma grade.

The formative assessments monitor the student's progress in skills, concepts and content. It gives the opportunity for reflection and gives information to students about the areas that need improvement. Teachers can then reflect on teaching methods and adapt the instruction to the students' needs.

The summative assessments aim to determine the level of achievement of a student at the end of a unit of work or stage of the course. Examples: essays, lab reports, presentations, exams, etc. Summative assessment material in the DP uses ONLY IB style assessment material. The feedback is given in grades, calculated using the IB grade boundaries specific to each subject. This allows students to gain IB exam experience and allows an estimate of the DP working level.

These in-house assessments are essential for student success and contribute to the students' report card. The report card grade each student earns in a particular DP class is not tied directly to the marks earned on formal DP assessments, but is reflective of work completed in preparation for those assessments. Teachers evaluate school-based assignments using DP rubrics and then convert the marks to 1-7 scores based on mark bands available in the yearly subject reports provided by IB.

Progress Review and reporting in the DP

The student is given regular progress feedback throughout his/her time at the school both on a formal and an informal basis. There are 4 informal progress reflection opportunities throughout the DP yearly calendar. The protocol is as follows:

1. DP students will be given a short one to one progress talk with each of their subject teachers (Sept, Nov, March and May). For some students it will be necessary to have Progress Review and Reflection meetings at more regular intervals to help raise achievement.
2. During a one to one subject teacher –student discussion, students will reflect on their practices/progress and complete a Progress Reflection and action plan.
3. Each student will set themselves targets for the next quarter with help from the teacher.
4. Targets and grades will be monitored and reviewed periodically

Students' progress will be formally reported on five times per year, as follows:

In autumn and spring, students will receive a progress report uploaded onto Managebac, providing a predicted final mark (1-7), Approaches to Learning (ATL) achievement, brief comment regarding student work, as well as a general mentor comment.

In winter and before summer break, full written reports are uploaded onto Managebac, providing written comments from all subject teachers.

Directly after the winter reports, there will be oral progress meetings. Parents will be invited for the meeting via school app. During this meeting teachers will briefly share information about students' achievement and work habits.

Below you can find the DP in-house grading overview.

The abbreviations used are Diploma Programme (DP), Community, Action and Service (CAS), Extended Essay (EE), and Theory of knowledge (TOK).

Component	Description
Interim grades per subject	Each student achieves an indicative grade at the end of the term, based on the progress made during the term and related to the DP subject grade boundaries, as following: 7 Excellent performance 6 Very good performance 5 Good performance 4 Satisfactory performance 3 Mediocre performance 2 Poor performance 1 Very poor performance

Interim grades for Theory of Knowledge and Extended Essay	A Excellent performance B Good performance C Satisfactory performance D Mediocre performance E Elementary performance
Final grades	The final grade, given at the end of each school year, reflects the interim grades and the results of the mock exam, marked with grades from 1 to 7, with 7 being the highest grade.

Mock Exams

The students will sit mock exams for each chosen subject. The results are given as a grade on the scale 7 to 1, with 7 being the highest grade, using the grade boundaries specific to each subject. The first mock exam will take place at the end of DP1 and the second towards the end of DP2.

Support in the DP - Independent Study Tracking

Students should become independent learners and actively engage in their studies in order to be successful in the in-house assessments and consequently the formal assessment components of the DP. Students are required to complete at least 1 hour of active independent study, per subject each week. Students are given timetabled 'silent study sessions' as part of their DP timetable which takes place in a dedicated DP silent study room.

Promotion Criteria for DP1 and DP2

All students in DP1 and DP2 are assessed with grades from 1 to 7, with 7 representing the highest grade.

At the end of each term, each student will have been awarded an indicative grade. At the end of the school year, each student will be awarded a final grade. This final grade will be based upon the combined indicative grades of the 2 terms and will take into consideration the progress made by the student throughout the school year (best fit) and the results of the mock exam.

The promotion from DP1 (Grade 11) to DP2 (Grade 12) AND the award of the Diploma Programme are based on the following official guidelines:

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.

The IB Diploma will be awarded to a candidate providing 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" awarded for theory of knowledge, extended essay or for a contributing subject.

There is no grade E awarded for one or both of 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 (for candidates who register for four HL subjects, the three highest grades count)

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

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

The following matrix will be used from the May 2015 session for award of points for ToK/EE:

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