



Europa School UK

Thame Lane
 Culham, Abingdon
 Oxfordshire
 OX14 3DZ
 +44 (0)1235 524060
 Reception@europaschool.uk
<https://europaschooluk.org>

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Europa School IB Diploma Programme Assessment Policy

This policy should be read in conjunction with the School's Assessment Policy and the IB DP Assessment Guides:

For Teachers and coordinators

<https://ibo.org/contentassets/4d92e48d38a4415a87e11555e143a39f/assessment-guide-for-teachers-and-coordinators-en.pdf>

For Students and Parents

<https://ibo.org/contentassets/4d92e48d38a4415a87e11555e143a39f/assessment-guide-for-students-and-parents-guardians-en.pdf>

Aims of the IB Assessment

"The Diploma Programme (DP) provides a challenging, internationally focused, broad and balanced educational experience for students aged 16 to 19. Students are required to study six subjects and a curriculum core concurrently over two years. The programme is designed to equip students with the basic academic skills needed for university study, further education and their chosen profession. Additionally, the programme supports the development of the values and life skills needed to live a fulfilled and purposeful life.

— (*Diploma Programme: From principles into practice 2010: 15*)

General principles of assessment

Assessment is an integral part of planning, teaching and learning. It takes into account the needs of the diverse community of learners and is based on a common assessment approach.

The learning objectives for each subject taught are the basis for assessment. They include pupils' competences - knowledge, skills and attitudes.

The notion 'assessment' embodies different forms of evaluation principles. These include general and special performance evaluations, such as school reports, grades, verbal assessments and the establishment of ability profiles, such as the orientation stage reports issued before the transition of a pupil from primary to secondary school. Assessment can also refer to education plans and curricula

General idea of assessment policy:

Assessment provides pupils with appropriate feedback in order to help them to develop both academically and personally in line with educational expectations. Assessment processes, practices and results are important for the pupils, teachers, parents, schools and school systems.

Aims of assessment:

- to inform about individual pupils' strengths and weaknesses;
- To inform about pupils' development and ability to meet the objectives set;
- To engage pupils to improve the quality of their achievements;
- To engage pupils in their own learning process and to enable them to improve their learning strategies;
- To motivate and guide pupils towards further learning;
- To improve the quality of teaching by modification of teaching strategies in relation to achieve results;
- To provide a record of each pupil's achievements; especially for making decision about promotion to the next class;
- To provide a record of each pupil's achievements for parents;
- To provide a record of each pupil's achievements at the European Baccalaureate;
- To evaluate the quality of education and assessment at the school level and within the school system;

Types of assessment:

Formative assessment draws on information gathered in the assessment process to identify learning needs and adjust teaching and learning. The pupil's self-assessment is a fundamental part of formative assessment. Formative assessment is linked to pre-determined learning objectives and systematically built into the curriculum. It requires defining of clear assessment criteria. Formative assessment provides the pupil with information during the process of learning when he/she can still improve the performance. It provides the pupil with systematic reflection of his/her knowledge, skills, attitudes and learning strategies and helps him/her to achieve determined objectives. Formative assessment motivates the pupil and significantly contributes to the development of his/her personality.

Diagnostic assessment provides teachers with information about pupils' knowledge, skills and attitudes in certain periods of process of their learning; often at the beginning of a new level of education, at the beginning of the school year (entry assessment), during the school year, when a new child comes into the class (on-going assessment) etc. It proceeds with use of special methods with the aim to draw conclusions and take measures. It helps teachers to set appropriate learning strategies for each pupil and to modify the course and/or teaching approaches. Diagnostic assessment can be a basis for providing the pupil with appropriate support.

Initial assessment identifies the strengths and weaknesses of a pupil's knowledge or skills at the beginning of the learning process. It is carried out to ensure that pupils are on the right programme and properly supported while on it. It provides a baseline for further assessment and evaluation of the pupil's progress.

Summative assessment refers to summary assessments of pupil's performance. It is conducted at the end of some period of learning, e.g. after acquirement of some part/issue of the curriculum or in the certain period of the school year when there is a need to get an overall overview/information about the pupil's performance. Summative assessment can be used for promotion, certification or admission to higher level of education.

Criteria for assessment

Fairness Equal opportunities for appropriate teaching and learning approaches and access to resources should be given. Assessment should remain unbiased by ethnicity, culture, gender, age.

