



**Learning Alliance International**

**IB WORLD SCHOOL**

**DP**

**ASSESSMENT POLICY**

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## **Learning Alliance International Mission Statement:**

*“LEARNING ALLIANCE INTERNATIONAL is committed to developing the students as a whole, not only the intellect but also the personality by empowering them to become confident and competent lifelong learners. Our goal is to inspire our students to evolve into responsible, compassionate and dynamic citizens of the global society.”*

It is the core value of the school to encourage students to take responsibility and think of ways of being responsible towards their self, others and the environment.

Learning Alliance International is therefore committed to providing necessary tools:

- to ensure that students are assessed appropriately based on the subject specific criterion set forth in the IB guidelines
- to provide a gauge for teachers to judge student performance keeping in mind the aims and objectives, in specific subjects, set forth in the IB guidelines.

## **Definition:**

Assessment refers to the various means by which student achievement may be evaluated. Assessment instruments may include tests, examinations, extended practical work, projects, portfolios and oral work; some are conducted over prolonged periods while others are carried out in a narrow time frame.

*A distinction is often made between summative assessment, aimed at determining the level of achievement of a student generally at the end of a course of study, and formative assessment, aimed at identifying the learning needs of students and forming part of the learning and process itself.\**

*\*Diploma Programme assessment: principles and practice (2010)*

## **Production of the Policy:**

The DP Assessment Policy is supported by a developed and functional MYP Assessment Policy, in keeping with the ideology that DP is an organic continuation of the MYP. The following factors for DP Assessments have been taken into account where a variation in the original policy has been introduced:

- DP Assessment criteria
- Processes that are mandatory for reporting and recording DP Assessment
- University requirements and/or National Requirements
- The philosophy of assessment in the DP to support student learning in the DP

## **Principles of Assessment:**

- All students can learn
- Assessments of various types determine the effectiveness of teaching
- Assessments can and should take various forms and methods
- Assessments monitor the progress of student learning
- Both students and teachers should be involved in assessment
- Student learning is evaluated using predetermined criterion rather than comparisons to published averages or norms
- Assessment by IB allows administrators, teachers, students, and parents to evaluate their students' progress relative to state, national, and worldwide performance

- Effective assessments provide feedback to teachers, students, and parents in order to improve/revise instruction in the classroom and student study habits
- Assessments should reveal what the student knows and understands
- Assessments should be used to help parents understand and support what is going on in the classroom
- Assessments should allow all stakeholders to see evidence of learning
- Parents and students have access to students' grades using Student Portals

#### **Purpose of Assessment for Students:**

- Share acquired knowledge, learning and understanding with others
- Demonstrate a range of knowledge, skills and thorough conceptual understanding
- Use a variety of learning styles and abilities to express their understanding
- Know and understand in advance the criteria for producing a quality product or performance
- Participate in reflection, self- and peer-assessment
- Base their learning on real-life experiences that can lead to further inquiries
- Express different points of view and interpretations
- Analyze own learning and understand what needs to be improved.

#### **Purpose of Assessment for Teachers and Coordinators:**

- Inform every stage of the teaching and learning process
- Develop criteria for producing a quality product or performance
- Provide evidence that can be effectively reported and understood by the whole school community
- Collaboratively review and reflect on student performance and progress
- Take into account a variety of learning styles, multiple intelligences and abilities including different cultural contexts

#### **Purpose of Assessment for Parents and Guardians:**

- See evidence of student learning and development
- Develop an understanding of the student's efforts and progress
- Provide opportunities to support and celebrate student learning.

#### **Indicators of effective Assessment:**

- Assessment is treated by staff and students as an integral and prominent component of the entire teaching and learning process rather than a final adjunct to it.
- The multiple roles of assessment are recognised.
- The powerful motivating effect of assessment requirements on students is understood and assessment tasks are designed to foster valued study habits.
- There is a clear alignment between expected learning outcomes, what is taught and learnt, and the knowledge and skills assessed.
- Assessment tasks assess the capacity to analyse and synthesise new information and concepts rather than simply recall information previously presented.
- A variety of assessment methods is employed so that the limitations of particular methods are minimised.
- There is a steady progression in the complexity and demands of assessment requirements in the later years of courses.

- Assessment tasks are checked to ensure there are no inherent biases that may disadvantage particular student groups.
- Plagiarism is minimised through careful task design, explicit education and appropriate monitoring of academic honesty.

