



Ecole Mondiale World School

Assessment Policy

2021-2022**

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****This document will be reviewed annually to ensure it aligns with our practices.**

Ecole Mondiale World School Assessment Policy

Purpose

To define assessment procedures that are compliant with International Baccalaureate requirements, and establish a policy and procedure for the effective assessment of student learning, which can be shared within the whole school community.

What is Assessment?

Assessment is the measurement of students' achievement against defined learning objectives. It is carried out both for the purposes of guiding further learning (formatively) and formal reporting on progress (summatively). It involves teachers, students and parents and informs them in a meaningful way about individual strengths and weaknesses. It provides information for planning and identifies future goals and targets.

Philosophy of Assessment

- Assessment is consciously designed to indicate and improve student performance.
- Assessment is rigorous and should challenge all student groups.
- Continuous assessment provides students and teachers with feedback that they can use to revise both teacher and student performance.
- Criteria for assessment is shared or developed with the students throughout the course of study.
- Assessment enables teachers to match work to a student's abilities.
- The IB Learner Profiles, such as but not limited to, Reflective and Principled are an essential and integral part of assessment
- A balance of strategies will be used at developmentally appropriate levels and should be outlined in planning documentation.
- A balance of assessment tools should be used with the strategies.
- In order to promote international mindedness, a range of human, natural and virtual resources, sources and texts shall be used in the written, taught and assessed curriculum.

The assessment component of Ecole Mondiale World School's curriculum is subdivided into the following three closely related areas:

- Assessing – how we discover what the students know and have learned

- Recording – how we choose to collect and analyze data
- Reporting – how we choose to communicate information

Rights of the Stakeholders:

The stakeholders include students, parents, teachers and the Board of Directors. In line with the school policy and relevant Student Parent Handbooks, the following rights should be observed:

- all stakeholders have the right to access to the policy
- all stakeholders have the right to access published information about how assessment and the process for grading is conducted.
- all stakeholders have the right to clarify questions by following clear protocols for communicating with teachers in terms of academic matters such as assessment queries relating to grading. These protocols can be found in the relevant *Student Parent Handbook Secondary* (page 20).
- Where a final arbiter is required, the Principal makes the final decision.

Key definitions

Formal Assessment	Formal assessment refers to all those assessment tools used to contribute to the final grade in those subjects.
Assessment Tools	The different kinds of assessments which can be used to assess student learning, such as tests, written and oral examinations, extended practical work, projects, portfolios, multi-media, etc.
Formative Assessment	Formative assessment is the process of gathering, analysing, interpreting and using the evidence to improve student learning and to help students to achieve their potential, through effective feedback. Formative assessment may reflect a grade but must include written and/or verbal feedback.
Summative Assessment	Summative assessment is the measuring of student performance against the grading criteria of the subject as established by the curriculum (IBMYP, or IBDP). Summative assessment is generally held at the end of a unit of work and/or course of study but may be given at any point at the discretion of the teacher.
Assessment Criteria	Detailed written guidelines or criterion which indicate what the students should learn and how they will be evaluated. These are based on the learning objectives of the subject.

Criterion-Related	Criterion-related assessment is based upon predetermined criteria and descriptors that all students should have access to. The level of student success in reaching the outcomes and/or criteria is measured in terms of levels of achievement described in each assessment criterion.
Validity	Validity of assessment tools means the extent to which they measure the stated learning outcomes.
Reliability	Reliability of assessment tools means their consistency over repeated use or between different teachers.
Fairness	Fairness of an assessment means that it must not be biased (eg gender, ethnic background, etc.) so that all students have an equal chance of performing well.
Moderation and Standardization	Moderation is peer/department marking of assessment against criteria to ensure common application of grades. Standardization is using samples of student work to reach a shared understanding of the characteristics and consistency of the elements of a level. Standardization occurs within subjects, on a formal level at least once per semester.
Task-specific clarifications (TSC) and rubrics	TSC are teacher created additional information for assessment tasks, the aim of which is to clarify requirements. Rubrics are documents that list the expectations for an assessment – they list the criteria, what counts and levels of quality.
Modification	Where a task is changed for the purpose of allowing students to access and complete the task.

