

Assessment Policy

Philosophy of Assessment

Assessment is integral to all teaching and learning. It provides learners and teachers with feedback to revise performance and improve teaching and learning. Assessment enables the school to evaluate and monitor the efficacy of its programmes and provides direction for teachers, learners, parents, administration and overall school development.

For assessment to be effective, it should:

- Be based on clear, known, and understood assessment criteria
- Involve self-assessment and reflection on the part of the learner
- Provide timely, direct, specific, and contextualized feedback to teachers, learners and parents
- Be integrated into all stages of the learning process
- Be supportive and motivating
- Place students at the centre of teaching and learning

Assessment and the IB Learner Profile

- The IB Learner Profile is transparent in the classroom and evident in the language of the school
- Informal observations are used by teachers to give learners feedback on their development of the learner profile attributes
- Opportunities are made for peer and group involvement in the assessment of learner profile attributes
- Learners reflect on their development of certain targeted aspects of the profile at the end of selected learning experiences or learning periods

Assessment practices and strategies

The school operates the following practices:

Pre-assessment

- All teachers assess learners' prior knowledge and experience in an appropriate way before beginning a new unit.

Formative Assessment

- Ongoing and regular assessment will take place during the teaching and learning process using a variety of methods.
- Formative assessment and learning are directly linked and provide feedback to teachers and learners that is responsive to learner needs and informs teaching practice
- Formative assessment engages students actively in the process of learning. Students should learn to self-assess, peer-assess, and improve their performance with the aid of each teacher's timely, detailed and meaningful feedback.
- Formative assessment provides students with opportunities to learn new skills and to achieve better results while taking risks and not being afraid to make mistakes.
- Recommended examples of formative assessments can take the form of draft assignments, oral presentations, verbal questioning, class discussion, multimedia presentations, and quizzes.

Summative Assessment

- Summative assessment takes place at the end of a teaching and learning process or experience and is planned for in advance
- The assessment is designed so that learners can demonstrate their knowledge and understanding in authentic tasks and apply their skills in new ways. Summative assessment tasks are generally modeled on IB assessment formatting, and graded in accordance with IB criteria (1-7 scale). These grades count towards semester grades.
- Summative assessments can take a variety of forms including tests, examinations, lab reports, oral and visual presentations, essays, projects, performances, and oral examinations.

Self- assessment

- Reflection and self-assessment are fundamental elements of the assessment process
- Self-assessment is useful both during a learning experience, in enabling the learner to set goals and strategies for personal development, and at the end of the learning experience, in helping the learner to take increasing responsibility for his/her own learning
- Self-assessment is particularly relevant at the end of year one and during year two when students must examine their strengths and weaknesses in light of the coming exams. This will be done both formally and informally with their subject teacher and IB coordinator, as well as through completion of mandated reflections included in the CAS and EE processes.

Peer assessment

- Peer assessment may happen as part of the teaching and learning process. Examples of peer assessment in the Diploma Programme will be based on clear criteria given by the teacher and often mediated by the teacher. This will often take place in smaller groups.

Examples of formats are oral feedback on written work, class presentations, and drafts for written work. This is very much in line with the Learner Profile attributes of open-mindedness, communication, and critical thinking.

Continuous assessment is an integral part of the Diploma Programme. All members of the community therefore take an active part in the process in order to maintain and improve the quality of teaching and learning. To this end, parents are expected to keep up with student performance using the various available methods (Managebac, Remind, etc...).

Assessment Strategies

Observation

All learners are observed regularly, with the teacher noting the performance of the individual, the group, and the whole class. Observations include how groups work and the various roles of participants within the groups.

Task Specific Rubrics

Assessment criteria and learning outcomes are established by the teacher, and shared with the learners in advance of an assessment.

Moderation

Moderation refers to the checking and unifying of assessment standards across cohorts and among instructors especially in the case of a 2 year course. Internal moderation takes place in the DP where this is possible. Where there is only one teacher of a subject, internal moderation is not possible and collaboration with other IB schools is a possible alternative.

