

# School 'President' Assessment Policy

This document, approved by the School 'President' Administrative Team in August, 2012, and last updated in June, 2023, regulates the procedures for assessment and grading in school IB Diploma Programme and is mandatory for all teachers.

## 1. The role of assessment

In the present document, the assessment is considered as a measure of the student's educational results in comparison with the standard (an absolute mark) or with their average results (a relative mark).

The assessment may serve different objectives depending on the form of the student's work and time it was accomplished. It can be

- a tool for the student to assess their own educational results (formative or training mark);
- a means of control of the learning outcomes and the level of acquisition of different types of activities (summative or boundary mark);
- a measure of the level of achievements in the Diploma Programme for a certain period of time (mid-year and end-of-year marks).

Assessment should not serve as an encouragement or punishment for the student. Any evaluation of personal characteristics of the student is not allowed.

Any assessment should tend to be transformed into a self-assessment since only in such a case it is educationally appropriate. Therefore, the assessment should be criteria-based whenever possible and the criteria and procedures should be highly transparent for the student as well as for the School community.

## 2. Assessment practice

IB DP department uses the seven-level assessment scale, which corresponds to the following degrees of educational achievements:

- 7 Excellent performance
- 6 Very good performance
- 5 Good performance
- 4 Satisfactory performance
- 3 Mediocre performance
- 2 Poor performance
- 1 Very poor performance or failing condition

However, in TOK and Extended Essay a five-level assessment scale is applied. This scale corresponds to the following degrees of educational achievements:

- A Excellent performance
- B Good performance
- C Satisfactory performance
- D Mediocre performance
- E Very poor performance or failing condition

The mark for any assignment is informed by the corresponding subject, component and grade boundaries published in IB Subject Reports or on IBIS ([www.ibis.ibo.org](http://www.ibis.ibo.org)).

In the IB Diploma Programme the criteria-based assessment is applied whenever possible. In all other cases, markbands or markschemes are assigned and updated according to IB Subject Reports in relevant subject(s) or on IBIS. The criteria are subject-specific and are borrowed from IB Guides for respective subjects. Each subject grade boundaries as well as the assessment criteria are communicated to the students and their parents/legal guardians in advance.

Formative and summative assessment implies using different assessment tools upon the decision of the teacher. The number of assessment tasks is not specified or limited.

All learning in IB DP is deadline-driven. Therefore, students should meet the IB team developed deadlines for both internal and external assessment.

### **3. Final marks**

The final marks are given at the end of each semester/year.

When final marks are calculated, the weights coefficient of current marks are applied according to the subject specific assessment tasks. The weight coefficients are subject to reconsideration at annual meetings of IB DP Teachers.

Formative or summative mark cannot be changed after resubmitting the assignment. In case of illness, injury or other exceptional circumstances, the summative work should be submitted during one week after the student's return to School.

### **4. Mock exams**

IB DP students are subjects for internal end-of-year exams at the end of Year 1. All materials are prepared by teachers and are based on past examination papers and topics covered according to the educational curriculum. In March of Year 2 the School holds Mock exams.

The results of the aforementioned trials are communicated to students and parents/legal guardians and serve as the basis for predicted grades.

### **5. Reporting**

The key element of School assessment policy is reporting on students' progress in learning. Teachers are in charge of filling the register on a daily basis, including the results of formative and summative assessment marks. Commentaries for each mark might be provided if necessary.

At the end of each semester the students' progress reports (Appendix 1) are issued based on the results of each academic period and are made available to students, School Head, DP Coordinator and parents. The content of these reports is also an issue for discussion at IB DP team meetings for analysis and adjusting the teaching practices.

Parents' meetings are held on a regular basis to discuss student's performance and possible ways of improvement. Face-to-face meetings may be organized upon request.

## 6. Collaboration

IB DP team holds regular meetings to share effective assessment strategies and practices. Internal calendar of deadlines is subject to annual reconsideration by the IB DP team in accordance with the School calendar of the current academic year.

## 7. Electronic register and conversion of marks

Keeping an Electronic register according to a 5-grade assessment scale is a mandatory Russian National requirement. Therefore, all IB assignments marked against a seven-grade scale, have to be converted according to the following table:

<b>IB grade (max 7)</b>	<b>5-grade scale</b>
6-7	5
5	4
3-4	3
2	2
1	1

However, every teacher keeps track of students' progress based on IB 7-grade assessment scale and reports this progress according to 'Reporting' section of this document.

**MID-YEAR / FINAL REPORT**

**Student:**  
**Year:**  
**Semester:**  
**Subject:**  
**Teacher:**

**Percentage of missed lessons:**

**Misbehavior / malpractice:**

**Results of the summative assessment works:**

<b>Type of assessment</b>	<b>Grade (max - 7)</b>	<b>Percentage</b>
Final semester grade		

**Comments:**