Criterion Based Assessments

Criterion based assessments are designed to measure the extent to which an individual student has achieved a particular skill or body of knowledge. The criteria are drawn directly from IB subject specific requirements. We use criteria to ensure students are measured against clear learning objectives.

Standardized External Assessment

Students may also take the following external assessments:

- **Cognitive Ability Tests – (CAT4)** – is a standardised test which measures cognitive reasoning ability. The CAT online test identifies potential, strengths, weaknesses and

ability to reason across verbal, non-verbal, mathematical and spatial domains.

- **GL Progress Tests** – is a standardised test which measures student achievement aligned with the National Curriculum of the UK.

Reporting

Interim Reports

An interim report is published mid-semester 1 (October) for Secondary students only. This report identifies areas of strengths and areas for improvement, allowing students to address concerns, set targets to move forward with. Teachers may then plan accordingly. Through interim reports parents are officially notified of concerns in a subject. Where students have causes for concern in 3 or more subjects, parent meetings are requested.

Semester Reports

PYP: In the EYs and Primary school, students receive three written reports each year that give feedback on student progress. These summary reports go to parents at the completion of every second Unit of Inquiry.

For assessment and reporting, the following grades are used:

Developmental Progress Descriptors

Grade Descriptors

Developing: The student is developing the knowledge and skills to achieve the tasks independently.

Achieving: The student is independently using the knowledge and skills to achieve the tasks.

Excelling: The student is independently and consistently achieving the tasks.

Personal Engagement

Grade Descriptors

G (Good): The student has shown a positive attitude and a conscientious approach to his/her class work. Homework has been regularly completed and has reflected a consistent effort.

S (Satisfactory): The student has generally demonstrated a satisfactory attitude and approach to his/her class work and homework.

NI (Needs improvement): The student must make a greater effort in order to make satisfactory progress.

NA (Not applicable)

MYP: Semester one (December) and two (May) reports indicate progress and achievement in all subject areas of the curriculum. Teachers report on the student's level of achievement in each criteria, a 1-7 grade and relevant ATLs. Generic subject descriptions and individual student comments are included.

DP: Semester one (December) and two (May) reports indicate progress and achievement in all subject areas of the curriculum. Teachers report on the student's level of achievement based on assessment and exam grades (achievement grade), progress in ATLs and individual student comments. Generic subject descriptions are included.

Reports are published online via Managebac

Student Parent Teacher Conferences (SPT Conferences) and Student Led Conferences (SLC)

October	Grade 6-12 SPT
November	EYs and PYP SPT
February	Grade 6-12 SPT
March	EYs and PYP SPT
April	EYs and PYP SLC

What are Student Parent Teacher Conferences?

A Three-Way Conference is between the student, teacher and parents. It takes the form of an extended discussion that involves students leading their parents and teachers through their own understanding of their recent learning and their goals for future learning. The conferences are also a forum which allows teachers to highlight to both students and parents areas of concern and expectations and strategies for improvement.

Why have Student Parent Teacher conferences?

- All parties are involved in discussing learning.

- Students take more responsibility for their part in the learning process.
- Keeps all parties informed of learning and allows the student to see the most significant adults in their lives show an interest in their learning and a commitment to supporting them.
- Honest and open discussion, focusing on evidence of student learning, allows opportunities for students, teachers and parents to collaborate in making plans for the future and in providing encouragement for the student as s/he continues to learn.

Student Led Conferences (SLC)

What are Student Led conferences?

This is an interactive conference between students and parents, with teacher assistance or facilitation. Students, with the support and guidance of the teacher, select the work to be discussed. They reflect on their progress and share responsibility, with their teacher, to inform parents of progress and accomplishments, and areas for improvement.

Assessment in PYP

In the EYs and PYP curriculum, formative assessment is the primary means of assessing, assessment FOR learning, and assessment OF learning.

