



## IBDP Assessment Policy

This policy is to be understood in conjunction with the school-wide Assessment Policy, which can be found on the website, but is in place to address the specific needs of pupils studying for the International Baccalaureate Diploma Programme. It fundamentally follows the guiding principle of the school-wide policy - namely that assessment should support and improve pupil learning. All assessment of learning should be fair to all pupils and allow all pupils to demonstrate the full range of their learning.

All academic departments assess pupils' work formatively and summatively. Assessment, learning and teaching are understood to be intertwined and interdependent and a focus is given to the IB learner profile that will provide for success within the IB diploma programme, in university, and beyond. In addition, learning and assessment at Haileybury is criterion-referenced and the IB criteria are used by all departments to assess pupils' work. Quality control of assessment is achieved by moderation within and, where possible and appropriate, between departments.

### **Reasons for Assessment and Evaluation**

The aims of assessment for the IBDP are as follows:

- To provide feedback to pupils on their own learning, in order to aid progress
- To provide feedback to pupils about how they are performing against the criteria outlined by the school and IBO
- To provide feedback to teachers about knowledge, understanding and/or skill development
- To provide regular updates on progress to parents, tutors, guardians and other stakeholders in a pupils' education
- To provide information for college admission and placement in college courses
- To provide motivation for learning
- To provide a quality assurance mechanism (both for internal and external reasons)
- To prepare pupils for external assessments by the IBO

### **Grade Descriptors**

'IBO grade descriptors' can be found in individual subject guides.

School-based descriptors can be found in the school-wide Assessment and Reporting policies.

### **Methods of Assessment**

**1) Formative assessment** is the process of gathering information, by a variety of means, during the learning process, to identify the knowledge, skills and understanding that pupils have at that moment in time and that they should be developing. Pupils are assessed on their 'attitude to learning, both inside and outside the classroom. Pupils can attain 'attitude to learning' grades of 'Needs Improvement', 'Meeting Expectations', 'Exceeding Expectations', or 'Exceptional'.

**2) Summative assessment** occurs throughout a course and is designed to allow pupils to demonstrate achievement towards the course expectations. It forms the primary basis for establishing the reported levels of attainment. Summative assessment provides information about pupil achievement and is established through internal examinations and departmental tests and other regular subject specific assessments. IBO grade descriptors and grade boundaries are used to establish the level.

**Diagnostic assessment** is the process of gathering evidence of pupils' knowledge, skills and understanding prior to instruction and is used to guide future teaching and tailoring programs to a particular pupil, or group of pupils. We gather baseline data for our IB pupils. This is sometimes used to help with predicting grades for universities.

Some of the types of assessments that are done at Haileybury are:

- Class discussions and/or Socratic seminars
- Data and/or document based questions
- Essays
- Experimental investigations
- Fieldwork
- Group and individual oral presentations
- Historical investigations
- Individual oral commentaries
- Multimedia presentations
- Multiple-choice style quizzes and tests
- Portfolios
- Problem solving tasks
- Research based projects
- Reflection logs
- Research papers
- Response journals
- Short and extended responses
- Sketchbooks
- Skits and performances
- Studio work.

### **Key Areas of Focus**

- Assessment supports the development of classroom learning cultures which are learning oriented rather than performance oriented. Assessment does not promote competition or fear of failure, but encourages risk taking, mistake-making and self-evaluation.
- Assessment and evaluation practices are fair and equitable to all pupils, including EAL pupils, whose mastery of language should not necessarily affect the evaluation of, for example their ability to think critically
- Pupils are provided with examples/ models of each level of achievement against the criteria to assist them in understanding how to achieve excellence.
- Pupils are involved in the assessment process by learning how to self-assess their own work, assess their peers and set goals for improvement, and then by completing self and peer assessments during formative assessment.

- Teachers work with IBO materials and resources and collaboratively to determine appropriate criteria, achievement levels and to establish examples and models of achievement, and professional development about assessment is provided, and is sought.

### **Internal Assessment**

Each department develops their own practices for internal standardisation of assessment however these must include the following principles:

- Standardisation must involve all Diploma teachers in that subject.
- Work of three different levels must be selected (high, medium and low attainment) for moderation.
- Once the marked work of the Diploma teachers has been scrutinised it is up to the HOD to apply an internal moderation factor to adjust all internal assessment.
- It is strongly recommended that marks are justified on the pupils' work to assist the moderators and give credence to our marks.
- Internal assessment marks should not be shared with candidates as these are subject to change by the IBO.

### **Grades and Reporting**

Progress, including grades, is formally communicated to pupils and parents six times a year, at the midpoint and end of each term. This report card includes the overall achievement grade (1-7) for each pupil, 'attitude to learning' grades for both inside and outside the classroom, and praise and improvement codes. Twice a year, pupils also receive written comments from each teacher based on demonstrated strengths, areas needing improvement and suggestions for next steps.

Full information about reporting can be found in the school's reporting policy.