

## **2<sup>nd</sup> SLO IBDP ASSESSMENT POLICY**

### **1. PHILOSOPHY**

2<sup>nd</sup> SLO is a community of students, parents, teachers and administrative employees who cooperate to create an inclusive and stimulating teaching-learning environment. We make every effort for our assessment policy to promote reflection and self-improvement instead of competition, which is why we use a wide range of self-assessment and form-assessment tools. Our aim is to reconcile precision and clarity of assessment with an individual approach to each student's profile and skills. We believe that a carefully planned assessment is a prerequisite for extending our students' knowledge, improving their skills and creativity, promoting their engagement and interest in learning as well as developing their curiosity about the world around them.

### **2. ASSESSMENT PRINCIPLES**

#### **2.1. Why do we assess?**

The internal assessment of our students' performance aims to: (a) inform students about the level of their learning progress and educational achievements; (b) evaluate their skills and knowledge; (c) give assistance in relation to their individual development planning; (d) motivate them to make further progress in scholarship and conduct; (e) provide parents or legal guardians and teachers with the information on students' progress, special aptitudes and difficulties they encounter.

#### **2.2. What do we assess?**

We assess a wide range of activities and skills during the process of knowledge acquisition, such as: group work, discussion, formulating proper research questions, collecting data, research work planning, conducting and describing experiments, self-assessment, comparative thinking and creativity.

#### **2.3. How do we assess?**

In our school we practise summative assessment described in a school grade system and aimed at measuring students' achievements in terms of Diploma Programme assessment criteria, as well as formative assessment - description of strong and weak points of students' work with suggestions of how to improve their performance. Besides teachers' assessments, we also practise and encourage students' assessments in three forms: peer assessment, self-assessment and group assessment.

At each stage of education students are encouraged to assess their work and reflect on it. Students are also encouraged to periodically analyze and discuss their weak and strong points with one another and with the group.

### **3. ASSESSMENT PRACTICE**

In the IB Diploma Programme in our school two types of assessment are used: external and internal assessments. In both cases we use the official IB Diploma Programme grading scale from 1 (fail) to 7 (excellent) except in the Theory of Knowledge and the Extended Essay courses, which are graded on a scale from E (fail) to A (excellent).

#### **3.1. IB Diploma Programme Exams**

The IB Diploma Programme Exams are a crucial part of a summative assessment called formal assessment. Formal assessment, "defined as assessment directly contributing to the final qualification, represents the final summative assessment practice in the IB continuum of education." (*Guidelines for developing a school assessment policy in the Diploma Programme*. 2010. P. 2.)

The IB Diploma exams assess students' knowledge acquired during two years of the Programme. It is the student's systematic work that plays a crucial role in the attainment of the Diploma. There are two kinds of formal Diploma assessment: IB external assessments and IB internal assessments.

##### IB External Assessments

A representative sample of some of the assessment tasks is not only graded by the school teachers but also moderated by external IB examiners to assure international parity. The external subject exams take place in May at the end of the final year of the Diploma Programme. These annual May examinations are externally marked with no input from the subject teachers. Externally marked examinations account for the major part of the assessment score for each subject.

##### IB Internal Assessment

Some part of the formal assessment is internal, which means that it is a school teacher who marks the work whilst only part of it is moderated externally. Detailed criteria and the model of internal assessment are explained to students by teachers in the particular subject course outlines/syllabuses.

However, there are two important internal assessment principles common to all subjects: the **system of deadlines** and **mandatory supervision**. Our system of deadlines provides students with general school deadlines, which are of three types:

- green deadline (Meaning: up to this date students are obliged to deliver to their teachers the first full or almost full version of their work – teachers have three weeks to give them full feedback);
- yellow deadline (Meaning: up to this date, which is no earlier than one month after the green deadline, students are obliged to deliver to their teachers the final version of their work – teachers have two weeks to offer them some minor final corrections);
- red deadline (Meaning: up to this date student's work must be ready to be uploaded to the IBIS system – this readiness must be confirmed by a teacher or the IBDP coordinator).

The consequences of student's failure to meet these deadlines are:

- for the green deadline (students will not receive full feedback on their work);
- for the yellow deadline (students will not receive information about final feedback with minor corrections of their work);
- for the red deadline (student's work will not be uploaded to IBIS and they will not get the Diploma).

The second principle is mandatory supervision, which aims at securing academic honesty of student's internally assessed work. The student is obliged to present to their teacher their work in progress during at least two meetings. Additional requirements may apply to a specific subject group – each is explained in particular subject course outlines/syllabuses. If the student does not meet this requirement their teacher will not accept the final version of their work.

Externally assessed work in EE, TOK, Langlit and VA is supervised according to the same principles.

### **3.2. School Subject Assessment System**

The School Subject Assessment System regulates the use of several additional assessment strategies in the 2<sup>nd</sup> SLO IB Diploma Programme.

### Descriptive Grade

Each semester ends with descriptive grades (apart from summative) in each of taught subjects. Students and their parents are informed about these grades online as well as during open days.