Validity Assessment procedures, methods, instruments and material have to match to what is assessed.

Reliability Same judgments should be made in the same or similar context each time a particular assessment is administrated.

Transparency Clear terms should be communicated to pupils

Structure of the Diploma Programme and Assessment Practices

A student must take 6 subjects as well as the core elements to achieve the IB diploma certificate. The core elements are theory of Knowledge (TOK), the extended essay (EE) and creativity, activity service (CAS)

Students must choose courses from six different subject groups:

1. Studies in language and literature
2. Language acquisition
3. Individuals and societies
4. Science
5. Mathematics
6. The arts

A student may choose to study an additional science, individuals and societies or language courses instead of a course in the arts.

Three subjects must normally be taken at standard level (3 periods/week) and three at the higher level (5 periods/week)

Grading Scale

Europa School UK has adopted the IB grading scale of 1-7, the descriptors of which can be seen in the table below. All formative and summative work will be assessed using this scale, which can give an indication of students' possible performance on the May exams. However, gaining a certain grade in a class does not ensure that the student will achieve the same grade on that IB course overall their assessed work. All grading is criterion based, which means students are assessed against a set of standards and not in relation to one another.

| Grade | IB Descriptor |
|-------|---------------------|
| 7 | Excellent |
| 6 | Very Good |
| 5 | Good |
| 4 | Satisfactory |
| 3 | Mediocre |
| 2 | Poor |
| 1 | Very Poor |

The Diploma marking system is determined by adding the individual subject grades (1-7) obtained in each of the six subjects plus the maximum of three points obtained from the core elements. The highest mark achievable is $6 \times 7 + 3 = 45$. Higher level courses are weighted the same as standard level courses in the final mark.

| | | Theory of knowledge (TOK) | | | | |
|----------------|---------------|---------------------------|---|---|---|-------------------|
| Extended essay | Grade awarded | 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 | | | | |

Figure 65: Core points matrix

(Extract from Assessment and practices – Quality assessments in a digital age)

The Diploma certificate is only awarded if none of the nine situations listed below apply:

- CAS requirements have not been met.
- Candidate's total points are fewer than 24.
- An N (no grade awarded) 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).

(Extract from Assessment and practices – Quality assessments in a digital age)

Bilingual Diplomas

A bilingual diploma certificate can be awarded to a student who:

- Completes two courses in the group 1 in English and a second language and achieves a subject grade of 3 or higher
- Completes one of the courses in the Individuals and societies that are available in French (History and Geography) and achieves a grade 3 or higher in this course and in the group 1 studies in language and literature course.

Academic reports

Students and parents will receive full academic reports each semester. These are posted on Schoolbase although the school can issue hard (paper) copies on request. The semester report includes

- Semester average class mark (1-7) for every subject (includes coursework)
- Semester examination grades (1-7) for every subject
- Theory of Knowledge grade (A-E)
- Extended Essay progress rating (satisfactory / unsatisfactory)
- CAS progress rating (satisfactory / unsatisfactory)
- Information on attendance and punctuality to school
- Comments by form tutors, the DP coordinator, and each class teachers

School Staff with particular responsibility for Assessment

| | |
|----------------------------|---------------------|
| Head of Secondary | – Mrs Lynn Wood |
| DP Coordinator | - Mrs Tanya Simpson |
| ATL Coordinator | - Mrs Beth Doe |
| Extended Essay Coordinator | - Mrs Alex Swigg |
| CAS Coordinator | - Mr Marek Stepan |

Types of Assessment

The IB uses both external and internal assessment in the DP.

External assessment

Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability.

They include:

- essays
- structured problems
- short-response questions
- data-response questions
- text-response questions
- case-study questions
- multiple-choice questions – though these are rarely used.

Internal assessment

Teacher assessment is also used for most courses. This includes:

- oral work in languages
- fieldwork in geography
- laboratory work in the sciences
- investigations in mathematics
- artistic performances.