	Assessment for learning	Assessment of Learning	Assessment as learning
Purpose	To inform teaching and promote learning (formative)	Also known as summative assessment. Its goal is to certify and to report on learning progress	To support students in learning how to become a self-regulated lifelong learner.
Timing	Throughout the learning process. Iterative and interactive.	It is typically conducted at the end of a unit, year level or developmental stage, or programme.	Throughout the learning process. Iterative and interactive.
Features	Student involvement Quantitative and qualitative data Written and oral	Limited student involvement Quantitative data Tests, exams,	Students are active agents in their own learning by developing and using metacognitive

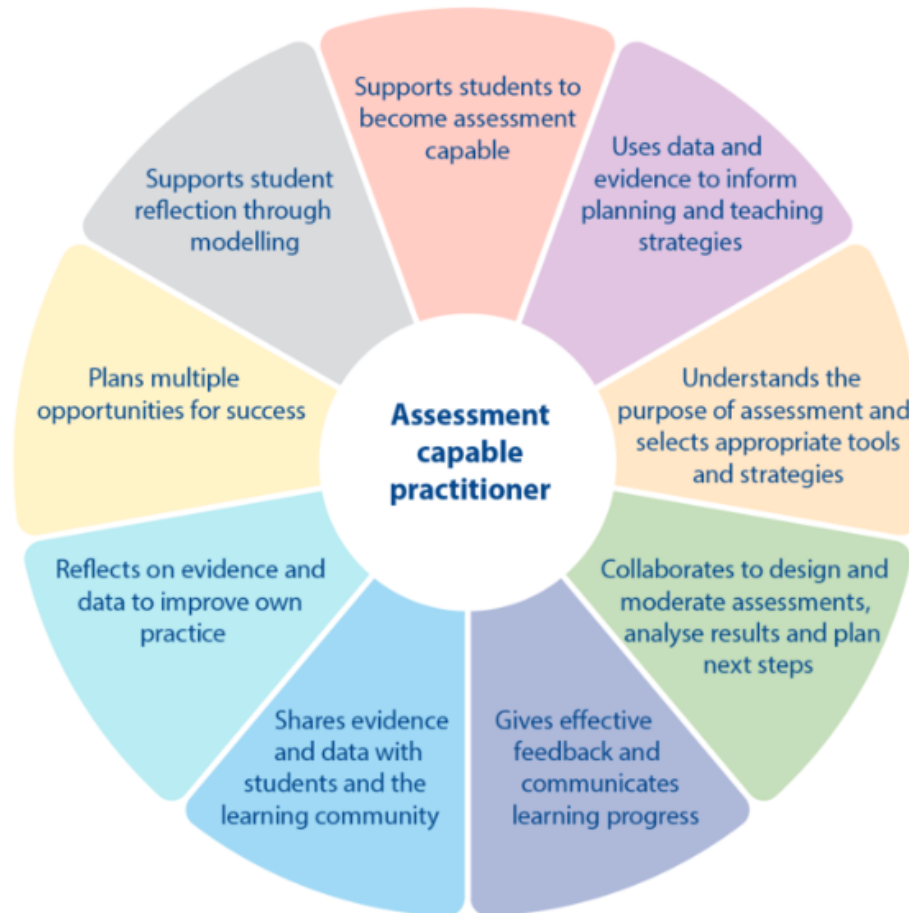
	artifacts Observations and feedback Questionnaires Teacher/student dialogues/conferences Context-based Informal Indication of progress Indication of knowledge/skill application	standardised test Indication of skills and knowledge acquisition or mastery Based on teacher Judgement Norm - or criterion - referenced	strategies to- plan learning goals monitor goals reflect in order to modify and adjust learning
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Aims of Assessment

Assessment should help students to:

- Work with teachers to co-construct learning goals and success criteria
- Move from self-assessing to self-adjusting
- Reflect on their learning and plan the next steps
- Demonstrate student agency and self-efficacy, taking ownership of their current and future learning, while adjusting their learning towards achieving success.

Assessment should help teachers :



Assessment should help school leaders to:

- Identify staffing needs
- Know how best to support the teaching faculty
- Set appropriate and realistic educational goals

Assessment should help parents to:

- See evidence of student learning and progress
- Understand the strengths of their child/ren
- Understand the challenges faced by their child/ren
- Motivate their child/ren and celebrate their child/ren's learning

The structure of assessment can be any of, but not limited to, the following:

- Self-assessment
- Peer assessment

- Teacher assessment

Each of the dimensions, being Monitoring Learning, Measuring Learning, Documenting Learning, is a critical part of the ongoing assessment process.

