

Monnet International School - Assessment Policy

1. The Purpose of Assessment

Monnet International School assesses students in order to:

- develop student learning
- support curriculum goals
- supervise and evaluate student progress towards meeting course and IB Diploma Program Standards (*summative assessment*)
- provide feedback to students and parents
- gather evidence to support teacher reflection on the effectiveness of their teaching
- inform curriculum review
- assess the suitability of courses
- develop short and long-term achievement goals for Monnet International School

Effective assessment:

1. **allows students to** gather, analyze, interpret and use the evidence to improve their learning and to help them to achieve their potential (*formative assessment*).
2. **enables students to:**
 - display a broad spectrum of conceptual understanding and skills
 - display critical thinking abilities
 - use a variety of learning styles and intelligences
 - take part in self-assessment
 - evaluate their own studying and self-reflect on their strengths and areas for improvement
 - set aims for their own studying
3. allows students to measure their performance against Diploma Programme assessment criteria to judge levels of attainment (*summative assessment*)

Effective assessment allows parents to:

- supervise evidence of student learning and measure their performance against Diploma Programme assessment criteria to judge levels of attainment (*summative assessment*).
- create opportunities of support students and teachers.

Effective assessment requires teachers to:

- supervise evidence of student learning and measure their performance against Diploma Programme assessment criteria to judge levels of attainment (*summative assessment*);
- enable the students to gather, analyse, interpret and use the evidence to improve their learning and to help them to achieve their potential (*formative assessment*);
- provide formative assessment structures and practices that help students to improve their understanding of what constitutes excellence;
- encourage self-reflection on their own practice;
- use assessments to inform and improve instruction;
- provide a variety of assessment form;
- distinguish students' different learning styles and develop assessments to utilize these;
- styles;
- identify students level of English language proficiency and reflect on this when developing assessments;
- inform students in advance of the assessment expectations and criteria required for producing a quality product;
- assess in a context that is meaningful, appropriate and motivating for students;
- analyze data to identify patterns in student performance and needs;
- offer timely and clear feedback on the nature of students' strengths and limitations that is constructive towards future studying;
- sustain detailed assessment records;
- collaborate with other teachers;
- design appropriate timeline reducing stress on students and allowing timely feedback (Internal Assessment);

2. IB DP assessment is criterion-referenced, not norm-referenced. This means that the method of assessment judges each student in relation to identified standards and criterion rather than against the work of other students.

Students and parents are made aware of the IB assessment criteria by:

- published course curricula and syllabi,
- direct instructions,
- meetings with the IB Diploma Program Coordinator.

3. School Assessment

Each term, every student gets a *final grade*. This grade consists of:

- 70% of the grade awarded is based on at least 8 different component grades students get throughout the term (from tests, essays, source analysis, homework, mock papers)
- 30% of the grade student gets from the Mock Exam Session (which takes place twice a school year in January and June)

Students who fail to participate in the Exam Session will be awarded zero for this component.

4. Internal Assessment

Internal Assessment allows some of the assessment to be carried out by teachers over the duration of the course. Teachers mark individual pieces of work and this grade counts as a percentage of the student's overall score from final exam. A sample of the teacher-marked work is sent to a moderator who then evaluates the teacher's application of the grading criteria.

Teachers are required to submit Internal Assessment scores to the IB Diploma Program Coordinator in a timely manner. The dates for submitting these records are reviewed with faculty at the start of the academic year and published to teachers, parents and students.

5. External Assessment

External Assessment refers to work that is conducted and overseen by teachers and then graded externally by examiners. End-of-course exams are the primary means of external assessment, but it also includes work such as the Extended Essay and the TOK essay.

External Assessment dates are fixed by the IBO and adhered to by the Monnet International School. The IB Exam Calendar is published to teachers, students and parents.

Predicted Grades

The Predicted Grade (PG) is the teacher's prediction of the grade the candidate is expected to achieve in the subject, based on all of the evidence of the candidate's work and the teacher's knowledge of the IB standards.

Teachers are required to submit Predicted Grades to the IB Diploma Program Coordinator in a timely manner.

IB Grading Scale

Component grades, mid-year/end-of-year grades and predicted grades from subjects are given according to the following scale:

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

Grades for Extended Essay and TOK are given according to the following scale:

- A - excellent
- B - good
- C - satisfactory
- D - mediocre
- E - elementary (failing condition)

6. IB Diploma Passing Regulations

Performance in each of the six Diploma subjects is graded on a scale of 1-7, with 7 being the highest. A maximum of 3 bonus points is awarded for combined performance in Theory of

Knowledge and on the Extended Essay. The maximum possible score is thus 45 points. The minimum score for a candidate to earn their IB Diploma is 24 points (subject to pass grade in CAS). Full details can be found in the *"Diploma Programme General Regulations" International Baccalaureate*.

