

*Adab Iranian Private School*  
*(AIPS)*

# *Assessment Policy*

International Baccalaureate  
Diploma Programme



*2016-17*

# IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

## Reflective

Give thoughtful consideration to your own learning and experience. You are able to assess and understand your strengths and limitations in order to support your learning and personal development.

## Open-minded

Understand and appreciate your own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.

You seek and evaluate a range of points of view, and you are willing to grow from the experience.

## Risk-takers

Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.

You are brave and articulate in defending your beliefs.

## Caring

Show empathy, compassion and respect towards the needs and feelings of others. You have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

## Balanced

Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others.

## Knowledgeable

Explore concepts, ideas and issues that have local and global significance. In so doing, you acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

## Inquirers

Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. You actively enjoy learning and this love of learning will be sustained throughout their lives.

## Communicators

Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. You are willing to work in collaboration with others.



## Principled

Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.

You take responsibility for your own actions and the consequences that accompany them.

## Thinkers

Exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.



## IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



*"Assessment of student learning demonstrates that the institution's students have knowledge, skills, and competencies consistent with institutional and program goals and that graduates meet appropriate higher education goals."*

### ***Program Philosophy:***

Assessment of students is an essential component in evaluating our degree of success in attaining our instructional mission which is to challenge all students to become life-long learners and active participants in the global community. AIPS believes that a variety of assessments is necessary to provide an accurate and holistic measure of student achievement.

These assessments fall into four categories:

- ***Placement assessment:*** determines students' specific knowledge or proficiency in a subject for the purpose of assignment to appropriate courses or classes
- ***Diagnostic assessment:*** measures students' understanding in a particular subject area and/or measures skills base for the purpose of directing instructional practices with whole groups and/or individuals
- ***Formative assessment:*** provides ongoing feedback regarding students' learning that can be used by instructors to improve their teaching and by students to improve their learning. This type of assessment is usually low-stakes, low point value, and allows instructors to address issues immediately
- ***Summative assessment:*** evaluates student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often high stakes, which means that they have a high point value.
- ***Internal Assessment:*** Internal assessments are mandatory assessments completed during the 11th and 12th grade that focus on skills as well as the subject content. These assessments are graded by the classroom teacher using the rubric 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 lab reports, math portfolios, and other major projects. Internal assessments can serve as

both classroom assignments which contribute to the students' school grades as well as assignments that contribute to the students' IB score for that subject.

- ***External Assessment:*** External IB assessments are mandatory assessments that are completed during the 11<sup>th</sup> and 12<sup>th</sup> grade that are not scored by the classroom teacher. 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.

### ***Assessment Principles:***

- 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 Parent and Student Portals

## ***Why Do We Assess?***

- Assessment can address the full range of curriculum goals as set forth by the International Baccalaureate Organization.
- Assessment can promote student self-assessment.
- Assessment can promote continuous progress of developing skills.
- Assessment communicates to students, parents, staff, and the community what is valued in curriculum and learning.
- Results can be used to evaluate, improve, and strengthen programs.
- Results can be used to identify areas of need so that resources can be targeted appropriately for individual students and for programs.
- Assessment information used in instructional planning provides a basis for refining instructional practice.

## ***Who Is Assessed?***

- All students participate in assessment activities.
- All students with learning support needs have the right to participate in assessment programs. Decisions about participation are outlined in a student's Individual Education Plan (IEP) and accommodations and access are provided in accordance with a student's IEP.
- English language learners and special education students should participate appropriately in assessment. Interpretation of their results should take into account the language proficiency and learning support requirements of the students and the impact these would have on their ability to understand the task and to demonstrate their achievement.

## ***INCOMPLETE GRADES***

Grades at the end of each semester should be final grades. Teachers should strive to have few incomplete grades. However, incomplete grades may be given when students have an extended absence at the end of a semester or during final exam periods. In those instances, a grade will be

established within two weeks of the beginning of the following semester. An incomplete grade not satisfied within two weeks will be changed to an “F” grade.

