



Diploma Assessment Policy

Introduction/ Philosophy

The aim of this assessment policy is to support and improve pupil learning. As all pupils have different learning styles, experiences and abilities, so the assessment and evaluation of their learning must be fair to all pupils, be varied in nature and allow pupils to demonstrate the full range of their learning.

All departments assess pupils work formatively and summatively. Assessment, learning and teaching are 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 on a regular basis within departments.

Reasons for Assessment and Evaluation

The aims of assessment for the Diploma are as follows:

- To provide feedback to pupils on their own learning
- To provide feedback to pupils about how they are performing against the criteria outlined by the school/IBO
- To provide feedback to teachers about knowledge, understanding and/or skill development
- To provide a grade for reporting understanding and progress to parents
- 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 mentally for assessments by the IBO, colleges and other organizations
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Grade Descriptors

Please refer to the 'IBO grade descriptors' in your subject group and the subject specific criteria for assessment which can be found in your individual subject guides.

Methods of Assessment

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. This is reported as 'attitudes to learning' on our reporting schedule and pupils can attain unsatisfactory, satisfactory, good and excellent.

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 report card levels of achievement. Summative assessment provides information about pupil achievement and is established through internal examinations and departmental tests and other regular subject specific assessments. IB grade boundaries (the year to be decided by the HOD) are used to establishing 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 CEM and ALIS data for our Ib pupils. This is sometimes used to help with predicting grades for universities.

The types of assessments that are done at Haileybury are:

Class discussions and/or Socratic seminars: Data and/or document based question: Essays: Experimental investigations: Fieldwork: Group and individual oral presentations: Group cooperation and team work: Group critiques: Historical investigations: Individual oral commentaries: Investigation workbooks: Multimedia presentations: Multiple-choice style quizzes and tests: Portfolios: Problem solving teams: Projects: Reflection logs: Research papers: Response journals: Short and extended responses: Sketchbooks: Skits and performances: Studio work.

Key Areas of Focus

- Assessment reflects learning and is a process involving diagnostic assessment⁷ at the beginning of each learning cycle, formative assessment throughout and summative assessment at the end.
- Learning expectations and criteria for assessment are based on IB criteria, the school mission, each discipline and each teacher and are communicated to pupils in advance either in the course syllabus or in notes to pupils before each topic.
- Pupils are provided with examples/ models of each level of achievement against the criteria to assist them in understanding how to achieve excellence.
- Assessment promotes and evaluates deep understanding.
- 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.
- 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.
- Assessment and evaluation practices are fair and equitable to all pupils, including ESL pupils, whose mastery of language should not necessarily affect the evaluation of, for example their ability to think critically
- Determination of grades for formal reporting purposes comprise:
Attitudes to learning inside the classroom which reflects mainly formative assessment, effort, and behaviour.
Attitudes to learning outside the classroom which reflects the pupils work ethic in regard to homework assignments.

Internal Assessment

Each department develops their own practices for internal standardizing of assessment however these must include:

- 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 mid-point and end of each term. This report card includes the overall achievement grade (1-7) for each pupil and written comments from each teacher based on demonstrated strengths, areas needing improvement and suggestions for next steps.

An attainment grade is recorded which reflects pupil performance on summative tasks and reflect their most consistent level of achievement with an eye to their most recent levels of achievement at the time of reporting. The grades will be established using IB subject level criteria or examination grade boundaries.

Attitudes to Learning. Separate judgements are given for Attitude to Learning in AND beyond the classroom. These judgements will relate to the pupil's engagement with the IB learner profile. They are on a 4 level scale (Exceptional, Good, Satisfactory and Unsatisfactory) and are intentionally demanding. We want very high standards and obtaining an 'Exceptional' is very difficult. Pupils should be very proud to have achieved this. They should be aiming to obtain the top two levels by the end of the academic year. Obtaining 'Unsatisfactory' for their Attitude to Learning is worrying and the pupil should talk to their tutor and the relevant teacher about the reason for this descriptor and discuss how to improve over the next 6 weeks. Attitude to Learning levels will be converted into a numerical average to assist in tracking a pupil's progress.

<i>All Year Groups</i>
<i>Exceptional</i>
<i>Good</i>
<i>Satisfactory</i>
<i>Unsatisfactory</i>

Some guidance on levels

Exceptional	<p>Preps:</p> <ul style="list-style-type: none"> • Always in on time, well presented and show evidence of independent research and/or original thought. <p>Class:</p> <ul style="list-style-type: none"> • Always brings correct equipment. • Always concentrates and fully engages in lesson. • Always carries out set tasks to a high standard and shows evidence of initiative and independent learning.
Good	<p>Preps:</p> <ul style="list-style-type: none"> • Always in on time and well presented. <p>Class:</p> <ul style="list-style-type: none"> • Always brings correct equipment. • Always concentrates and engages in lesson. • Always carries out set tasks to a high standard.
Satisfactory	<p>Preps:</p> <ul style="list-style-type: none"> • Always in on time and reasonable presentation. <p>Class:</p> <ul style="list-style-type: none"> • Almost always brings correct equipment. • Always concentrates. • Always carries out set tasks.
Unsatisfactory	<p>Preps:</p> <ul style="list-style-type: none"> • Sometimes on time or are poor and appear rushed. At worst incomplete or not submitted. <p>Class:</p> <ul style="list-style-type: none"> • Sometimes or rarely brings correct equipment. • Sometimes concentrates. • Inadequate work. • Unfinished/poorly presented.

Communication about assessment is regular and clear. Informal reporting of pupil achievement occurs throughout the academic year; formal reporting of pupil achievement occurs five times a year.

Definitions for this assessment policy

Assessment is the process of gathering information from a variety of sources to gauge pupil progress against curriculum expectations, to provide feedback to guide future instruction and learning.

Evaluation is the process of judging the quality of pupil work against explicitly identified criteria and assigning a value (a mark, or grade), to represent the level of achievement attained.

Criterion-referenced assessment occurs when candidates are measured against defined (and objective) criteria provided at the beginning of the learning period by the IB and the teacher. **Grades** are standardized measurements of knowledge also provided by the IB and have subject level descriptors

Homework

Homework is given to either support learning or demonstrate learning in each class and can consist of reading, studying material, watching documentaries, as well as formative and summative assessments. There is no *expected* amount of homework, but an anticipated *maximum* amount of homework for HL courses is four hours per week, and for SL classes two hours per week, which is usually split equally between studying material and producing assessments.

Internal Exams.

The purpose of internal exams is to assess understanding of the material covered during the grading period, to give the pupils experience in preparing for and taking a large summative and/or formal assessments, and help teachers calculate an accurate end of year grade.

There are two internal exam sessions for Diploma:

- At the end of the first year. These assessments are all based as closely as possible to IB exams reflecting the material covered during the year. The format and assessment of the exam is according to IB previous exams and assessed using mark schemes and **appropriate subject specific grade boundaries. The internal assessment component for most subjects is not included in the attainment grade at this stage.**
- Trial exams in January of the second year of IB. These exams usually comprise a full set of papers for each subject where appropriate. These assessments are designed to provide as accurate as possible a level of attainment in each subject for each pupil to help them in their preparation for their final exams in May. The format and assessment of the exam is according to IB previous exams and assessed using mark schemes and **appropriate subject specific grade boundaries. Usually past IB papers are used for these examinations.**