



**Botho
campus**

ASSESSMENT POLICY

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ENKO- BOTHO CAMPUS

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2 STATEMENT OF PHILOSOPHY— ENKO BOTHO AND IB

PHILOSOPHY

The Enko Botho IBDP policy is based on the subject specific criteria published by the IBO. The Enko Botho teaching and learning programmes believe that assessment should be designed to improve student learning, teaching practice, and provide feedback to all stakeholders. Teachers will give ongoing formative assessments that will prepare students for summative assessment tasks. The Diploma Programme has internal, external, and moderated assessment tasks that students must be completed as part of the Enko Botho IB Programme's requirements.

Assessment is an integral part of the Diploma Programme at Enko Botho International school. It is based on subject specific criteria published by the IBO.

Assessment provides students, teachers and parents with feedback necessary to direct and support future learning and teaching within the IGCSE and each IB Diploma subject.

The Enko Botho IGCSE and IBDP believes that assessment should be designed to improve teaching practice and student learning.

The reasons for assessment, the criteria to be assessed, and how work will be assessed should be communicated to, and understood by, all stakeholders in the school community.

At Enko Botho, teachers will give formative assessment tasks in order to prepare and guide students towards the summative assessment in the Diploma Programme.

The Diploma Programme has both internally assessed, externally assessed and moderated assessment tasks that students must successfully fulfil as part of their subject requirements.

The aims of assessment in the IGCSE and Diploma Programme are:

- To support curricular goals and encourage appropriate student learning.
- Assessments are based on evaluating course aims and objectives and therefore, effective teaching to the course requirements also ensures effective teaching to the examination and other formal assessment requirements (Internal Assessments in the IBDP).
- For students to understand what the assessment expectations, standards and practices are and these should be introduced early, naturally in instruction as well as classroom activities.

2.1 IB ASSESSMENT PHILOSOPHY

Assessment at Enko Botho aligns with the following requirements of the Diploma Programme:

- A) The school communicates its assessment philosophy, policy and procedures to the school community.
- B) The school uses a range of strategies and tools to assess student learning.
- C) The school provides feedback to inform and improve student learning.
- D) The school has systems for recording student process aligned with the assessment policy of the Diploma Programme.
- E) The school has systems for reporting student process aligned with the assessment philosophy of the Diploma Programme.
- F) The school analyses assessment data to inform teaching and learning.
- G) The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
- H) The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Diploma Programme extended essay.

3 ASSESSMENT PRACTICES AT ENKO-BOTHO

Assessment terminology in the Enko Botho context for the IBDP.

Summative Assessment

Assessments that go towards the student's final Diploma Programme grade. These can be *internally* assessed, where the grades and a moderation sample are sent to the IBO and *externally* assessed through essays, oral presentations or exam papers which are sent to the IBO to be graded.

Formative assessment.

Formative assessment tasks are assessments that prepare the students for their summative assessments. The results are not sent to the IBO.

Formative assessments are, at each teacher's discretion recorded on the students' Enko Botho report card with each criteria being reported on at least one per term. The formative assessments where the grade is recorded on the report are called **Enko Botho assessment tasks**.

3.1 FORMATIVE ASSESSMENT.

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. It is one essential component of the classroom practice and needs to be integrated into the curriculum. The assessment policy will make clear to the whole community what the expectations and practices relating to formative assessment in the school are.

Teachers are responsible for designing and providing formative assessment structures and practices that help students to improve their understanding of what constitutes excellence and where their performance stands in relation to this.

Formative assessment is also important to the teacher as it should provide detailed feedback on the nature of the student's strengths and limitations.

A key component of formative assessment is making a student a better judge of their own performance and helping them develop strategies to improve.

Formative assessment can be supported by the following:

- Teacher supported self-evaluation

- Systematic use of detailed assessment descriptors

- Peer evaluation mediated by the teacher

IGCSE:

At Enko Botho, teachers conduct internal IGCSE assessments throughout the school year. External IGCSE assessments take place at the end of the two-year course and consist of oral, written, coursework and practical assessments. These evaluations provide a variety of opportunities for students to demonstrate their knowledge and skills.

The internal assessments at Enko Botho help prepare students for the final examinations and highlight their strengths and areas of improvement so that they can adjust their study strategies accordingly. Students take mock examinations early in the third term of Form 4, so they have an idea of what to expect when they take the actual tests.