Monitoring Learning

The monitoring of learning happens daily, using a variety of strategies to check the progress of students against their own learning goals as well as success criteria. Information gathered forms the basis of feedback and feedforward for a student's next steps in their learning. A variety of tools are used for monitoring.

Recording/Measuring Learning

Assessment strategies and tools form the basis of a comprehensive approach to assessment and represent the school's answer to the question, "How will we know what we have learned?" When gathering information about a student's learning, teachers at EMWS use authentic assessment strategies and tools to ensure that effective assessment of learning experiences take place. Teachers maintain a record of all assessments. These may be student work samples, rubrics, anecdotal comments.

Assessment Strategies:

- Focused observations
- Performance assessments
- Process-focused assessments
- Selected responses
- Open-ended tasks
- Peer feedback
- Self-reflection/self-assessment
- Use of SOLO (taxonomy) to assess surface and deeper understanding

See appendix 1: PYP Assessment yearly overview

Assessment Tools:

- Rubrics
- Exemplars
- Checklist
- Anecdotal records
- Continuums

Documenting Learning

Teachers use a range of methods to document student learning as a means of assessing student understanding. Teachers may use written/digital records of student conversations, comments, explanations, and hypotheses as well as annotated pieces of student work that may form part of a student's assessment profile.

Students and teachers can record learning goals, questions, reflections, and evidence of learning using a variety of formats.

- Learning logs used to record learning and reflections during the Unit of Inquiry
- Learning stories – used in the Early Years utilizing photos/videos as evidence of learning progress
- Portfolios – student portfolios are used to show evidence of student learning and are a balance of student and teacher selected work. This is a system of collecting and storing information that can be used to document and give evidence for the assessment of student progress and achievement.

The learner's portfolio:

- is a record of student involvement in learning which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and self-reflection.
- is a celebration of an active mind at work.
- provides a picture of each student's progress and development over a period of time both as an individual learner and group learner.

Feedback

Feedback has been identified as one of the most effective teaching practices (Hattie, Timperley 2007) Effective feedback is timely and specific while encouraging continuous improvement and celebrating success. Feedback on knowledge, conceptual understandings and approaches to learning supports students in reaching learning goals. Peer feedback allows students to use the language of success criteria while increasing their own ability to assess.

PYP Exhibition

Being the culminating PYP experience in Grade 5, the PYP exhibition is a celebration that reflects all the engagements with the five essential elements of the program: knowledge, concepts, skills, and action. The assessment takes three forms: a pre-assessment, an ongoing assessment of each student's contribution to and understanding of the exhibition; finally, a summative assessment and reflection on the event itself. The assessment takes place within the school, throughout the whole process of the exhibition.

Assessment in the MYP

MYP Assessment is **criterion-related** which means that teachers use descriptors to make a professional judgement on a student's level of achievement. Student success with meeting the criteria, and hence achieving the objectives, is communicated in terms of **levels of achievement**. MYP students around the world are measured against specified criteria unique to each subject group, rather than against other individuals in the class. This “**criterion-related**” approach represents a philosophy of assessment that is **neither “norm-referenced”** (where students must be compared to each other and to an expected distribution of achievement) nor “**criterion-referenced**” (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level).

MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme. **At EMWS we use the IB MYP criteria for level 1 in grade 6; level 3 criteria for grade 7 and 8 and Level 5 criteria for grade 9 and 10.** For each criteria, there is a range of **8 points awarded**, based on student achievement levels at the time of assessment. Each subject-specific criteria has a descriptor that explains as clearly as possible what each student has been able to achieve in each level (i.e. level 1-2, level 2-3 and so on). Subject grades must be based on the levels achieved in all of the criteria in that particular subject. MYP assessment is **not a mathematical calculation and criteria should not be averaged**. Rather, the teacher uses the “**best fit**” approach and their professional judgement to award final levels for each criterion. Then, grades are calculated by using the **1-7 grade boundaries**.