## **Types of Assessments**

### **Admission Assessment**

Learning Alliance International DP applicants are asked to submit a copy of their MYP Certificate and/or O Level Certificates and/or complete Secondary school academic profile. Applicants must have an average 'B' grade or equivalent to be considered for the International Baccalaureate Diploma Programme.

As part of the admissions process students applying to read the Mathematics Higher Level course are required to take a Mathematics diagnostic test based on standard CIE Mathematics Syllabus for age 16 grade. The students must be able to score a 70 per cent on the test in order to be considered for the Mathematics HL course.

### **Formative Assessment**

Formative Assessments are carried out on a regular basis to direct student achievement and provide authentic and detailed feedback to teachers on student understanding and progress. They also aid students to develop necessary skills required to perform summative assessments. Formative assessments:

- Are taken while the topic is still being taught
- Help teachers identify specific mistakes and misconceptions

### **Summative Assessment**

Summative assessments will aim to assess the achievement level of specific IB criterion at the end of each DP subject module. The number of modules varies every term for each subject. Teachers assess students continually; therefore, they determine level of achievement based on student work such as presentations, portfolios or paper tests.

Summative assessment is used for various purposes, including:

- the provision of information about student academic achievement
- the certification and selection of students for higher education institutes
- an accountability mechanism to evaluate teachers and schools
- a driving force for reform of curricula.

Grades for Summative Assessments are recorded in ManageBac as well as published on the school web portal for parents and students. Parents and students can check grades at their convenience throughout the school year. Parents are encouraged to check the web portal frequently and notified via text message when a new student report is available for viewing or when the report cards are being sent home through the mail. The administrative office also keeps hard copies of these reports in the students' file.

### **Internal Assessment**

Internal assessments are mandatory assessments completed in DP Year 1 and 2. They focus on skills as well as the subject content. These assessments are graded by the subject teacher using the criteria published by IB. The internal assessment scores are submitted to IB for moderation to ensure all internal assessment scores worldwide are consistent.

Examples of this type of assessment include, but are not limited to; oral presentations, science investigations, math explorations, and other major projects.

**External Assessment:**

External IB assessments are mandatory assessments that are completed during the DP 2 that are not scored by the subject teachers. These assessments are IB exams that are administered during the May testing session and essays that are sent directly to IB examiners for evaluation. It is very important to note that students must take the external assessment (IB exams) on the assigned test date.

**External Standardized Testing:** Students, who intend to apply to universities in the United States or to local institutions that require standardized testing, must sit the **Scholastic Aptitude Test (SAT 1)**. Students may sit IELTS (**International English Language Testing System**) or any other English language proficiency test for higher education in foreign country or for the purpose of global migration. The school does not conduct standardized tests; students are required to register for these tests privately.

**How will the assessments be created?**

All types of Assessments will be created collaboratively by teachers and will involve the curriculum coordinator to ensure the alignment of tasks with standards and benchmarks, and to make sure that relevance and reliability is maintained keeping in mind subject specific criteria.

**Standardization:**

Where more than one teacher is involved, common standards will be set for standardization of internal assessments. This will be done as part of a collaborative meeting, which will be held regularly between the teachers, the curriculum coordinator and the DPC. To safeguard that a teacher assesses the students correctly the internal assessments are evaluated before they are given to the students. The teachers make the assessments according to the IB level descriptors and then have a meeting with the DPC to discuss the assessment.

**Grading and Reporting**

In the DP, students receive grades ranging from 1 to 7, with 7 being highest. Students receive a grade for each DP course attempted. These grades correspond to a preset percentage for the subject. There is no total score reported by the school, only the grade level achieved for each subject. Reports also anecdotal comments on the DP Core.

A student's final Diploma result score is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance including successful completion of the three essential elements of the DP core.

The grading scale for IBDP at Learning Alliance International is as follows:

IB Grade	Percentage
7	90%
6	80-89%
5	70-79%
4	60-69%
3	50-59%
2	41-49%
1	>40%

## The descriptors

**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 synthesize 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 synthesize 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, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, 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 evidence of critical, reflective thinking. 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. 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 mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity, and include some awareness of audience and evidence of intercultural understanding.

**3** The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. 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 and organization 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 organize work, but the response 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. Organization 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.



## The DP core

In addition to scheduled assessments all students must ensure that requirements and markers for Theory of Knowledge, Extended Essay and the Community-Action-Service are adhered to and fulfilled.

The theory of knowledge (TOK) and extended essay (EE) components are awarded individual grades and, collectively, can contribute up to 3 additional points towards the overall Diploma score.