IB Diploma Programme Assessments

According to the IB document Diploma Programme Assessment: Principles and Practice, assessment in the program is high-stakes and criterion-related based on the following aims:

1. DP assessment should support the curricular and philosophical goals of the program, through the encouragement of good classroom practice and appropriate student learning.
2. The published results of DP assessment (subject grades) must have a sufficiently high level of reliability, appropriate to a high-stakes university entrance qualification.
3. DP assessment must reflect the international mindedness of the program wherever possible, must avoid cultural bias, and must make appropriate allowance for students working in their second language.
4. DP assessment must pay appropriate attention to higher-order cognitive skills (synthesis, reflection, evaluation, analysis, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding, application).
5. Assessment for each subject must include a suitable range of tasks and instruments/components to ensure all objectives for the subject are assessed.
6. The principal means of assessing student achievement and determining subject grades should be the professional judgment of experienced senior examiners, supported by statistical information.

All assessments and requirements for each IB Diploma subject are discussed and covered at length within the individual courses. Candidates will progress through all assessments over the course of their two years of study. Internal Assessments (IAs) are assessments that are internally graded by the teacher and externally moderated by IB examiners. External Assessments (EAs) are primarily assessments that are taken in May of the candidate's senior year and are externally marked by IB examiners. Some EAs are conducted and overseen by teachers without the restrictions of examination conditions, but are marked externally by IB examiners. Externally marked examinations form the larger share of the assessments for most subjects.

IB Assessments: (IBC Handbook of Procedures)

Internal Assessment

Internal Assessment allows some student assessment to be done by teachers over the course of the class. Teachers mark individual pieces of work according to the IB criteria and this grade counts as a portion of the overall IB grade. A sampling of the teacher- marked work is sent to a moderator who evaluates the teacher's application of the IB criteria and rubric.

At the beginning of the academic year all IB teachers and the IBC collaborate on the creation of a calendar for the completion of Internal Assessments. It is designed to arrange the due dates of tasks in order to avoid a convergence of due dates for multiple tasks. A copy of the calendar is given to each IB teacher and it is posted on the IB bulletin board.

Internal Assessment grades are submitted to the IBC.

External Assessment

External Assessments are conducted and overseen by the IBC, teachers or proctors and then sent to be graded externally by qualified examiners. Examples of external assessments include Extended Essay, English A1 World Literature Papers, TOK Prescribed Title Essays, and the end of course exams.

Predicted Grades

The Predicted Grade is the teacher's prediction of the grade that the candidate will receive in the subject. This grade is based on all of the evidence of the candidate's work and the teacher's knowledge of the IB guidelines and standards. Predicted Grades are submitted to the IBC.

IB Diploma Award Regulations

Performance in each of the six Diploma subjects is graded on a scale of 1-7, with 7 being the highest. A maximum of 3 bonus points is awarded for combined performance in Theory of Knowledge and on the Extended Essay. To earn an IB Diploma the maximum score is 45 points and the minimum score is 24 points.

There are two scenarios for awarding of the Diploma.

1. The IB Diploma will be awarded to a candidate whose score is 28 points or above, provided all of the following requirements have been met:
 - Creativity, Action, and Service (CAS) is completed.
 - Both the Theory of Knowledge paper and Extended Essay have been submitted with a grade of at least a D in one of them.
 - There is no grade 1 on any subject exam.

- There is no more than one grade of 2 on any higher level exam.
 - There are no more than two grades of 2 on standard level exam.
 - Overall, there are no more than three grades of 3 or below.
 - At least 11 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 14 points at higher level).
 - At least 8 points have been gained on standard level subjects (candidates who register for 2 standard level subjects must gain at least 5 points at standard level).
 - The final award committee has not judged the candidate to be guilty of malpractice. (See Academic Honesty document.)
2. The IB Diploma will be awarded to a candidate whose total score is 24, 25, 26 or 27 points, provided all of the following requirements are met:
- Creativity, Action and Service (CAS) is completed.
 - Both the Theory of Knowledge paper and the Extended Essay have been submitted with a grade of at least a D in one of them.
 - There is no grade 1 on any subject exam.
 - There is no grade 2 on any higher level subject exam.
 - There is no more than one grade 2 on any standard level subject exam.
 - Overall, there are no more than three grades 3 or below.
 - At least 12 points have been gained on higher level subjects (candidates who register for four higher level subject exams must gain at least 16 points at higher level).
 - At least 9 points have been gained on standard level subjects (candidates who register for 2 standard level subjects must gain at least 6 points at standard level).
 - The final award committee has not judged the candidate to be guilty of malpractice. (see Academic Honesty document)

IB Diploma Programme Grades and the IB Diploma

IBDP Grades

Performance in each subject is graded on a scale of 7 points (maximum) down to 1 point (minimum). Performance in Theory of Knowledge and the Extended Essay are each graded on a scale of A (maximum) to E (minimum). The CAS requirement is not assessed however must be satisfactorily completed according to all guidelines. For the IB Diploma, a maximum of 3 points is awarded for combined performance in Theory of Knowledge and the Extended Essay. The maximum total points score is 45.