7. Exams

IB DP final exams at Monnet International School are conducted in strict accordance with IB regulations. Externally assessed IBDP exams take place in May Session.

Before each examination session all students and invigilators must undergo a training to review exam procedures and policies.

Mock exams are conducted during the last two weeks of each term and papers are individually provided by subject teachers. The results of mock exams (summative assessment) are used to inform students about their level of competencies in the subject and are used as a basis for review and final exam preparation.

8. IB Exam Rules and Policies for Students

General Guidelines

- Please arrive at the examination room a minimum of 30 minutes before the examination is scheduled to begin.
- Before you enter the exam room you will be reminded to turn off all electronic devices (with the exception of calculators) and place them in your bag outside the examination room.
- Students will be admitted to the examination room 15 minutes before the exam is due to begin. Once you enter the exam room the examination is considered to be in progress and you are subject to all IB exam regulations.
- The DP Coordinator will decide where each student sits.
- A large clock and board to write start and end times will be in the room.
- Between exam papers, students may leave the exam room.

Possessions

- Only authorized materials may be taken into the exam room.
- Yes to general stationary (pens, pencils, colored pencils, an eraser, geometry instruments, and a ruler).
- Exams **must** be done in pen (except for Paper 1 from sciences for which you need a pencil). Pens should only be blue or black ball-points.
- Yes to a translating dictionary for non-language examinations.
- Not electronic
- Invigilator will check for notes or other unacceptable materials before examination
- Yes to calculators for Economics, BM, Science and Maths exams. Calculators will be reset to factory settings. Check the list of IB approved calculators
- Yes to spare calculators and/or spare batteries.
- No backpacks and bags. Backpacks and bags will be left outside the room.
- No pencil cases other than transparent ones.
- No correcting fluid (instead, neatly cross out mistakes).
- No food and only water to drink.
- No communication devices of any kind. Cell phones must be switched off and left in your bag outside the room.
- No personal clock other than a wristwatch.
- Candidates may not share any materials.
- Handwriting must be legible. If an examiner cannot read a script they cannot mark it.

Misconduct

- Stealing examination papers
- Failing to obey the instruction of the DP Coordinator or exam invigilator
- Communicating with another candidate
- Sharing anything with another candidate
- Receiving help from another candidate
- Referring to unauthorized material
- Behaving in a way that disrupts the exam
- Removing or attempting to remove exam material from the exam room
- Leaving without permission

- Continuing to answer when told to stop
- Disclosing or discussing the content of the exam within 24 hours

Attendance

Tardy with Poor Excuse (Oversleeping, heavy traffic, etc)

- A student arriving within 60 minutes of the start of the exam may be admitted to the examination room at the discretion of the DP Coordinator.
- No extra time to complete the exam.
- After 60 minutes no late arrivals are allowed into the exam and the candidate will not be eligible for a grade in that subject.

Tardy with Acceptable Excuse (Road Accident, etc)

- A student arriving after within or after 60 minutes of the start of the exam may be admitted to the examination room at the discretion of the DP Coordinator .
- Candidates may be given full time at the discretion of the DP Coordinator.
- The IB reserves the right ultimately to determine what constitutes an acceptable reason and may overrule the decision of the coordinator.

Early Departures

- Students are not permitted to leave the examination room during the first hour or during the last 15 minutes.
- If a candidate leaves early they are not permitted back.

Leaving the exam room in an emergency

- Only in cases of emergency may a student leave and return to the examination room.
- In case of illness, the DP Coordinator may allow the candidate full time for the exam.
- Candidates must be supervised during a temporary absence. There must be no communication during the absence.
- A candidate must not take any material out of the examination room, refer to any material when absent, or return with any material.

End of the Exam

- It is your responsibility to make sure that the cover sheet is filled out correctly.
- You must turn in all papers, including rough notes.

- Leave in a quiet and orderly manner.
- You must not disclose the content of any exam with any person outside of the immediate school community within 24 hours after an exam. This includes any form of communication, whether verbal, written, or electronic.

9. Policy Review Process

This policy is a living document. It is an ongoing process that will be systematically reviewed, evaluated and modified as needed by the DP staff, coordinators and administration. Subsequent revisions will be communicated to all staff, students and parents.

The following publications have been used in the construction of this document:

1. International Baccalaureate Organization, Diploma Programme: From principles into practice – „Developing an assessment policy” section in the „Implementation policies” chapter.
2. International Baccalaureate Organization, Guidelines for developing a school assessment policy in the Diploma Programme.

Updated in November 2019