Criterion Referencing

All assessment is criterion referenced.

Assessment in the Diploma Programme is guided by the IB and the guidelines and practices are outlined in the IB document *Diploma Programme Assessment Principles and Practices*, and describes assessment of the Diploma Programme as "high-stakes, criterion-related performance assessment" (IBO 2010/2004).

It is based on the following aims:

- DP assessment should support the curricular and philosophical goals of the programme, through the encouragement of good classroom practice and appropriate student learning.
- The published results of DP assessment (that is, subject grades) must have a sufficiently high level of reliability, appropriate to a high-stakes university entrance qualification.
- DP assessment must reflect the international-mindedness of the programme wherever possible, must avoid cultural bias, and must make appropriate allowance for students working in their second language.
- DP assessment must pay appropriate attention to the higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding and application).
- Assessment for each subject must include a suitable range of tasks and instruments/components that ensure all objectives for the subject are assessed.

- The principal means of assessing student achievement and determining subject grades should be the professional judgment of experienced senior examiners, supported by statistical information.

Some key features of Diploma Programme assessment include the following:

- An emphasis on criterion-related (as opposed to norm-referenced) assessment. This method of assessment judges students' work in relation to identified levels of attainment, rather than in relation to the work of other students.
- A distinction between formal IB assessment and the supporting formative processes that schools need to develop for themselves
- Examining student understanding at the end of the course, based on the whole course.

Assessments are based upon evaluating course aims and objectives and, therefore, effective teaching to the course requirements also ensures effective teaching to the examination and other formal assessments.

Students must comprehend assessment expectations, standards, and practices. These are therefore all introduced early in the course, in instruction as well as class and homework activities. Teachers are responsible for designing and providing formative assessment structures and practices that help students to improve their understanding of what constitutes excellence and where their own work stands in relation to this.

Formative assessment is also important for the teacher, as it provides detailed feedback on the nature of the students' strengths and limitations. The emphasis here—a key component of learning how to learn—is on making the student a better judge of their own performance and then helping them to develop strategies to improve. Formative assessment focuses on assessment as an essential learning process. Viborg Katedralskole uses a number of practices and instruments to support this, including: teacher-supported self-evaluation, systematic use of detailed assessment descriptors (rubrics, matrices), and peer evaluation mediated by the teacher. Assessment instruments primarily designed for formal assessment at the end of the course are also adapted and used formatively as part of the learning process.

Formal assessment in the Diploma Programme is defined by the IB as "all those assessment instruments that are used to contribute to the final qualification". These instruments include some multiple-choice tests for some of the Group 4 subjects, examination papers for most subjects, taken at the end of the two-year course, as well as a variety of other tasks (essays, research papers, written assignments, oral interviews, scientific and mathematical investigations, fieldwork projects and artistic investigations and performances) spread over different subjects and completed by students at various times under various conditions during their course.

Some of these assessment instruments are used formatively during the course, for internal assessment purposes, as well as summatively at the end.

Assessment Criteria

Subject teachers present the assessment criteria of their subject early in the programme, and these are furthermore available for parents and students through the IBO link on the school homepage. Assessment tasks are marked according to these criteria so that students, teachers, and parents are clear about the progress of the learner.

Moderation

Where there is more than one subject teacher, internal moderation takes place to ensure consistency of marking in accordance with the published IB marking criteria

Grades, reporting, and recording

G-Star IB DP adheres to all IB scoring, marking, and reporting procedures.

The IB Grading Scale is as follows:

- 7: Excellent
- 6: Very Good
- 5: Good
- 4: Satisfactory
- 3: Mediocre
- 2: Poor
- 1: Very Poor

Grades 2 and 1 are failing grades.