Award of the IB Diploma

All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma. The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- CAS requirements have been met.
- The candidate's total points are 24 or more.
- There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- There is no grade E awarded for theory of knowledge and/or the extended essay
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- 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

Reporting of the IBDP student achievement:

Teachers are required to record Enko Botho IBDP assessment tasks on the student's report card, with every criterion being covered at least once per term. The grades will be reported according to the published IBDP grade bands.

Enko Botho assessment tasks will follow the style and rubrics and test the same learning objectives, knowledge and skills required to prepare the students for each subject's IB Diploma internal and external summative assessments, as set out in each subject guide.

Teachers must therefore be aware of the summative assessment expectations for their subject and use formative assessments to help students improve their performance towards them.

3.2 SUMMATIVE ASSESSMENT.

Summative assessment is concerned with measuring student performance against the requirements of the IGCSE and the IB Diploma Programme assessment criteria to judge levels of attainment.

Summative assessments in the IGCSE

After students sit for the final exams in Nov/Dec, their test papers are sent to external IGCSE examiners for grading. Grades are benchmarked to ensure consistent evaluations. After the exam board logs students' scores and determines the final grades, it sends those grades to the school. Students can receive an internationally recognised grade from A* to G. Students are considered to have done extremely well if they receive an A*, A, B or C grade.

Summative assessments in the IBDP

Teachers must be aware of the principles and practices that the IB uses to conduct summative assessment. Summative and formative assessments are, therefore, inherently linked and teachers must use their knowledge of IB summative assessment expectations and practices to help students improve performance in a formative way.

Students must have the DP assessment criteria explained to them before they are formally assessed.

Levels of attainment should be according to a rubric, not in comparison with other students.

The Diploma coordinator will advise teachers on the submission deadlines given by the IB.

3.3 GRADING / MARKING IN THE IBDP

Each formative assessment must be assessed using appropriate Diploma Assessment criteria for each subject.

Formative assessments may be graded against more than one assessment criteria. As guidance, teachers should create assessments that reflect the formative tasks the students will undertake in their Internal Assessments and exams.

Summative assessments may be designed to concentrate on a particular learning objective that the students will be assessed against in their formative assessment.

Teachers will provide written feedback to students. The feedback will include comments on what the students have done well and will include guidance and targets for further improvement. Advice given to students must be relevant and specific to the student's performance and the assessment criteria they are working against.

The DP Coordinator will provide staff with templates they can use when giving feedback.

3.4 RECORDING AND REPORTING

Recording and reporting in the secondary school (Form 1 to 4).

It is expected that reports should outline:

- Areas of strength and progress (skills, knowledge, understanding)
- Areas for development over the period
- Actions required by the student before the examinations for exam candidates
- Explicit reference to the quality of work over a specific period
- Explicit reference to quality of assignments including coursework, homework and projects
- Attainment – current and an indication of the target minimum grade
- which should be embedded in the body of the report. The CAT data should be used to assist here.

Recording and reporting in the IBDP

Staff will give a formal report three times a year on each student's progress. ATLs are reported on at the end of every term.

At each of these reporting times, Diploma Program students receive a Diploma Program Grade Summary Report each subject.

Reports include comments from subject teachers regarding student performance against Diploma Program course objectives and will give advice on how and where the students need to improve.

Support is given to staff in writing reports through staff training sessions.

Reports also include assessment grades for each criterion, with at least one grade per criteria per term.

As well as reports, the school holds two parent conferences per academic year where teachers provide feedback to students and their parents / guardians to inform and improve student learning.

When a teacher has concerns regarding the progress of students they will inform the relevant stakeholder (student, parent, form teacher, well-being coordinator, and Diploma Coordinator) at the earliest opportunity and arrange a meeting if deemed necessary.

3.5 TEACHER COLLABORATION AND MODERATION IN THE IBDP

Teacher collaboration is essential in the Diploma Program.

Subject outlines and Units of work must be developed, enhanced and reviewed collaboratively, with guidance, where necessary, from the DP Coordinator.

A unit planner template with guidance for staff is available from the IBDP coordinator.

Final internal assessments must be collected and marked by subject, not by the individual teacher and are sent to the IB for moderation as school samples, not class samples.

Final internal assessments will be moderated within each subject, with guidance, where appropriate, from the Coordinator. Teachers are expected to moderate a sample of high medium and low scores across each subject group.

Teachers will use exemplar student work on their subjects `Teacher Support Material` on the IB`s OCC website to help standardise grades.