In each subject students are provided with the assessment criteria at the beginning of the year. **Relevant criteria are also given prior to starting a task.** A **task sheet** is required to be given to students for formal assessment tasks and should include the **GRASPS (Goal, Role, Audience, Situation, Product) format**. Assessment criteria are explicit and make clear the objectives to achieve. In addition, **task specific clarifications** are also provided so that the language may be more student friendly. **MYP Grade Boundaries should be displayed in classrooms at a minimum in order to support student understanding of assessment.**

Over the duration of an assessment period, teachers may assess criteria multiple times. Whilst the IB mandates that each strand in each criteria is summatively **assessed twice per year** (ie once per semester), at EMWS we find that when each **criteria (not necessarily all strands)** have been **assessed formatively at least twice per year** (ie once per semester), we can gain a more accurate picture of student understanding and achievement as well as give students the best chance to improve. **Therefore, each criteria is to be assessed twice per semester where possible.**

MYP assessment encourages teachers to monitor students' developing understanding and

abilities throughout the programme. Through effective **formative** assessment, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Student peer and self-assessment can be important elements of formative assessment plans. The MYP views the purposes of **summative assessment** as support for learning and also as the determination of an achievement level; this usually happens at the end of a learning period. **Students should not achieve a group grade for group work, but an individual grade for their contribution.**

For any formal assessment which will contribute to a final grade, two weeks notice must be given. Teachers standardize their understanding and application of the criteria before deciding on achievement levels. Where more than one teacher is teaching the same subject group, the process of internal standardization must take place before final achievement levels are awarded. Internal standardization of assessment is also required for the personal project (or the community project if the school's programme ends in MYP years 3 or 4). The process involves teachers meeting to come to a common understanding on the criteria and achievement levels and how they are applied. In so doing, teachers increase the reliability of their judgments. Standardization throughout the school year promotes consistency and builds common understanding about student achievement with respect to MYP objectives.

(Principles to Practice, p78)

MYP eAssessments and Examinations

Grade 6-8 do not sit formal exams

Grade 9 – internal formal exams at the end of each semester

Grade 10 – internal formal MOCK exams and Grade 10 IB external exams May

At EMWS we have elected to participate in the IBMYP eAssessments. These comprise of onscreen examinations and the submission of ePortfolios of student work. Students in grade 10, who have been at EMWS or any other MYP school for grade 9 and 10 (level 4 and 5) may have the opportunity to sit courses for eAssessment. Where all requirements have been met students may also receive an externally validated MYP Certificate upon successful completion.

It is compulsory that all students are registered to participate in the Personal Project and will receive an IB externally-validated certificate.

Entry into the EMWS Diploma Programme is not contingent on completing eAssessment.

MYP Subject Assessment Criteria

The MYP assessment criteria across subject groups can be summarized as follows.

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting

MYP Grade Boundary Table

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking.

		Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
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Assessment in DP

The DP is a two-year programme culminating in external examinations at the end of Grade 12.

Why do we assess?

The internal assessment of our students' performance aims to: (a) inform students of the level of their learning progress and educational achievements; (b) evaluate their skills and knowledge; (c) give assistance in relation to their individual development planning; (d) motivate them to make further progress; (e) provide parents or legal guardians and teachers with information on students' progress, special aptitudes and difficulties they encounter.

What do we assess?

We assess a wide range of activities and skills during the process of knowledge acquisition, such as: group work, discussion, formulating proper research questions, collecting data, research work planning, conducting and describing experiments, self-assessment, comparative/critical thinking and creativity.

How do we assess?

In the Diploma Programme we practice both formative and summative assessment aimed at measuring students' achievements in terms of Diploma Programme assessment criteria. As well as teacher assessments we also practice and encourage student assessments in three forms: peer assessment, self-assessment and group assessment. At each stage of education students are encouraged to assess their work and reflect on it. Students are also encouraged to periodically analyze and discuss their weak and strong points with each other and with the group.

Assessment Practice

In the IB Diploma Programme, two types of assessment are used: external and internal assessments. In both cases we use the official IB Diploma Programme grading scale from 1 (fail) to 7 (excellent) except in the Theory of Knowledge and the Extended Essay courses which are

graded on a scale from E (fail) to A (excellent).