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

- A : Excellent
- B : Good
- C : Satisfactory
- D : Mediocre
- E : Elementary (failing grade)
- N : No grade

In order to achieve a final score for the Diploma, the numeric grades from the six subjects are added together. EE and TOK grades are converted into 1, 2 or 3 points (using the matrix below) and added to the subject score to achieve a final result out of 45. 24 points (and the meeting of a number of conditions) are required in order to ‘pass’ the Diploma.

| | | 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 |

Achievement

While the scale for achievement grades (the scale 1- 7) is the same as the IB scale, report card grades are not predicted grades. This is because the way in which a final grade is arrived at in each IB subject is different from another, and they are all different from the way in which the semester report grade is reached.

Predicted Grades

In March/April, teachers predict grades for students, in all subjects, including TOK and the EE. Predicted grades will be recorded in concordance with IB requirement to provide such grades prior to the final examination sessions. Students are not informed of their predicted grades unless they need these for application for further education upon teacher's discretion. Grades will be reported to the institutions either through IB results service if the student informs the IB coordinator of which institutions they have applied to, or by the student themselves when the results are released in July.

Reporting of grades

The students will receive semester grades twice a year, in January and June, and quarter grades every 9 weeks. These grades will be an overall assessment, including class work, written assignments, group work, field work, presentations, tests, Internal Assessment, mock exams, and other types of subject work.

Candidates' grades will be monitored by the DP Coordinator and used in collaboration with subject teachers and guidance counselors as a means of tracking student progress and supporting students who may be facing academic or personal challenges.

In cases where a student is performing poorly, and particularly if there is a risk of failing a subject, the student and parents will be contacted directly.

Recording of grades

Records of total grades and, where necessary, the actions taken are maintained by the DP Coordinator across the two years of the Diploma Programme. Records of predicted grades are maintained by subject teachers, who then submit through IBIS. An analysis of predicted versus actual grades is also maintained by the DP Coordinator to be reviewed with the instructor.

The final DP score achieved by each student is noted on the Diploma Results Document issued by the IB. This, alongside the IB Diploma is copied and placed in individual student files as a record of achievement. Subject and component grades for each student are recorded on IBIS and can be accessed by the DP Coordinator.

Overall Diploma Programme results are provided each year by the IB and a record of this is maintained by the DP Coordinator.

Internal and external assessment in the The Diploma Programme

Formal assessment in the Diploma Programme is defined as assessment directly contributing to the final qualification. Because of the high stakes nature of this assessment process, determining students' possible pathways to further education, it is essential that teachers and students fully understand how formal assessment is conducted. Most formal assessment is external and includes examinations or work completed during the course and then sent to an external examiner. Some formal assessment is internal, requiring the teacher to mark the work before it is moderated by an external moderator.

In order to ensure that the internal and external assessment tasks mentioned above are appropriately and effectively distributed across the two-year Diploma Programme as a means of reducing student stress, a calendar of internal assessment deadlines is created each year by the DP Coordinator and contributed to by all DP faculty. This calendar is available electronically and the students will be informed about the upcoming deadlines by teachers and the IB coordinator.

Homework Policy (Major Assignment Deadline Policy)

As an additional means of ensuring that students are given sufficient time to complete formative and/or summative assessment tasks, and that these are spread in a reasonable manner across the schedule, G-Star has devised a Major Assignment Deadline Policy which is outlined below:

- A major assignment is a product that requires a student to spend time over and above what is required for regular preparation for a normal period. This may include, but is not limited to, Internal Assessments, extended projects, research projects, major readings, and essays. The designation of "major assignment" is at the discretion of the instructor.
- Each teacher will add major assignments and IB Internal Assessments to the DP shared calendar to be accessed by all instructors and students. The aim is to ensure that any given student in any given week will have no more than 2 major assignments.

Assessment and Inclusion

Students with documented needs in the form of IEP and/or 504 plan may require special arrangements to demonstrate achievement. Therefore, where standard assessment conditions could put candidates with special educational needs at a disadvantage, special arrangements may be authorized by the IB. This approach applies to students with learning difficulties, alongside students affected by temporary, long-term, or permanent disability or illness as documented by IEP/504.

Some of the special arrangements related to assessment that may be authorized by the IB are based on the following principles:

1.1 The IB must ensure that a grade awarded to a candidate in any subject is not a misleading description of that candidate's level of attainment, so the same standards of assessment are applied to all candidates, regardless of whether or not they have special needs.