### Mock Exams

At least once each year IBDP students write mock exams. Mock exams are intended to prepare students for real exams. A whole week in the school calendar is dedicated solely to Mock Exams.

### Credit warnings

One month before the end of the IB1 year teachers inform students about credit warnings, which are given when a student is at risk of getting a failing grade. Then students have one month to improve their grade. Students with a failing grade condition in one or more subjects are not promoted to the IB2 year.

There are no credit warnings in IB2. All of IB2 students are admitted to the final IB exams (as long as they fulfill the attendance requirement: see below) – instead of official warnings teachers regularly inform students of their strengths and weaknesses.

### Attendance requirement

In the IB Diploma Programme students need to focus on systematic work and responsibility, which is why classes and workshop attendance are of crucial importance. In our school we obey the following rules:

- 75% attendance requirement in both years,
- 3 times being more than 3 minutes late count as one absence,
- being more than 15 minutes late counts as an absence,
- in the case of long term absences due to illness, arrangements with a form teacher, Deputy Head or Coordinator must be made

### Promotion to the IB2 year

In order to be promoted to the IB2 year students are required to:

- reach at least the grade of 2 in each of the SL subjects and the grade of 3 in each of the HL subjects.

Students who fail to fulfill this condition may apply for an end-of-year achievement exam, which takes place in August. The exam result of 2 in a SL subject and of 3 in a HL subject is considered a

passing condition. Students who did not receive promotion to the IB2 year may apply for the IB1 year repetition. Each case is decided by the Teachers' Council.

#### Final exam admittance

In order to be admitted to the Final IB exams students are required to meet the attendance requirement. A student and his/her parents are informed regularly (at least twice in each semester) about the percentage of attendance via the internet platform (Librus) in the form of a descriptive grade. Students at risk of failing the attendance requirement receive additional warnings, beginning in November of the IB2 year.

Students who fail the attendance requirement anyway may apply for an end-of-year achievement exam in each subject without a minimum attendance rate. The exam result of 4 is considered to be a passing condition. Students who fail the exam are allowed to apply for the IB2 year repetition.

#### Academic Honesty Rules Violation

If any class assignment is produced by a student with violation of the Academic Honesty Policy, the lowest grade according to Subject Assessment System is awarded. If a student violates academic honesty rules more than once, the IBDP coordinator will apply to the Teacher's Council for expulsion of this student from the school (for further details see the School Academic Honesty Policy).

#### Predicted Grades

There are two kinds of predicted grades: for the university purpose and for the prediction of students' performance during the final exams. The first proposed version of grades for the university purpose are given at the end of the IB1 year and should not be lower than the IB1 final grade. Conditions for predicted grades that are higher than IB1 final grade should be described in Subject Assessment System. Teachers are not obligated to reveal the final exam predicted grades to the students.

### **3.3. Reporting and recording grades**

#### Reporting

Students and parents are informed about grades in the following way:

- parents' meeting: written reports and individual conferences with teachers – three times a year
- feedback for students during classes
- via the Internet platform (parents and students).

#### Recording

All grades are kept on the internet platform accessible to all school community.

#### **4. IB DIPLOMA ATTAINMENT**

The IBO uses criterion-referenced assessments to confer points leading to an IB Diploma. Each of the six examined subjects is graded on a scale of 1 to 7 points (max 42 points). In addition, the student is supposed to complete the core courses: the Theory of Knowledge, the Extended Essay and CAS (Creativity, Action and Service). He or she will be then awarded an IB Diploma provided none of the following failing conditions exist:

- CAS requirements have not been met.
- Candidate's total points are fewer than 24.
- An N has been given for theory of knowledge, extended essay or for a contributing subject.
- A grade E has been awarded for one or both of theory of knowledge and the extended essay.
- There is a grade 1 awarded in a subject/level.
- Grade 2 has been awarded three or more times (HL or SL).
- Grade 3 or below has been awarded four or more times (HL or SL).
- Candidate has gained fewer than 12 points in HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- Candidate has gained fewer than 9 points in SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

This information is taken from: *IB Diploma Programme Simplifying the diploma requirements and failing conditions*. Feb 2014. P. 4.

Excellent performance in the 6 subject areas results in a grade 7 for each, or a total of 42 points. The maximum diploma point score is 45. Theory of Knowledge and the Extended Essay contribute to the overall score through a matrix system, which awards up to 3 bonus points based on the candidate's combined performance.

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				

Students who do not fulfill the entire set of requirements for an IB Diploma or who decide to take fewer than six subjects are awarded a certificate for examinations completed.

## 5. TEACHING QUALITY EVALUATION

In our school we attach great value to the quality of teaching. In order to maintain and raise our teaching quality we undertake several actions:

- Student questionnaires.
- Regular participation of our teachers in the IB workshops.
- Predicted grades juxtaposition with final grades.
- Regular meetings of the IB Teaching Quality Team.

More details of our Teaching Quality Policy are included in a separate document: 2<sup>nd</sup> SLO Approaches to Teaching and Learning Policy.