The course guides for each subject give the assessment weighting for each course

| Groups/Subjects | External Assessment | Internally Assessed tasks | Weighting |
|-------------------------------|-----------------------------------|---|-----------|
| 1. language and Literature SL | 2 examinations 3 written tasks | Individual Oral commentary Further oral activities | 70/30 |
| 1. Language & Literature HL | 2 examinations 4 written tasks | Individual Oral commentary Further oral activities | 70/30 |

| | | | |
|--------------------|--------------------------------------|--|-------|
| 1. Literature SL | 2 examinations written assignment | Formal oral commentary and interview Individual oral presentation | 70/30 |
| 1. Literature HL | 2 examinations 3 written tasks | Formal oral commentary and interview Individual oral presentation | 70/30 |
| 2. Language bSL/HL | 2 examinations Written assignment | Oral presentation Interactive oral activities | 70/30 |
| 2. Ab initio | 2 examinations Written assignment | Individual Oral | 75/25 |
| 3. Economics | 3 examinations | Portfolio: Three commentaries | 80/20 |
| 3. Geography s/h | 2/3 examinations | Field work | 80/20 |
| 3. History s/h | 2/3 examinations | Historical Investigation | 75/25 |
| 3. Philosophy h | 3 examinations | Analysis | 80/20 |
| 4. Biology s/h | 3 examination | Biological Investigation | 80/20 |
| 4. Chemistry s/h | 3 examinations | Chemistry investigation | 80/20 |
| 4. Physics s/h | 3 examinations | Physics investigation | 80/20 |
| 5. Maths SL | 2 examinations | Maths exploration | 80/20 |
| 5. Maths HL | 3 examinations | Maths exploration | 80/20 |
| 6. Music SL | 1 examination | Music creating/Music solo/group performance | 50/50 |

| | | | |
|--------------------|---|--|-------|
| | Musical Links investigation | | |
| 6. Music HL | Listening exam Musical links investigation | Music creating Music solo performance | 50/50 |
| 6. Visual arts S/H | Comparative Study Process Portfolio | Exhibition | 60/40 |
| TOK | Essay | Presentation | 67/33 |
| Extended Essay | 4000-word essay | | 100/0 |

Extended Essay

The school has appointed an extended essay coordinator. The coordinator will organise initial introduction sessions for the IB cohort to start preparations for the extended essay task. Each student will be allocated a supervisor with contact time to discuss progress in timetabled study periods.

Assessment Deadlines

All assignments are due by the ISP submission dates set out below. It is the student's responsibility to ensure that he/she makes a careful note of the due date for each assignment—for written work and oral presentations—and presents this work on time.

IB Diploma deadlines and interim submission dates are placed on ManageBac and are posted in the IB Study Room and are communicated via google classroom to the students. The school will not accept that a student has not been informed of IB coursework deadlines. Students who anticipate having difficulty meeting a deadline must see the teacher well before the due date to discuss strategies which will allow them to meet their commitments. Students with an absence for the day that an assignment was due must hand in the assignment by email where possible, or on their return. They are also responsible for finding out what new assignments there may be and when they are due. Failure to meet a coursework deadline will result in that student being suspended from class until the assignment is complete.

Coursework assignment Deadline for the Baccalaureate 2022

| | |
|-----------------------------|----------------|
| Lang and Lit Oral AI | June IB 1 |
| Lang and Lit essay | November IB 2 |
| Lang B Oral AI | March IB 2 |
| History IA | September IB 2 |
| Geography IA | March IB 1 |
| Economics portfolio 1 | January IB 1 |
| Economics portfolio 2 | May IB1 |
| Economics portfolio 3 | January IB2 |
| Philosophy IA | December IB 2 |
| ESS IA | May IB 1 |
| Biology IA | May IB1 |
| Chemistry IA | Sept IB2 |
| Physics IA | October IB2 |
| Science Project | Late June IB 1 |
| Mathematics | November IB 2 |
| Visual arts | |
| Exhibition (art vernissage) | March IB 2 |
| Comparative study | ? |
| Curatorial rationale | March IB 2 |
| TOK Presentation Essay | October IB 2 |
| Extended Essay | October IB 2 |
| CAS | January EB 2 |

Examination Dates

| | |
|-----------------------|---------------|
| End of Semester 1 | December 2020 |
| End of Year 6 | May 2021 |
| S7 Mock Exams | February 2022 |
| Baccalaureate session | May 2022 |

Academic Calendar

An academic calendar will be issued at the start of each academic year showing the dates of all internal and external examinations and deadlines for subject specific course work including deadlines for the core elements.