



## XXI Century Integration International Secondary School



# МЕЖДУНАРОДНАЯ ОБЩЕОБРАЗОВАТЕЛЬНАЯ ШКОЛА ИНТЕГРАЦИЯ XXI ВЕК

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## Diploma Programme ASSESSMENT POLICY

This policy has been created to provide clear guidance and consistency in relation to assessment, both formative and summative of the DP students at XXI Century Integration

## DP assessment philosophy

Our school, being a member of the International Baccalaureate, shares fundamental approach of the IB towards preparing and educating curious, smart, environment-friendly students, aiming to create a safe world, preferring our own culture and history, respecting other cultures, having their own life position, being a part of the big world, efficiently using gained knowledge to achieve success in the modern dynamic world. In respect with aforementioned, in a day-to-day school practice, developing international educational standards, we use the criteria based grading, noting its objectivity, aiming to promote its stimulating features in a process of interaction between students, parents and the school.

The primary purpose of assessment and evaluation at XXI Century Integration is to support, encourage and improve student learning given that every student has different abilities, levels of motivation, learning styles and experiences. Therefore it should be differentiated and reflect the international-mindedness of the program wherever possible. Assessments should be designed using a variety of strategies and tools to support student learning, while the process should be a shared and an ongoing collaboration between teachers, students and parents. Formative assessment feedback should be designed to help students make better judgments of their own performances and to help them create strategies for improvement. Summative assessments should be criterion-referenced, so that a student's work is assessed against specified criteria established by IB. Information including rubrics should be clearly communicated to students prior to the beginning of an assessment so that students have a complete understanding of what is expected of them. Assessment data should be analyzed to inform teaching and learning. Opportunities should be provided for students to participate in and reflect on the assessment of their own work.

As a consequence of this the assessment and evaluation system must be varied in nature, fair to all students and must allow the students to demonstrate the full range of their learning.

## Activities of implementation, evaluation and revision of the assessment policy

### **The coordinator:**

- Makes sure that every teacher has access to necessary documents and guidelines published by the IB as well as the school's assessment policy.
- Ensures that all assessment practices or conditions are consistent with the IB standards and practices.
- Collects students' work to be marked.
- Submits students' work to IB moderators and communicate the final result feedback from IB to teachers and students.
- Checks curriculum documentation to make sure that the expectations of this policy are met.
- Develops a review process, reflecting on achievement and reporting to the senior management team.

### **Head of department:**

- Meets regularly to evaluate and revise the assessment policy every year if necessary.
- Creates an organizational structure for the efficient and effective endorsement of IA and EA.

### **Teachers:**

- To be familiar with the assessment policy and responsible for the implementation in order to guarantee

that the policy is a working document.

- Attend IB workshops and in-school workshops to get professional training on IB assessment.
- Scaffold assessment tasks for students to perform the highest level of achievement.
- Consider students' language background to ensure they are able to perform well in the tasks with their comfortable languages.
- Provide all students with a copy of the criteria for each subject group.
- Inform students with the task clarification before they start working on the assigned tasks.
- Give prompt and supportive feedback to students.
- Keep a clear and accurate record of all assessment activities.
- Use "best fit" approach and professional judgments to assess students' work.
- Be responsible for the identification and report of students' malpractice in completing assessment tasks referring to school Academic Honesty Policy<sup>1</sup>.

**Students:**

- Understand the purpose and meaning of assessment and understand the assessment criteria of each subject group.
- Be involved in assessment process and complete assessment tasks effectively in accordance with the requirements of tasks.
- Make adjustments of their own learning methods and learning process according to the results of assessment feedback.

**Parents:**

- Understand and support this assessment policy.
- Encourage their children to make proper plans for their completion of assessment tasks.
- Help motivate their children.
- Help create an informative environment for the benefit of their children.

## Organization and recording

### Recording systems

Teachers are required to continuously record the progress of students on the ManageBac platform giving them grades and comments. These records are available to individual students and parents<sup>2</sup>. Semester grades and predicted grades must be based on a range of evidence including but not limited to the Semester exam grades and unit tests. Where appropriate, e.g. internal assessment, they need to detail the targeted criteria.

### Reporting systems

During the course of one school year school aims to formally report to all parents on three meetings. Parents are invited to meet with their son's/daughter's subject teachers to discuss academic progress to date. A snapshot-report indicating the cumulative achievement grades will be made available shortly before the conferences.

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<sup>1</sup> XXI Century Integration uses Turnitin to check all the summative written works, in particular the works for the submission.

<sup>2</sup> ManageBac is used not only as a reporting system but also as a way of communicating. Apart from grades and comments, students and their parents receive important notifications, for example, from the DP coordinator, CAS coordinator and tutor. School events, activities and deadlines are reflected on the ManageBac, too.

**November** - Diagnostic Reports

**January** - Semester Grades and Diagnostic Reports:

**April** - Diagnostic Reports and predicted Semester and Year Grades.

For Grade 10 students a diagnostic report contains:

Per unit grades, a semester grade, and internal assessment progress to date, approaches to learning expectations, a comment from the teacher addressing the student that gives forward strategies based on performance to date that include student targets for improvement with a clear indication of how they may be achieved.

