

Assessment policy (specific to the IB Diploma Programme)

Original: October 2017
Revised: September 2019
Validity: Valid until school year 2021-2022

1. Policy statement

This assessment policy for the IB Diploma Programme is meant to be read in conjunction with the schoolwide Assessment policy (published October 2017, revised July 2019) and the latest *DP: General regulations*. The specific stipulations in this policy apply to the programmatic demands and nature of the IB Diploma Programme, with particular emphasis on its assessment requirements in awarding either the full IB Diploma or individual course certificates.

Chiang Kai Shek College recognizes the significance of facilitating assessment of student work to (a) report student progress of learning as per learning objectives for each course and national requirements, (b) reflect student readiness for formal IB assessment tasks required for the awarding of either the full IB diploma or individual course certificates, and (c) communicate student readiness and profiling in preparation for university admissions and study.

The purpose of this policy, therefore, is to provide practical and compliant guidelines for the implementation, recording and reporting of assessment of student work in the IB Diploma Programme.

2. Definition of terms

- 2.1. Formal IB assessment requirements: summative assessment directly contributing to the final diploma qualification, mostly externally assessed, and include examinations or work completed during the course, then sent to an external examiner (DP: From principles into practice. April 2015)
- 2.1.1. Formal IB external assessment: predetermined examinations or work completed during the course that is sent to an external examiner. These include examinations in each subject, written assignments or tasks for language classes, the Extended Essay and the Theory of Knowledge essay.
- 2.1.2. Formal IB internal assessment: predetermined work completed during the course that is marked by the teacher based on prescribed task-specific criteria and confirmed or moderated by an external moderator. These may include oral exercises in language subjects, projects, student portfolios, reports, class presentations, practical laboratory work, mathematical investigations and artistic performances.
- 2.2. School-based/formative assessment: all those activities undertaken by teachers and/or by their students, which provide information to be used for feedback to modify teaching and learning activities in which they are engaged; a tool or process that teachers can use to improve student learning (DP: From principles into practice. April 2015). This comprises school-based summative and formative assessment tasks, all aligned with course assessment objectives, that are designed to:
- 2.2.1. Develop or practice approaches to learning (ATL) skills necessary to inquire into concepts and content, or prepare students for IB formal assessment requirements
- 2.2.2. Report progress of learning within each course
- 2.2.3. Reflect student readiness in terms of diploma qualifications
- 2.3. Criterion-related assessment: a method of assessment that judges students' work in relation to identified levels of attainment, rather than in relation to the work of other students. In the College, this method applies to both school-based assessment and formal IB assessment requirements.
- 2.4. Approaches to learning (ATL): a programmatic and collaborative framework for teaching students to "learn how to learn." These ATL skills are classified into communication, social, self-management, thinking and research skills appropriate to age and programme requirements
- 2.5. Diploma qualification: requirements for the awarding of the IB diploma at the end of the two years of the programme.
- 2.6. Course certificate: Students may opt for IB certification in individual courses, instead of the full IB diploma. Further, students who are not awarded the diploma will receive course certificates in subjects where students satisfactorily meet requirements.
- 2.7. Projected scores/Predicted grades: Students are provided projections or predicted grades of IB assessment based on their performance in official and/or mock runs of IB formal assessment requirements. These are reflected in periodic report cards. A formal predicted grade, based on the official IB grade descriptors, is submitted to the IB for students registered for the full IB diploma in April of Grade 12.