The moderation process is as follows:

1. The class teacher collects and grades their students` work.
2. The assessment outline, rubrics, grades and comments of a high, medium and low graded piece of work are given to the other teachers in the department.
3. Teachers who have received the work have got a two weeks (unless a quicker time is mutually agreed in special cases such as work needs to be graded quicker due to reports) to grade and comment on the work they have been given, ready for moderation.
4. All teachers meet in a subject meeting, (or at a mutually agreed different time if there are report deadlines to be met / national holidays) and go through the grades they have given, justifying their reasons. It is every teacher's responsibility to print any work that will be discussed at the meeting before it starts.
5. Teachers agree on a final grade for each piece of work.
6. If disagreement over a grade occurs: Teachers can check the subject guide which gives clear advice for what to expect for each rubric. Teachers can look at the teacher support material on the subject`s OCC page to find exemplar grades from the IB
7. A one grade difference within the same level is acceptable.

8. If the class teacher has been found to be over/under marking on a rubric(s) he/she will look at how other students have been marked against the rubric and make any relevant changes.
9. Completed Internal Assessment work will be put in the relevant folder on the Link Station.
10. During the moderation process the class teacher will not give his/her initial grades to the students.

Teachers will not discuss any changes to the grades that occurred during the process with the students. Comments such as “I gave you a 6 but Mr X graded it down to a 4 are not acceptable”

Each subject will make use of the ‘Teacher Support Materials’ on the OCC to aid professional development on assessment and moderation.

Staff meetings and subject meetings will be dedicated to giving professional development on moderation.

Teachers will collaborate by sharing ideas in subject meetings and observing each other’s classes within the subject.

Diploma Programme formative assessment will be built into the Teacher Performance Appraisal.

3.6 INTERNAL ASSESSMENT TIMELINES.

The timeline will help staff plan their delivery of the intended curriculum, meeting the aims of the DP assessment schedule in manageable loads.

Teachers will input their subject’s internal DP summative internal assessment timelines on the ‘IA dates’ document which will be shared with staff through a Google Doc via internal email and on the DP noticeboard in the staff room and with students and parents through email and at parent workshops.

Timelines should be well designed to:

- Reduce stress on students.
- Allow teachers to provide feedback on drafts.
- Check that the work is authentic, meeting the requirements set out by the IB in the ‘Academic Honesty’ document.
- Prepare moderation samples required by the IB.

3.7 LATE SUBMISSION OF WORK.

If an assessment is not handed in on the due date the student will receive a grade zero. The zero grade can be appealed on a case by case basis. The student will be asked to provide sufficient evidence to support a request for an extension.

The zero grade will be for the piece of work in question only. It will be taken into consideration when the teacher creates the end of term grade.

4 LINKS BETWEEN THE ASSESSMENT POLICY AND THE ACADEMIC HONESTY POLICY

When assessing, teachers will follow the guidelines set out in the school Academic Honesty Policy. The teacher's responsibilities are as follows:

- The DP Coordinator will share the DP Academic Honesty Student Guide with teachers, students and parents. Teachers will reinforce the guide throughout the course.
- The DP Coordinator will explain the DP Academic Honesty Student Guide to parents at workshops and students during DP Study Hall
- Provide instruction and scaffolding necessary for students to use ethical research practices including opportunities for feedback via the drafting process.
- Provide students with consistent advice on good academic practice whenever necessary.
- Support the school's Academic Honesty Policy and complies with the adopted convention (MLA) for citing and acknowledging sources.
- Confirm, to the best of his or her knowledge, all students' work accepted or submitted for assessment is the authentic work of the student.
- Provide students with clear guidelines on academic writing and referencing styles required in each subject.
- Provide clear information on assessment requirements in each Unit Outline, especially concerning aspects involving individual and/or collective assessment.
- Provide clear guidelines on group work, especially concerning assessment and division of tasks among group members and monitoring of group work to ensure fair assessment.
- Ensure students sign the internal `DP Authenticity of Work Form` when submitting work when handing in Internal Assessment work.
- Run student work through Turnitin.com as a precautionary check.

5 ROLES AND RESPONSIBILITIES FOR IMPLEMENTING, EVALUATING AND REVIEWING THE ASSESSMENT POLICY AND FOR TRAINING NEW TEACHERS.

Implementing.

All teachers are involved in the implementation of the policy. The policy will be referred to during staff meetings, assessment period and as necessary throughout the academic year. The policy will be shared with staff and parents. The policy will be made available to parents through the IBDP program handbook and in a future update of the website.

Evaluating and Reviewing.

The DP Coordinator, school leadership team and teaching staff will review the assessment policy annually in a staff meeting.

Training new teachers.

New teachers will be shown this assessment policy during their induction. New teachers will be given induction on the assessment process, including a copy of the Enko Botho IB Programmes Hand-book.

6 REFERENCES

Guidelines for developing a school assessment policy in the Diploma Program. International Baccalaureate Organization 2010.

This document and policy was created through teacher collaboration and further amendments will also be made through collaboration with teachers. The policy will be reviewed annually by both the leadership team and teaching staff. New DP teacher orientation will specifically include an assessment allotment.