Creativity, Action, Service – the remaining element in the DP core – does not contribute to the points total but authenticated participation is a requirement for the award of the diploma.

## The DP Core Matrix

# The diploma points matrix

May 2015 onwards

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

[http://nhs.svvsd.org/files/IB\\_Diploma\\_Programme\\_-\\_Simplifying\\_the\\_diploma\\_requirements\\_and\\_failing\\_conditions\\_0.pdf](http://nhs.svvsd.org/files/IB_Diploma_Programme_-_Simplifying_the_diploma_requirements_and_failing_conditions_0.pdf)

## Reports Schedule

Students receive 4 reports throughout the school year. The first (October) and third (March) report cards outline student progress while the second (January) and fourth (June) report term achievements in each Diploma

Programme course. The term achievement marks will also appear on official transcripts for university applications. The report cards will be uploaded to the student web portal and a text message will be sent to parents when the reports are activated for viewing.

In all four reports, students are assigned grade levels based upon their progress towards meeting academic learning objectives and benchmarks. All subject teachers will also provide anecdotal comments of student behavior and progress within their subject. Anecdotal comments will also be made regarding progress in the Theory of Knowledge class and Extended Essay components. The IB's Internal Assessment work may also be included in this mark.

All IB DP courses require both Internal (IA) and External Assessment (EA). Internal Assessments will be assessed by Learning Alliance International DP faculty following IB issued guidelines and moderated by IBO. External assessments are developed by the IB and assessed externally. The combination of these two assessments will result in an IB grade of 1 to 7, issued by the IBO in July of the graduating year. The school will not report these grades on report cards or transcripts, with the exception of an 'Official Predicted Grades' form created in April of the graduating year for the purpose of university application.

### **Homework**

Teachers assign homework to students on a regular basis for the purpose of reinforcing or reviewing the lessons taught and to monitor student progress.

### **What happens when there are Late/No Submissions for Assignments?**

In instances where students do not submit their work on time they are given an extension. If students fail to submit work even after the extended date, parents are informed through a personalized message (SMS). If there is no progress on the delayed work, students are made to complete the task in their free time within school hours or after school under the supervision of a teacher or Administrator. Failing these measures if work is still not submitted, no grade is awarded to the student for that particular criterion. This is done in accordance with the IB Learner profile attribute to encourage the student to become self-regulated.

### **What happens when there are Late/No Submissions for Internal Assessment for Moderation?**

Students are not given any extension on a deadline which has been stipulated by IB. Non-submission may jeopardize completion of the IBDP certificate. In case of extenuating circumstances, the school can only request an extension on the student's behalf. This request must convey irrefutable evidence to be entertained.

### **What happens when there are Late/No Submissions for Students with SEN**

Students with SEN will be given two extensions to complete their work on time. They are provided extra assistance if required. This assistance is in the form of remedial time with the concerned student after school hours. The student may also initiate contact with a teacher to ask for assistance in lessons that are free. Students with SEN, may avail, when required; extended testing time, quiet testing environments or scribes (SEN Policy). **The pace of work of a SEN student must be taken into consideration when creating a deadline for IAs for moderation.**

### **Roles and Responsibilities Pertaining to Assessment**

#### **Students**

- Successfully complete all diagnostic, formative, summative, standardized, and end of course assessments

- Strive to achieve characteristics indicated on the IB Learner Profile
- Meet deadlines for classroom assignments, initial and final drafts for IB assessments
- Follow deadlines as outlined on the IB assessment calendar
- Maintain relationships with Extended Essay and CAS supervisors
- Develop study skills and time management skills to maximize potential for student success
- Assume responsibility for learning by being proactive in seeking help, monitoring their progress on the Student Portal, and reflecting on the strengths and weaknesses revealed through class assignments and assessments
- Earn a minimum grade of C in testing classes in order to take the IB exams for those subjects
- Understand and adhere to all requirements for academic honesty as outlined by the Academic Honesty Policy Manual

### **Parent**

- Discuss assignments and assessments with students frequently to show support and encourage achievement
- Contact the DPC if questions or conflicts arise so the school may have the opportunity to address the issue in a timely manner
- Attend all IB parent meetings to track student progress
- Ensure that information needed for exam registrations is correct and on time.