In order to keep parents and students up to date on grades and progress monitoring, we utilize a school Automation System which is linked to our Parent Portal and Student Portal. Students and parents can check grades at their convenience any time, day or night, during the school year. Parents are encouraged to check their students’ progress on a monthly basis and they are given notices throughout the grading period via phone calls, newsletters, and emails reminding them to monitor their students’ progress. In addition to electronically monitoring student progress, parents are notified of student achievement and progress during conferences between the student, parent, teacher, and guidance counselor. They can also request copies of their students’ official transcript which records all semester grades for all subjects taken at the high school level.

## ***IB Diploma***

<b>Diploma Requirements</b>	<b>Criteria</b>
3 SL & 3 HL subjects	Minimum score of 24 points overall Minimum of 12 points earned on HL exams Minimum of 9 points earned on SL exams
Theory of Knowledge	Prescribed Title Essay & Oral Presentation Grades earned A (highest) to E (lowest)
Extended Essay	4000 word essay Grades earned: A (highest) to E (lowest)
Creativity, Activity & Service	18 months of documented activity

Students must receive a grade of at least D in both Theory of Knowledge and Extended Essay, or 28 overall points to receive the IB Diploma. If a student earns less than 24 points, receives a score of 1 on any HL subject, or receives two or more scores of 2 in any subject or level, they cannot earn the IB Diploma. Students can earn a maximum of 45 points if they earn a score of 7 on each of the 6 subject areas and A’s on both their TOK and Extended Essay. IB scores are separate from class grades. Students receive their class grades at the end of each semester of study. IB scores are

available online on or around July 7<sup>th</sup> each year. The IB Diplomas are sent directly to the schools and can be picked up in August of each year. Students and parents are notified when the diplomas arrive so arrangements can be made to pick them up. The Extended Essay is a core requirement of the IB Diploma program. It is a two-year process culminating in a research essay that consolidates the student's learning. The essay topic is selected by the student and represents a concept, event, or idea that interests the student.

## ***Responsibilities***

### **•*Student Responsibilities***

- Successfully complete all diagnostic, formative, summative, standardized, and end of course assessments
- Maintain a cumulative unweighted grade point average of 2.8
- Strive to achieve characteristics indicated on the IB Learner Profile
- Meet deadlines for classroom assignments, initial and final drafts for IB assessments without excuse
- 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 Automation System, and reflecting on the strengths and weaknesses revealed through class assignments and assessments
- Earn a minimum grade of 60% 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

- ***Parent Responsibilities***

- Monitor student progress through the School Automation System
- Discuss assignments and assessments with student frequently to show support and encourage student achievement
- Contact the teacher if questions or conflicts arise so teacher will have the opportunity to address the issue in a timely manner
- Attend IB parent meetings to ensure that information needed for exam registrations is correct and on time.

- ***Teacher Responsibilities***

- Follow deadlines outlined by the IB Assessment Calendar
- Submit appropriate documentation to the IB Coordinator by prescribed deadlines, i.e. verification reports, data collection forms, IA samples, predicted grades
- Maintain appropriate communication regarding student progress with IB Coordinator 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
- Work collaboratively with other teachers to assess instructional strategies leading to student achievement
- Refer to the IB assessment calendar before scheduling major assessments and projects
- Use a variety of instructional and assessment strategies to differentiate instruction
- Provide timely written and verbal feedback on student assignments and assessments
- Assign meaningful assessments
- Refer to the IB Online Curriculum Centre often in order to stay current on curriculum and assessment changes

## • *IB Coordinator Responsibilities*

- Distribute IB assessment materials to teachers
- Offer training in interpreting IB summary data to teachers
- Train EE and CAS supervisors
- Schedule IB 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 the Diploma Programme students for IB exams
- Supervise IB testing and monitor testing conditions
- Monitor the extended essay process
- Monitor CAS progress
- Cultivate a culture that prioritizes assessment for learning and assessment of learning
- Set deadlines to ensure all I/A Assessments, extended essay, and sample sets arrive at the appropriate destinations on time

## *References*

Diploma Programme assessment: Principles and practice. IBO, 2010.

Diploma Programme: General Regulations. IBO, 2014.

Guidelines for developing a school assessment policy in the Diploma Program. IBO, 2014.

Handbook of procedures for Diploma programme, 2016

Diploma Programme assessment: principles and practice