1.2 Special arrangements are intended to reduce the adverse effects of a candidate's special needs when demonstrating his or her level of attainment. The special arrangements requested for a candidate must not give that candidate an advantage in any assessment component.

1.3 The special arrangements described in this document are intended for candidates with the intellectual capacity to meet all assessment requirements leading to the award of the diploma or courses results.

The ESE coordinator will partner with the IB coordinator to ensure assessment needs are met for each individual IB student.

IB Grade Equivalencies

| Raw | Converted to % | IB Score Boundary | Raw | Converted to % | IB Score Boundary | Raw | Converted to % | IB Score Boundary |
|-----|----------------|-------------------|-----|----------------|-------------------|-----|----------------|-------------------|
| 1 | 10.00 | 1 | 33 | 57.45 | 3 | 68 | 82.46 | 6 |
| 2 | 14.14 | | 34 | 58.31 | | 69 | 83.07 | |
| 3 | 17.32 | | 35 | 59.16 | | 70 | 83.67 | |
| 4 | 20.00 | | 36 | 60.00 | | 71 | 84.26 | |
| 5 | 22.36 | | 37 | 60.83 | | 72 | 84.85 | |
| 6 | 24.49 | | 38 | 61.64 | | 73 | 85.44 | |
| 7 | 26.46 | | 39 | 62.45 | | 74 | 86.02 | |
| 8 | 28.28 | | 40 | 63.25 | | 75 | 86.60 | |
| 9 | 30.00 | | 41 | 64.03 | | 76 | 87.18 | |
| 10 | 31.62 | | 42 | 64.81 | | 77 | 87.75 | |
| 11 | 33.17 | | 43 | 65.57 | | 78 | 88.32 | |
| 12 | 34.64 | | 44 | 66.33 | | 79 | 88.88 | |
| 13 | 36.06 | | 45 | 67.08 | | 80 | 89.44 | |
| 14 | 37.42 | | 46 | 67.82 | | 81 | 90.00 | |
| 15 | 38.73 | | 47 | 68.56 | | 82 | 90.55 | |
| 16 | 40.00 | 2 | 48 | 69.28 | 4 | 83 | 91.10 | 7 |
| 17 | 41.23 | | 49 | 70.00 | | 84 | 91.65 | |
| 18 | 42.43 | | 50 | 70.71 | | 85 | 92.20 | |
| 19 | 43.59 | | 51 | 71.41 | | 86 | 92.74 | |
| 20 | 44.72 | | 52 | 72.11 | | 87 | 93.27 | |
| 21 | 45.83 | | 53 | 72.80 | | 88 | 93.81 | |
| 22 | 46.90 | | 54 | 73.48 | | 89 | 94.34 | |
| 23 | 47.96 | | 55 | 74.16 | | 90 | 94.87 | |
| 24 | 48.99 | | 56 | 74.83 | | 91 | 95.39 | |

| | | | | | | | | |
|----|-------|--|----|-------|---|-----|--------|--|
| 25 | 50.00 | | 57 | 75.50 | 5 | 92 | 95.92 | |
| 26 | 50.99 | | 58 | 76.16 | | 93 | 96.44 | |
| 27 | 51.96 | | 59 | 76.81 | | 94 | 96.95 | |
| 28 | 52.92 | | 60 | 77.46 | | 95 | 97.47 | |
| 29 | 53.85 | | 61 | 78.10 | | 96 | 97.98 | |
| 30 | 54.77 | | 62 | 78.74 | | 97 | 98.49 | |
| 31 | 55.68 | | 63 | 79.37 | | 98 | 98.99 | |
| 32 | 56.57 | | 64 | 80.00 | | 99 | 99.50 | |
| | | | 65 | 80.62 | | 100 | 100.00 | |
| | | | 66 | 81.24 | | | | |
| | | | 67 | 81.85 | | | | |

The above policy is intended to be reviewed in June of 2019.

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