For Grade 11 students:

For November meeting:

Per unit grades, a semester grade, and internal assessment and extended essay progress to date, approaches to learning expectations, a comment from the teacher addressing the student that gives forward strategies based on performance to date that include student targets for improvement with a clear indication of how they may be achieved

At January meeting, also possible IB predicted grade will be discussed with parents.

Apart from formal meetings with all the parents DP coordinator, CAS coordinator and subject teachers communicate with a tutor of the student or their parent directly if necessary ( in case of low achievements levels, if the student does not demonstrated an understanding of the material, is not engaged in a class, etc.)

## Suggested ongoing assessment practices

### Formative Assessment

XXI Century Integration, according with the definitions given by the document “*Guidelines for developing a school assessment policy in the Diploma Programme*”, uses formative assessment and summative assessment. In accordance with this document formative assessment is defined as:

*“Formative assessment represents the process of gathering, analysing, interpreting and using the evidence to improve student learning and to help students to achieve their potential”.*

Formative assessment tasks are an essential part of the learning process. It is an ongoing process teachers use to monitor the progress of student learning. Teachers can use formative assessments to provide clarifications for misinterpretations, to obtain a better of understanding of the students’ learning process and to provide opportunities for to extend learning experiences. A variety of formative assessments can be used in order to scaffold student development of content knowledge and skills. Formative assessment can also provide detailed feedback regarding students’ strengths and limitations. The feedback from the teachers should always take the form of positive comments and suggestions about the way of improving the student’s performance. Helping students learn how to learn is an important element. Feedback from formative assessments can aid teachers in assisting students to become a better judge of their own performances and to develop ways to improve.

It is important for the Diploma Programme that some of the formative assignments are focused on the development of international mindedness and improvement TOK and CAS connections and ATL skills.

Examples of Formative Assessment (but not limited to):

- Questioning Strategies
- Rubrics
- Debates
- Presentations
- Skits and performances
- Experimental Investigations
- Investigation workbooks
- Selected Response (quiz)
- Peer reviews/editing
- Progress journal entries
- Group discussions
- Open responses
- Classroom Observations
- Self-assessments
- Reflections

## Summative Assessment

In accordance with the “*Guidelines for developing a school assessment policy in the Diploma Programme*” document summative assessment is defined as:

*“Summative assessment is concerned with measuring student performance against Diploma Programme assessment criteria to judge levels of attainment.”*

Summative assessments include a variety of tasks, such as essays, research essays, tests, oral interviews, written assignments, mathematical and scientific investigations, fieldwork projects, etc..

The formal Diploma Programme assessments which consist of internal assessments and external assessments are evaluated by criterion-referenced rubrics established by IBO. These summative assessments measure student performance against specific assessment criteria to judge levels of attainment for each subject group. Before any activity assessment criteria, teachers instruct the students how the tasks should be completed. If it is possible teachers provide the students with samples of work that show different levels of achievement.

The majority of the assignments are assessed externally and are sent to an external examiner towards the end of the course in May. Internal assignments are assessed by the XXI Century Integration teachers which requires them to assess student works according to the IB established standards and criteria. The teacher’ scores are then confirmed or moderated by an external moderator.

XXI Century Integration understands that IB is a very demanding programme, therefore the DP coordinator has periodic meetings with all the DP teachers to ensure that the amount of work done by students is

distributed properly. The DP coordinator also develops a two year internal calendar that includes all the internal exams, all the deadlines for the internal and external assessment components for the submission (with first and final drafts)<sup>3</sup> and external exams thus ensuring an appropriate distribution of work.

## Homework policy

Homework planning and completion builds amongst others, self responsibility, organizational skills, problem solving skills. It can in a more holistic sense bring together a parent and child if they collaboratively work together and support learning where needed. The schools homework policy limits each day's homework to 3-4 hours per day for weekdays, and on the weekends students will have equivalent of two days homework so 6-8 hours in total. Each day will have 3-4 subjects provide the homework tasks.

## Grade scale and marking

Teachers will use IB DP grading scales to give students the best indication of their progress and therefore potential for achieving the Diploma once having completed the formal assessment components within the DP. There are 6 subject groups within the Diploma along with the core components. Each subject group is assessed with a scale of 1-7 and each the core components Theory of Knowledge and Extended Essay on a scale of A-E. School believes that it is crucial that students and parents are familiar with the DP grading system and evaluation schemes of the program:

- Teachers in all subject areas must ensure that the students have access to and are familiar with the assessment criteria within their subject. These should be handed out and made available electronically early in the IB cycle. It is important that each student understands the content and expectations set by the assessment criteria.
- This practice is further strengthened through a variety of practical and "hands on" training involving different assessment components within the diploma. This may be activities such as specific tests based on a particular criterion or use of question banks and tests that allow for student driven marking using previous markschemes.
- Group evaluation, peer evaluation and self-evaluation are invaluable in promoting student understanding and progress.
- All teachers use the ManageBac platform to communicate with their students about the content and planning of their course. Teaching plans must be posted regularly so that students are informed about lesson content both as a means of planning themselves and also a way of catching up on missed work in case of absence. These plans forewarn the students of assessment situations and their format to ensure that the student has the opportunity to prepare in advance and to perform to their best advantage.
- Teachers keep records on the ManageBac, along with other useful information for each student for such requirements as homework and other assignments.
- Teachers use criterion-referenced rubrics which are established by IB for each subject group. The rubric descriptors support the assessment objectives as published in the subject guides.
- Teachers use the assessment criteria to assess student works and determine achievement levels.
- Established boundaries for each subject group are used by teachers to determine an IB grade of 1 – 7

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<sup>3</sup> XXI Century Integration document *School Deadlines for Submission of Internal and External Assessment Components*

and A-E for feedback purposes.

- Teachers are provided with the past IBDP examination papers and markschemes by the DP coordinator for further guidance.

*The band descriptors for subject disciplines:*

| IB Diploma Programme scale for individual subjects   | Assessment scale for Theory of Knowledge and Extended Essay:                                    |
|--|---|
| 7- excellent<br>6 – very good<br>5 – good<br>4 – satisfactory<br>3 – mediocre<br>2 – poor<br>1 – very poor | A – Excellent<br>B – Good<br>C – Satisfactory<br>D – mediocre<br>E – elementary<br>N – no grade |

At the end of the two year programme, students are assessed by internal assessment and external examination in their subject groups and receive final IB grades 1-7 and A-E.

## Award of the Diploma<sup>4</sup>

### Core requirements:

- DP category candidates must study six subjects, plus the three core subjects—EE, TOK and CAS. They must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations.
- They must meet all of the requirements within a maximum of three examination sessions.
- Candidates who successfully meet these conditions will be awarded the diploma.
- Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma.

The IB diploma is awarded based on performance across all parts of the DP.

- Each subject is graded 1–7, with 7 being the highest grade.
- These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.
- TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.
- The overall maximum points from subject grades, TOK and the EE is therefore 45:  $((6 \times 7) + 3)$ .

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<sup>4</sup> Diploma Programme Assessment Procedures, 2021, ibo.org

- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

#### **Additional requirements:**

- CAS requirements have been met.
- There is no “N” awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

## Predicted grades, academic transcripts and applications to universities

Before enrolling in the IB Diploma programme students are offered counseling and support by the DP coordinator in choosing the subjects and the level they are going to study. The DP coordinator supports the DP students in their careers and admission process (by request) in accordance with the universities deadlines.

By request the DP coordinator provides students with necessary documents to apply for the universities (recommendation letters, academic transcripts, predicted grades transcripts). The predicted grades are based on the overall progress of the students, their reliability and their commitment to the DP Programme in general. This means they are largely based on the average achieved in the first year of the programme. Depending on the universities deadlines the predicted grade transcript can be given during or at the end of the second semester of the second year of the Diploma Programme.

In addition to the predicted grades transcripts sent out with student applications to universities usually between September and January of Grade 11, the DP coordinator also supplies universities that have made offers to the IBDP students with the final predicted grades transcript that the school submits to the IB in April before the May examination session<sup>5</sup>.

Securing a place in a University does not depend only on predicted grades. Great importance is placed on the Personal Statement or a sample of a written essay listed by many universities as a part of the package that supports the candidate’s application form. If a student’s response to those requirements is not of a high standard - even if predicted grades are high – he/she is not likely to get an offer from a top University.

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<sup>5</sup> Please note that if a student’s performance deteriorates in the period between the two sets of predicted grades, this could have an impact upon their university placement.



Disciplinary problems recorded by the school are reported to universities when asked to evaluate a candidate's application.

## Final IBDP results

Final IB Diploma results are available for schools in the afternoon of July 5th of the students' graduating year. Students receive a personal pin code which they can use to access their results electronically on July 6<sup>th</sup>, although the school releases copies of results to students on the same day, on July 5<sup>th</sup>.

The final IBDP results are issued directly to the institution in electronic or a paper format (a transcript) in July. A candidate can select no more than 6 institutions worldwide and sends the list with all the necessary information (institute name, country, student ID and course reference) to the IB coordinator before the deadline that the coordinator sets<sup>6</sup>. Of these six, no more than three institutions can be selected from Canada and USA (of this three only one for US). Candidates can submit additional requests themselves using the transcripts request form available on the IB public website<sup>7</sup>.

After IB releases the candidate results, component grade report, subject component grade report, grade boundaries and other useful reports the IB DP coordinator and subject teachers carefully study and analyze all the information concerning internal and external components for a better understanding of the IB assessment. Such a reflection is essential for further sessions.

## References

1. Guidelines for developing a school assessment policy in the Diploma Programme (IBO 2010)
2. The Diploma Program: From Principles into Practice (IBO 2015)
3. Programme Standard and Practices (IBO 2020)
4. Diploma Programme Assessment Procedures (IBO 2021)

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<sup>6</sup> The coordinator follows the IB deadline and uses the Request for results service on IBIS.

<sup>7</sup> Please note that a fee will be charged for any additional request.