IB Diploma Programme Exams

The IB Diploma Programme Exams are a crucial part of a summative assessment, called formal assessment and defined as “assessment directly contributing to the final qualification, represents the final summative assessment practice in the IB continuum of education.” (Guidelines for developing a school assessment policy in the Diploma Programme. 2010. P. 2.)

The IB Diploma exams assess students’ knowledge acquired during two years of the Programme. It is the student’s systematic work that plays a crucial role in the attainment of the final Diploma. There are two kinds of formal Diploma assessment: IB external assessments and IB internal assessments.

IBDP External Assessments

The external subject exams take place in May at the end of final year of the Diploma Programme. These annual May examinations are externally marked with no input from the subject teachers. Externally marked examinations account for the greatest part of the assessment score for each subject.

IBDP Internal Assessment

Some part of the formal assessment is internal which means that it is a school teacher who marks the work whilst only part of it is moderated externally for international parity. Criteria and the model of internal assessment are explained to students by teachers in the particular subject course outlines/syllabuses.

Notification about any formal assessment must be on MB and on the assessment calendar, at least one week in advance. They should be planned from the start of the semester.

Reporting in the DP

Reporting for Grade 11

The mid semester 1 report issued in October consists of:

- a 1-7 achievement grade
- progress in ATL skills
- concern yes/no
- Subject descriptions, inclusive of TOK

End of semester reports consists of:

- a 1-7 achievement grade. The semester achievement grade is calculated as 30% weightage on exams and 70% on summative assessments (consisting of 4 IB style assessments)
- a 1-7 effort grade
- progress in ATL skills
- concern yes/no
- subject descriptions, inclusive of TOK
- subject teacher comments, inclusive of TOK
- EE report to be included for Semester Two

Every subject must complete a minimum of 4 IB style assessments per semester. Where possible, moderation of assessments used for semester reports is required by teachers in each subject.

Grade 12 Semester 1 – Subject Expectations

Reporting period for Grade 12

The mid semester 1 report issued in October consists of:

- a 1-7 achievement grade
- progress in ATL skills
- concerns yes/no
- subject descriptions inclusive of TOK
- EE report to be included

End of semester reports consists of:

- a 1-7 achievement grade,
- a 1-7 effort grade,
- progress in ATL skills,
- Concern yes/no
- Subject descriptions
- subject teacher comments including TOK and EE
- **The semester 1** achievement grade (1-7) is calculated on a minimum of 4 IB style assessments.
- **The semester 2** achievement grade (1-7) is calculated as 30% weightage on mock exams

- and 70% on summative assessments (consisting of 3 IB style assessments)
- The Semester 2 report includes an achievement grade and effort grade only. It is published on the last school day for Grade 12 students (April).

Where possible, moderation of assessments used for semester reports is required by teachers in each subject.

Exams

Grade 11 – internal exams in Semester 1 and 2

Grade 12 – internal mock exams to be held, as specified in the school events calendar

Grade 12 IB external exams May of DP2

Grade 12 – Predicted Grades for universities

- Grade 12 teachers are required to provide the DP Coordinator/College Counsellor with PG's for university application purposes.
- One PG google sheet will be used and updated with key dates in mind to avoid duplication of work. These key dates are October, December, April/May and they are closed off from editing after the deadline, which follow from report deadlines.
- Teachers have to consider the course content coverage in earlier semesters when determining report grades in October and December Grade 11. In other words, teachers must exert some professional caution.
- PGs are based on the Exam Grades, Semester Report Grades and the teacher's overall evaluation of the student at the time of giving the predicted grade.
- PGs are optimistically real and should in no way compromise the professionalism of the teacher or the credibility of the school. In other words, inflation is avoided and PGs should closely match our assessment captures of students (exams, reports, IAs).
- Individual predicted subject grades are not revealed to students. However, the approximate total score may be told to them in order to facilitate their university choices. Report grade totals are an excellent indicator of final PGs.
- PGs may be reviewed and revised after the Mock Exams, if applicable.

- The most recent appropriate grade boundaries should be used for assessments and to predict grades.