3. The IB diploma – formal assessment and the award of the full IB diploma

- 3.1. Each student in the IB diploma at Chiang Kai Shek must take six DP courses given the following requirements:
- 3.1.1. One Language A course
 - 3.1.2. Another language course (Language A, Language B or Language *ab initio*; **not** in the same language registered for 3.1.1)
 - 3.1.3. One course in Individuals and societies
 - 3.1.4. One course in Sciences
 - 3.1.5. One Mathematics course
 - 3.1.6. One sixth course in Arts, Sciences, Individuals and societies or another language
 - 3.1.7. A student must take three standard level (SL) and three higher level (HL) courses, or two standard level (SL) and four higher level (HL) courses

3.2. The structure of formal IB assessment

- 3.2.1. Each subject is grades 1-7, with 7 being the highest grade
- 3.2.2. These grades are also used as points (i.e., 7 points for a grade 7, 6 points for a grade 6 and so on) in determining if the diploma can be awarded
- 3.2.3. Theory of Knowledge (TOK) and the Extended Essay (EE) are grades 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.

TOK / EE	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				

Diploma points matrix

- 3.2.4. Creativity, Activity, Service (CAS) is not assessed, but must be completed in order to pass the diploma.
- 3.2.5. The overall maximum points from subject grades, TOK and the EE is therefore 45 [(6 subjects x 7) + 3].

3.3. Diploma qualifications

Students who register for the full IB diploma are subject to the programme’s formal assessment requirements. Satisfactory completion of these requirements means the student earns the IB diploma:

- 3.3.1. 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.
- 3.3.2. Other requirements for the awarding of the full IB diploma include:
 - 3.3.2.1. CAS requirements have been met
 - 3.3.2.2. There is no “N” awarded for TOK and/or the EE
 - 3.3.2.3. There is no grade 1 awarded in a subject or level
 - 3.3.2.4. There are no more than two grade 2s awarded (HL or SL)
 - 3.3.2.5. There are no more than three grade 3s or below awarded (HL or SL)
 - 3.3.2.6. The candidate has gained 12 points or more on HL subjects (For candidates who register for four HL subjects, the three highest grades count)
 - 3.3.2.7. The candidate has gained 9 points or more on SL subjects (or at least 5 points for candidates who register for only two SL subjects)
 - 3.3.2.8. The candidate has not received a penalty for academic misconduct from the final award

3.4. Bilingual diploma: A student is eligible to earn a bilingual IB diploma if they fulfill one or more of the following criteria:

- 3.4.1. Completion of two languages selected from the studies in language and literature subject group (i.e., Language A) with the award of a grade 3 or higher in both languages’
- 3.4.2. Completion of one of the subjects from the individuals and societies, or sciences subject groups in a language that is not the same as the candidate’s nominated studies in language and literature language.
- 3.4.3. Attainment of a grade 3 or higher in both the studies in language and literature language and the subject from individuals and societies, or sciences subject groups

3.5. Students who do not meet the diploma qualifications will be awarded course certificates in subjects where students satisfactorily complete requirements.

3.6. Results of formal IB assessment are released online to students in July after Grade 12, through password-protected access provided prior to graduation.

4. The structure of formal IB assessment in each course

4.1. Individual subjects

Each subject has its own structure that breaks down formal IB external and internal assessment tasks and corresponding weights. The final grade for each subject corresponds to prescribed grade descriptors (see Appendix A).

The following table outlines the formal IB external and internal assessment components for DP courses offered at Chiang Kai Shek College for the Class of 2022:

Course	External assessment components	Internal assessment components
Language A Literature: English, Tagalog	<u>Standard level</u> Paper 1: Guided literary analysis (35%) Paper 2: Comparative essay (35%) <u>Higher level</u> Paper 1: Guided literary analysis (35%) Paper 2: Comparative essay (35%) Higher level essay (20%)	<u>Standard level</u> Individual oral (30%) <u>Higher level</u> Individual oral (20%)
Language B: English, Chinese Mandarin	Paper 1: Productive skills (25%) Paper 2: Receptive skills (50%)	Individual oral assessment (25%)
Business management	<u>Standard level</u> Paper 1: Case study (30%) Paper 2: Structured and extended response (45%) <u>Higher level</u> Paper 1: Case study analysis (35%) Paper 2: Structured and extended response (40%)	<u>Standard level</u> Written commentary (25%) <u>Higher level</u> Research project (25%)
Economics	<u>Standard level</u> Paper 1: Extended response (40%) Paper 2: Data response (40%) <u>Higher level</u> Paper 1: Extended response (30%) Paper 2: Data response (30%) Paper 3: HL extension paper (20%)	Portfolio of three commentaries (20%)
Environmental systems and societies	Paper 1: Case study analysis (25%) Paper 2: Short-answers and structured essays (50%)	Individual investigation (25%)
Sciences: Biology, Chemistry, Physics	Paper 1: Multiple choice (20%) Paper 2: Data response (40%) Paper 3: On core and SL option (20%) <u>Higher level</u> Paper 1: Multiple choice (20%) Paper 2: Data response (36%) Paper 3: On core and AHL option (24%)	Individual investigation (20%) The Group 4 project
Mathematics	<u>Standard level</u> Paper 1: response without calculator (40%) Paper 2: response with calculator (40%) <u>Higher level</u> Paper 1: response without calculator (30%) Paper 2: response with calculator (30%) Paper 3: Extended response (20%)	Mathematical exploration (20%)
Visual arts	Comparative study (20%) Process portfolio (40%)	Exhibition (40%)

4.2. IB formal assessment in Theory of Knowledge consists of an Essay (67%) and a presentation (33%).

4.3. IB formal assessment in Extended Essay consists of the research paper and three reflection sessions.

5. IB internal assessment and deadlines

5.1. IB assessment calendar

To help students manage their coursework and complete all requirements in a realistic and feasible manner, the DP faculty has collaboratively developed an **IB assessment calendar**, a timeline of requirements which is sensitive to the needs of all subjects and students (See Appendix B). This calendar shall be updated in June preceding the new Grade 11 class.

This calendar is made available to students and parents by email, the College's IB portal and direct communication from subject teachers to ensure that all important deadlines are known by all stakeholders. These deadlines are binding on students and the school has the right to refuse work should this be submitted after the due date.

5.2. Procedures for students who hand in late formal IB work (except for formal IB examinations) are as follows:

- 5.2.1. Students should inform their subject teacher well in advance if there are extenuating circumstances for not meeting the deadline.
- 5.2.2. If work is late, a teacher checks with the student first to find out the reason and why this was not communicated before the deadline.
- 5.2.3. The teacher makes every effort to ensure that students meet their obligation, to the point of setting new deadlines or imposing certain restrictions such as attendance at after-school study periods. New deadlines must be communicated to the DP coordinator once deemed necessary and final.
- 5.2.4. If the teacher's efforts are unsuccessful, the teacher is to inform the DP coordinator and homeroom teacher, and write the parent formally about the student's non-compliance.

6. Student IB registration

6.1. All DP students at Chiang Kai Shek College are considered full Diploma candidates when they enter Grade 11.

6.2. In the beginning of Grade 12, students consult with the DP coordinator and Post-secondary education counselor to decide one of three pathways in terms of IB registration:

- 6.2.1. Full IB diploma: registration for all subjects and the Diploma core (TOK, EE, CAS)
- 6.2.2. Individual course registration: registration in specific courses and/or core components
- 6.2.3. No registration: no IB registration; all coursework assessed internally for school-based assessment

6.3. Students may wish to revise their registration until the end of the first semester of Grade 12.

6.4. Student registration is formalized upon payment of necessary formal IB assessment fees to the College.

7. School-based assessment

7.1. School-based assessment of student progress in the DP has three purposes:

- 7.1.1. Reporting progress of learning
- 7.1.2. Providing formative assessment to formal IB assessment
- 7.1.3. Reflecting student readiness for both formal IB assessment and prospective university courses of study

7.2. School-based assessment of student progress in the DP is criterion-related, and provides a report of student's progress based on school-developed criteria developed using the DP assessment objectives and the task-specific criteria for each course (see Appendix C). The highest level of each criterion is 8 for each subject, and a best-fit judgment of student performance is made by the teacher based on school-based summative tasks performed within the semester.

