

## Monnet International School - Assessment Policy

### 1. The Purpose of Assessment

#### 1.1 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

#### 1.2 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
  - 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*)

#### 1.3 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.

#### **1.4 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, analyze, 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 is based on:

- 70% of the grade awarded is based on at least 8 different component grades students get throughout the term from HL subjects and 6 grades from SL subjects
- 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 Mock Exam Session will be awarded zero grade 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 upload Internal Assessments and criteria marks to IBIS 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 in a Timetable.

### **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 Monnet International School. The IB Exam schedule is published to teachers, students and parents.

## **6. 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 upload Predicted Grades to IBIS in a timely manner.

## **7. 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)

## **8. 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 Diploma Programme Assessment Procedures section A 2.2 Award of the Diploma.

## **9. Exams**

IBDP 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.

## **10. IB Exam Rules and Policies for Students**

### **10.1 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.

## **10.2 Possessions**

Only authorized materials may be taken into the exam room - general stationary (pens, pencils, colored pencils, an eraser, geometry instruments, and a ruler), a translating dictionary for non-language examinations, IB approved calculators for Economics, BM, Science and Maths exams. Calculators will be reset to factory settings. No pencil cases other than transparent ones are allowed. Correcting fluid is not allowed - instead, neatly cross out mistakes.

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.

Backpacks and bags, food and drink, communication devices, personal clocks and watches will be left outside the room.

Candidates may not share any materials.

Handwriting must be legible. If an examiner cannot read a script they cannot mark it.

## **10.3 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

#### **10.4 Attendance**

Late arrival 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.

Late Arrival 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.

#### **10.5 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.

## **10.6 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.

## **11. 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.

## **Attachement 1 - [Assessment, Deadlines and Extensions Policy](#)**

### **1. Internal Assessment**

1.1 Each IB course typically has two components for the external qualification: an Internal Assessment and Examinations.

1.2 Internal Assessments typically account for 20-25% of the overall marks awarded for an Individual IB course.



1.3 Internal Assessments are initially assessed by the class teacher but are subject to external moderation. As such, the marks awarded by the teacher are provisional and subject to change.

1.4 Internal Assessment due dates are published at the start of the Diploma Programme in the DP Timetable.

1.5 Teachers are only permitted to give feedback on one complete draft (first draft) of an Internal Assessment task. Deadlines for the first drafts of IAs are set by subject teachers. As such, it is expected that students submit the first draft of sufficient quality by the deadline set by the subject teacher.

1.6 Where a student does not submit the first draft of the Internal Assessment by the deadline set by the subject teacher (in the absence of an extension granted by the DP Coordinator), the student is assumed to waive their right to feedback by the teacher and grade 1 (weight 10) is awarded.

1.7 Where a student does not submit a final draft of Internal Assessment by the deadline published in the Timetable (in the absence of an extension granted by the DP Coordinator), the student, may, at the discretion of the DP Coordinator, be granted additional time to complete the task. If the student still has not completed the Internal Assessment task, then no further submission will be permitted and where a first draft version of the task exists, this is what will be submitted for assessment.

1.8 Where a student does not submit a final draft of Internal Assessment by the deadline published in the Timetable (in the absence of an extension granted by the DP Coordinator) and no first draft version exists, the student will be given N (non- submission in the IBIS) which will result in getting no grade from this subject and as a consequence the student will not be awarded the IB Diploma.

1.9 Where a student submits a final draft of Internal Assessment without submitting the first draft, the teacher will not confirm the authenticity of the IA and the work will not be uploaded into the IBIS and as a consequence the student will not be awarded the IB Diploma.

1.10 Any extension requests for Internal Assessments need to be submitted via the 'Request for Extension of a Submission Deadline' form. This must be completed and given to the DP Coordinator at least two school days in advance of the published deadline. Extension requests will only be entertained where it can be established that there are extenuating circumstances that prevent the student from completing the Internal Assessment by the published deadline.

1.11 All extension requests will be treated on a case-by-case basis and are granted at the discretion of the DP Coordinator working in consultation with the relevant IB teacher.

1.12 Extensions granted for first drafts or final drafts of any internal assessment pieces must be recorded in Librus by the subject teacher.

## 2. Theory of Knowledge & Extended Essay

2.1 Theory of knowledge has an Internally Assessed component and an essay component. The Internally Assessed component is subject to external moderation and therefore teacher-awarded marks are provisional.

2.2 The Theory of Knowledge essay component is externally assessed by examiners appointed by the IBO. Therefore, any teacher-awarded marks or grades are provisional.

2.3 The Extended Essay is externally assessed by examiners appointed by the IBO. Therefore, any teacher-awarded marks or grades are provisional.

2.4 Teachers are only permitted to give feedback on one complete draft (first draft) of a TOK essay & Extended Essay. Deadlines for the first drafts of TOK essays are set by TOK teachers, deadlines for EE are set by EE Manager.

2.5 Where a student does not submit the first draft of the TOK essay or EE by the deadline (in the absence of an extension granted by the DP Coordinator), the student is assumed to waive their right to feedback by the TOK teacher or EE supervisor.

2.6 Where a student does not submit a final draft of TOK essay or EE by the deadline published in the Timetable (in the absence of an extension granted by the DP Coordinator), the student, may, at the discretion of the DP Coordinator, be granted additional time to complete the task. If the student still has not completed the task, then no further submission will be permitted and where a first draft version of the task exists, this is what will be submitted for assessment.

2.7 Where a student does not submit a final draft of TOK essay or EE by the deadline published in the Timetable (in the absence of an extension granted by the DP Coordinator) and no first draft version exists, the student will be given N (non- submission in the IBIS) and as a consequence the student will not be awarded the IB Diploma.

2.8 Where a student submits a final draft without submitting the first draft the teacher will not confirm the authenticity of the TOK essay/EE and the work will not be uploaded into the IBIS and as a consequence the student will not be awarded the IB Diploma.

2.9 Any extension requests for TOK essays and EEs need to be submitted via the 'Request for Extension of a Submission Deadline' form. This must be completed and given to the DP Coordinator at least two school days in advance of the published deadline. Extension requests will only be entertained where it can be established that there are extenuating circumstances that prevent the student from completing the work by the published deadline.

2.10 All extension requests will be treated on a case-by-case basis and are granted at the discretion of the DP Coordinator working in consultation with the relevant IB teacher.

**REQUEST FOR EXTENSION OF A SUBMISSION DEADLINE**

*(This must be for a valid reason and must be submitted at least 2 school days prior to the relevant deadline)*

**PART A (to be completed by student making the request)**

Name:

\_\_\_\_\_

Subject:

\_\_\_\_\_

Teacher:

Assessment Task Title:

\_\_\_\_\_

Date of issue of Assessment Task: \_\_\_\_\_ Assessment Task Due Date:

\_\_\_\_\_

**Reason an extension is required: (attach supporting documents where applicable)**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student Signature: \_\_\_\_\_

\_\_\_\_\_

Parent / Guardian Signature:

**PART B (to be completed by Subject Teacher and handed to the IB Coordinator)**

**The reason appears to be:**

Acceptable: YES / NO

\_\_\_\_\_

Suggested new due date:

In need of further investigation: YES / NO

Signature of Teacher: \_\_\_\_\_

Date:

\_\_\_\_\_

**PART C (to be completed by the IB Coordinator)**

**Result of Request:**

- You have been granted an extension until: \_\_\_\_\_
- Your request for an extension has been declined.

Your assessment will need to be completed by: \_\_\_\_\_

Signature of IB Coordinator: \_\_\_\_\_

Date:

\_\_\_\_\_

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