

Assessment and Marking for Middle Years Programme (MYP) and Diploma Programme (DP) Policy

Assessment Procedures in the MYP

All work assessed for the purposes of reporting must use the published MYP criteria.

- The criteria are communicated to students in a form appropriate to each Grade level.
- Guidance specific to particular tasks is used to give students clear information about strategies for achievement. The use of **exemplars** is encouraged.
- Teachers should aim for a reliable and valid assessment of the students' work against each criterion in every reporting period. The number and type of assessment tasks required to achieve this should form part of the **departmental assessment policy**.
- The reported level reached on each criterion should represent the best standard that the student can consistently achieve by the end of the reporting period. This is not necessarily an average or mean score.
- Grades on a 1-7 scale summarise overall student achievement at the end of each reporting period.
- The grade boundary tables published by the IB are used as a guide to set the standards for summative grades according to the departmental assessment policy.

Marking

Student work is marked in order to:

- provide feedback on areas of strength in students' work
- support the student's confidence
- identify areas for improvement – with short and long term targets/goals
- provide information for grades on summative reports
- help the student improve and progress

Marking of Formative Assessment

Students should be given written formative feedback on written work such as homework, classroom work and notes. It has been shown that giving marks alone, or marks and comments, leads to no improvement in achievement. When work is formatively assessed, **comments alone** should normally be given. These comments should be related specifically to the learning objectives of the work and give advice on the action students should take to improve.

Since developing writing skills is an objective that cuts across the subjects, students should be given feedback on spelling, grammar and the organisation of written work when work is assessed formatively.

Assessment for Learning

Assessment – formative is also used as a significant tool in helping the student progress and improve in their skills in the subject area.

Marking of Summative Assessment Tasks

A rubric or task specific descriptor should be used to indicate clearly to students why they achieved a particular level and what is required to make progress towards the next level.

Teachers are encouraged to give formative feedback on drafts of tasks that will be used for summative assessment. These annotated drafts can be attached to the final piece of marked work so that students and teachers can evaluate progress between the draft and the final piece of work.

Marked work should be returned to students as soon as is practicable and certainly within 10 days of the student submitting the work.

Record Keeping

Teachers must keep a record of all marks in a mark book or spreadsheet. This can be online and certainly key grades must be available online and entered into main progress charts kept by each Department. Records of marks should be available for Heads of Faculty and Department to review.

The process of determining grades from marked work should be made transparent to students.

Assessment Procedure in the Diploma Programme

Assessment has a fundamental role to play in supporting, measuring and personalising our students' learning. The most important aim of assessment in the Diploma programme is to support curricular goals and encourage appropriate student learning. The purpose of this document and departmental assessment policies is to make clear what the assessment expectations, standards and practices are and how we implement them in our subjects.

Amongst other methods of categorising assessment, it is most commonly split into formative assessment and summative assessment. In the Diploma Programme, the only truly summative assessments are the formal examinations conducted by the IB. These simply determine the level of achievement of a student. Everything else we do provides feedback to teachers and students on the exact nature of students' strengths and weaknesses and on how students can build on their capabilities. By definition, this is formative assessment. Whilst they may appear to be independent, the same assessment instruments can be used for both summative and formative assessment. For example, the Grade 12 mock exams give teachers and students a clear indication of the student's level at that given time. However, the learning taken from them give both teachers and students a clear path to follow in the months leading up to their final summative examinations.

However, for the purpose of this document and a consistent approach, cumulative exams will be termed as summative assessment for all exam assessed subjects (Groups 1 -5 and Music), and all other assessment practices will be termed formative assessment. The cumulative exams that students sit during their Diploma Programme occur:

- Grade 11, January to March – In class assessments
- Grade 11, May – Exams conducted in the hall during exam week
- Grade 12, January – Exams conducted over 8 days in the build up to finals.

These exams are positioned roughly a quarter, half and three quarters of the way through the course.

Summative Assessments

The three summative assessments above should allow students to demonstrate the skills they have mastered as well as the subject knowledge which they have acquired. They should be assessed using IB grade descriptors on the scale of 1-7. The grades for the first two summative tests should form part of the grade given in that reporting period (Grade 11 semester 1 grade and Semester 2 grade respectively). The grade received for the mock exams will exclusively make up the grade given in the mock report, published in February of Grade 12. The content and structure of the papers should be reflected in the departmental assessment policy.

Formative Assessments

Formative assessment covers a huge range of tasks that students carry out during the study of their courses. Tests, quizzes, a multiple choice, short response or long response question, an essay, a project, a presentation, a single piece of work form a portfolio, and a research presentation are all examples of formative assessment tasks. Assessment of students' day to day classwork and contributions as well as their homework also contributes to formative assessment. It is expected that a range of strategies and tools are used to assess learning. Teachers are expected to give a meaningful level of feedback in order to allow students to

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improve their learning. Formative assessments are not expected to be graded against IB 1-7 criteria.

Teachers are expected to keep a mark book of their assessment marks. This should be shared with their Head of Faculty who should have access to all mark books within their department. The process of determining grades for marked work should be made transparent to students.

Students should expect to receive homework from every lesson. It is not expected that every piece of homework is graded by the teacher. However, students should receive some form of feedback for the work they produce, be it oral feedback as a class or peer feedback.

Tracking and Analysis of Assessment Data

All major reporting data will be tracked and analysed on a macro level by the Diploma Programme Coordinator. Students will also track their data on a micro level after every reporting cycle. Departments are expected to track their own data, and address any concerns in departmental meetings.

Standardising Assessments and Teaching between Classes of the Same Level

Tasks used for summative and internal assessments (tests and major projects) should be the same for different class groups. Teachers of different groups should moderate a sample of each other's marking or make use of detailed mark schemes according to the departmental assessment policy. Common Grade boundaries should be set for teachers of different groups.

Practices can be maintained and improved through the sharing of resources and ideas between teachers. Teachers who teach the same class should be encouraged to observe each other as part of their peer observation in the appraisal process.

Internal and External Assessment

Exemplars: Each department should keep a portfolio of internal assessment work as part of their departmental handbook. This work should be accompanied by the moderated grade awarded to it by the IB. This is to be used as a reference point and for training purposes. Groups 1, 2, 6 and ToK should also include examples of externally assessed work with awarded marks.

The calendar for internal and external assessment deadlines will be collaboratively developed between the DPC, the Heads of Faculty and the students concerned each academic year. These dates should be adhered to by all teachers. In the event that a deadline needs to be changed, the DPC should be informed at the earliest possible opportunity in order to limit the knock on effect for other deadlines.