Internal/External Deadlines

- Deadlines for submission of drafts and final piece/s are given to students at the start of the Diploma Programme.
- Students' progress is monitored and students are counselled when necessary by the DP/EE/TOK/CAS Coordinator, as appropriate.
- Parents are alerted with regard to missed deadlines on a regular basis by the teacher who informs the DP Coordinator.
- If a student has not completed the final draft as per the deadline, a previous/incomplete draft will have to be submitted. This is likely to result in a lower grade than might have been the case if a revised final draft had been submitted.
- These marks are then submitted by the teacher to the DP Coordinator who submits them to the IB.
- The moderation sample is selected electronically by IB and is sent to Examiners for moderation (upload – IBIS).
- As the IA marks are likely to be altered in the moderation process, the marks are not disclosed to students.

Internal Assessment in Group 1 and Group 2 and TOK

- These are in the form of Oral Assessments/Presentations that are held at different times over the two years.
- Dates for these are scheduled by the teachers in liaison with the DP Coordinator and students informed:
 - a) This schedule is to be treated on par with external exam schedules.
 - b) If a student does not turn up for a scheduled oral assessment, it is viewed as a 'missed exam' and will be awarded no mark. Parents are informed by the DP Coordinator.
 - c) This will impact adversely on the final mark awarded for IA.
 - d) An assessment may be rescheduled at the discretion of the DP Coordinator and the Head of Secondary if there is satisfactory documentary evidence of extenuating circumstances.

Externally Assessed Coursework

These components are produced independently by the students under the supervision of the

teacher. IB examiners externally assess them.

- Written Essay/s
- Extended Essay
- TOK Essay
- Internal Assessments as per subject requirement

Final External Examination Grades

- These are awarded by the IB upon completion of the final exams.
- The results are released to students on 6th July and may be accessed on the IB website using a login that is given to each candidate.
- The Diploma and/or Certificate of Results, are awarded by the IB.
- In case a student gets a lower grade than expected, the student may make an appeal for a re-evaluation.
- Students may opt to take re-sit exams in November/the next May in order to improve results.

Results to Universities Service

- Students may apply to have their results sent directly to universities of their choice.
- This process is coordinated by the DP Coordinator.
- Students who do not submit their requests in time will not be able to avail of this service.

IB Diploma Attainment

The IB uses criterion-referenced assessments to confer points leading to an IB Diploma. Each of the six examined subjects is graded on a scale of 1 to 7 points (max 42 points). In addition, the student is supposed to complete the core courses: Theory of Knowledge, the Extended Essay and CAS (Creativity, Activity and Service). He/she will be then awarded an IB Diploma provided none of the following failing conditions exist:

- CAS requirements have not been met.
- Candidate's total points are fewer than 24.
- An N has been given for theory of knowledge, extended essay or for a contributing subject.
- A grade E has been awarded for one or both of theory of knowledge and the extended essay.
- There is a grade 1 awarded in a subject/level.

- Grade 2 has been awarded three or more times (HL or SL).
- Grade 3 or below has been awarded four or more times (HL or SL).
- Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

IB Diploma Programme Simplifying the diploma requirements and failing conditions. Feb 2014. P. 4.

Excellent performance in the 6 subject areas results in a grade 7 for each, or a total of 42 points. The maximum diploma point score is 45. Theory of Knowledge and the Extended Essay contribute to the overall score through a matrix system, which awards up to 3 bonus points based on the candidate's combined performance.

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

Students who do not fulfill the entire set of requirements for an IB Diploma or who decide to take fewer than six subjects are awarded a certificate for examinations completed.

Further policies and documents which may be useful are:

- *EMWS Late submission of student work policy*, Aug 2019
- *MYP: From principles to practice*, May 2014, International Baccalaureate Organization, U.K.
- *MYP Guide to eAssessment*, 2019, International Baccalaureate Organization, U.K.
- *Handbook of procedures for the Diploma Programme 2019*, International Baccalaureate Organization, Switzerland
- Student Parent HandbookL [Secondary Parent Student Handbook](#)
- EMWS High School Diploma [High School Diploma Policy](#)

Policy review cycle:

This policy is to be reviewed and updated every 3 years.

Appendices:

- **Online Assessment Rules for the use of external testing software ([MYP/ DP](#))**