### **Teacher**

- Follow deadlines outlined by the IB Assessment Calendar
- Submit appropriate documentation to the DPC by prescribed deadlines, i.e. verification reports, data collection forms, IA samples, predicted grades
- Maintain appropriate communication regarding student progress with DPC to adequately monitor student progress
- Communicate with students and parents frequently regarding student progress
- Focus on the assessment of student learning outcomes more so than covering subject content
- Analyze assessment data to identify patterns of student performance and need
- Work collaboratively with other DP teachers
- Refer to the IB assessment calendar before scheduling major assessments and projects
- Assign meaningful assessments and provide timely written and verbal feedback to students
- Refer to the IB Online Curriculum Centre often in order to stay current on curriculum and assessment changes

### **IB Coordinator**

- Distribute IB assessment materials to teachers
- Offer training in interpreting IB summary data to teachers
- Schedule and facilitate IB assessment training for all new IB teachers
- Schedule IB training and Professional Development for IB Diploma teachers when the subject curriculum is revised or changed
- Arrange IB teacher collaboration meetings to plan and reflect on teaching and assessment strategies
- Register DP 2<sup>nd</sup> year students for IB exams
- Supervise IB testing and monitor testing conditions

- Cultivate a culture that prioritizes assessment for learning and assessment of learning
- Set deadlines to ensure all IAs, extended essay, and sample sets arrive at the appropriate destinations on time

### **Policy Distribution & Review**

The Assessment Policy is communicated to all stakeholders through the school website. All IB policies will be reviewed annually during IB Pre-planning before the Academic Year begins. A hard copy is sent home as part of the Orientation Pack on the first day of School.

Review of this policy will take place in June 2019.

### **Connection to other policies**

**Academic Honesty Policy** – Students will adhere to all requirements of the Academic Honesty Policy while completing assignments, homework, formative assessments, summative assessments, and all IB Diploma requirements including Extended Essay, Theory of Knowledge, and CAS.

**Special Educational Needs Policy** – Assessments will follow all requirements outlined by the SEN Policy at LEARNING ALLIANCE INTERNATIONAL.

### **Policy Committee**

Name	Designation	Role
Nael Ahmed	Director	<ul style="list-style-type: none"> <li>● Facilitate the management and academic staff with implementation and execution of IB requirements within the School Community and participate proactively to fulfill objectives for its growth and development</li> </ul>
Taimur K. Bandey	IB Head	<ul style="list-style-type: none"> <li>● Review Policy</li> <li>● Communicate with School Management to ensure policy is aligned with school's ethos and assessment ideology</li> </ul>
Ayesha Mohsin	DPC	<ul style="list-style-type: none"> <li>● Produce a fully functioning policy</li> <li>● Ensure it is communicated successfully to all stakeholders</li> <li>● Ensure review within 11 months of DP launch in 2017.</li> </ul>

### **References:**

International Baccalaureate Organization. (2010) *Guidelines for developing a school assessment policy in the Diploma Programme*

International Baccalaureate Organization. (2014). *MYP: From Principles into Practice*. International Baccalaureate Organization. Cardiff: UK.

International School of Paris. (2014-15). *Secondary School Assessment Policy*. Retrieved from [https://www.isparis.edu/uploaded/Documents/M/Secondary\\_School\\_Assessment\\_Policy.pdf](https://www.isparis.edu/uploaded/Documents/M/Secondary_School_Assessment_Policy.pdf)

University of Northumbria at New Castle (GB). *Assessment for Learning and Achievement Policy*. Retrieved from <https://www.northumbria.ac.uk/static/5007/arpdf/academy/redguide22.pdf>

Mandela International Magnet School. (2016-2017). *DP Assessment Policy*

John Glenn Middle School. (2012). *JGMS MYP Assessment Policy*.

*Diploma Programme assessment: principles and practice* (2010)

Assessment Guide for Students and Parents/Guardians

<http://www.ibo.org/contentassets/assessment-guide-for-students-and-parents-guardians-en.pdf>

The International Baccalaureate Diploma Programme Grade Descriptors 2015:

<http://www.ibo.org/globalassets/publications/recognition/dp-grade-descriptors-en.pdf>

Canadian International School of Beijing Assessment Policy

**Images:**

[http://nhs.svvsd.org/files/IB\\_Diploma\\_Programme\\_-\\_Simplifying\\_the\\_diploma\\_requirements\\_and\\_failing\\_conditions\\_0.pdf](http://nhs.svvsd.org/files/IB_Diploma_Programme_-_Simplifying_the_diploma_requirements_and_failing_conditions_0.pdf)

<http://www.ibo.org/globalassets/publications/recognition/dp-grade-descriptors-en.pdf>