

Concordian International School
Assessment Policy for the
Diploma Program (DP)



Concordian International School promote academic excellence while nurturing young people to become moral and intellectual leaders, people of dignity, integrity and compassion, who to want make a difference in the world.

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Assessment Policy for the Diploma Program (DP)

Assessment is defined as those techniques used to analyze student accomplishment against specific goals and criteria. The teacher makes thoughtful observations and disinterested judgments and offers clear and helpful feedback to students (Wiggins).

In keeping with the IB Standard and Practice, concurrency of learning in the DP, student assessment is crucial not only for the student but the teacher, DP coordinator and college counselor as well. At Concordian International School we value the use of various assessment tools to target the different styles of learning that impact student achievement. Although there is commonality in assessments across the subject groups, there are those that are subject-specific.

Formative as well as summative assessments span over the two years of the DP culminating with the May IB examinations.

FORMATIVE ASSESSMENTS

Formative assessments provide an ongoing feedback for both students and teachers to inform them on areas where the students show strength and those areas where they are not as strong and must identify the knowledge, skills and understanding set by the goals of each lesson. It allows for assessing students understandings and misunderstandings throughout a continuum (Wiggins). This provides for the teachers information to be reflective about their pedagogy and what changes may be necessary to provide the students' support in developing their potential.

Effective feedback must address very specific learning objectives and is corrective. This may involve modifying assessments that allow students to be successful.

Formative assessments are ways for students to reflect on their learning and adjust necessary approaches to learning that will enable them to better access the material as well as to improve performance on assessment tasks.

Formative assessments may be both formal and informal. These include:

- Homework
- Oral presentations/Interactive orals/mock orals
- Oral questioning
- Projects/portfolios
- Essays
- Practical Schemes of Work (PSOW) in science
- Quizzes/tests
- Drafts especially in the TOK and Extended Essays
- Cross moderation of students work
- Mid-term/semester reports/comments
- Teacher surveys/questionnaires feedback from students

IB criterion/descriptors will be used for assessing students' work according to those set out in each of the subject syllabus guides and will be used wholly for internal assessment work to be submitted to IBO prior to the May examinations.

Students may be assessed during formative tasks against modified rubrics using individual IB descriptors from the Mark-bands.

Each student must be familiar with the descriptors and formative work assessed as such since the IB examinations are externally assessed using the descriptors.

Each student receives a copy of their subject guide and the assessment criteria addressed by teachers.

Self-assessment/self-evaluation is a powerful formative tool that shows how accurately the student understands what he/she does not know with clarity and specificity. The following are ways in which students will have the opportunity for self-assessment:

- Self-evaluation using the IB descriptors
- Evaluation of returned tests with the IB mark-scheme
- Peer evaluations
- Written reflection
- Model marking
- Journal/workbooks
- Oral questioning

SUMMATIVE ASSESSMENTS

Summative assessments represent a culmination of students' knowledge, skill and understanding over a period of time.

- Semester exams in December and May in year 11
- Semester exam in December and Mock exam in April of year 12

Summative assessments in all subjects utilize past IB exam questions and will be graded using the mark-schemes provided by IBO

Where there is more than one teacher teaching the same course, major assessments will be standardized.

Mock exams cover all the material over the two-year DP period and are graded according to mark-schemes and mark-bands provided in the subject reports.

Assessments will cover the range based on Bloom's hierarchical Taxonomy; knowledge, understanding, synthesis, analysis and creativity.

Assessment data such as IB examination scores, subject reports, TOK and Extended essay reports will provide information to all stakeholders to inform teaching and learning. In addition information DRA assessments, ACER, PSAT, SAT and Math Challenge (UKMT) scores inform teaching and learning.

Reporting period at Concordian

At Concordian, 4 reports are issued over the each year of the DP, two are unofficial and are designated progress reports; November and March and two official reports issued at the end of each semester, January and June respectively. The reports reflect the IB grading scale of 1-7:

7 Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight and analytical thinking. The student produces work of high quality.

6 Consistent and thorough understanding of the required knowledge and skills, the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight and analytical thinking.

5 Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight and analytical thinking.

4 General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.

3 Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.

2 Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.

1 Minimal achievement in terms of objectives.

Following the progress reports and semester reports the IB Coordinators, counselor and teachers meet to discuss each of the students' achievement and a meeting is set up with the at risk students. At risk means students who perform with a 3 or lower in two or more of the six subjects. Students requiring English language support will

be required to have EAL support with a specialist teacher, and students with perceived learning 'needs' will be tested as per the special needs policy at Concordian. Students who may need extra time on their examinations will petition the IBO 12 months prior to the May examinations with necessary documentation, and these petitions may also form the basis for concessions during in class tests/exams.

Documentation of the assessments is charted by the use of the Managebac software and also used to track the students' proposals and reflections for their CAS activities. Students and parents are able to access Managebac to view their progress and their current achievement in each of the subjects and work assessed.

Each official reporting period is based on the formative assessments throughout each semester culminating with a summative semester exam.

Report cards are a 4-page document that includes the IB learner profile, the summary of achievement that includes the score from 1-7 with teacher comments and the Grade descriptors.