7.3. Midyear and yearend examinations are employed as further summative tasks for judgment, based on the structure of IB formal examinations in each subject.

7.4. Formal IB tasks (e.g., internal assessment tasks) will be marked using both the school-based assessment criteria for progress reporting purposes, and the formal IB assessment criteria for IB marking.

7.5. School-based assessment employs students' self-assessment and peer-assessment to familiarize students with both school-based assessment criteria and formal IB assessment criteria.

7.6. School-based assessment of student progress is recorded on ManageBAC. Access to ManageBAC records are provided to students and parents.

7.7. School-based assessment of student progress in the DP helps students develop and practice ATL skills necessary to succeed in the course, and employs a variety of authentic, inquiry-based, and ATL skills-based tasks in order to assess student learning and prepare them for formal IB assessment tasks.

8. Standardization of assessment

All student work in the MYP and DP are subject to internal moderation. Internal moderation comes in three forms: teachers' standardization of assessment, self-assessment, and peer assessment.

8.1. **Teachers' standardization of assessment** ensures that teachers of the same course or subject group have a common and standard understanding of the tools used for assessment, i.e. IB mark schemes, IB assessment criteria, DP school-based assessment criteria. This ensures consistent standards for student assessment and informs programme development and course design. Teacher's standardization of assessment occurs for selected summative assessment tasks, every DP internal assessment task, the MYP Personal project, DP TOK requirements, MYP interdisciplinary assessments, and the DP Extended essay.

8.2. **Self-assessment** is required of students when submitting work for summative assessment. Students are expected to apply tools used for assessment to ascertain their achievement level and to ensure that they share a common and standard understanding of the assessment tools with their teachers. This practice also allows students to produce and submit their best work.

8.3. **Peer assessment** is done selectively in both formative and summative tasks to allow students to apply common tools used for assessment and ensure a common understanding and interpretation of these tools.

9. Reporting student progress

9.1. All DP teachers are expected to provide timely and informative feedback on all student work.

9.2. Progress reports are provided at the end of each semester, followed by a student-led and/or parent-teacher conference.

9.3. Progress reports comprise a report for each course and DP core component and provide feedback on student progress in the assessment objectives (via the school-developed assessment criteria) and a projection of student performance in formal IB assessment.

9.4. The following is a sample of a progress report for a DP course at the end of one semester:

Name: MOCCO, Saccalyn

Language and literature: Tagalog A Literature SL

In-class performance

Understanding and interpreting	8	
Analyzing and evaluating	8	
Focusing and organizing	8	
Using language	8	

Formal IB assessment projection

Paper 1: Guided literary analysis	35%	
Paper 2: Comparative essay	35%	
Individual oral	30%	
	Total	100%
	Projected result	7

10. Data analysis

Teachers are expected to use internal school-based assessment data, the annual IB subject reports, and unit reflections to inform teaching and learning in the DP.

11. Policies cross-referenced

Language policy (July 2019)
Academic Honesty policy (July 2019)
Inclusion policy (July 2019)
IB assessment policy – PYP/MYP (July 2019)

12. Assessment policy distribution, communication and review

This policy is reviewed every three years as per the College's policy review cycle by an ad hoc committee represented by teachers and members of the Pedagogical leadership team. The revisions are submitted to the IB management team and ratified by the College's Board of Trustees.

Distribution and communication of the policy to all stakeholders will be accomplished through the following channels:

- IB student-parent handbook
- Annual policy information sessions for parents, teachers and staff
- Annual student orientations
- New staff and student inductions
- IB portal

13. Committee reviewing this edition

Patrick Ong
Luzviminda Sim

14. References

- International Baccalaureate Organization (2019). *DP General Regulations*. International Baccalaureate Organization
- International Baccalaureate Organization (2017). *DP Grade Descriptors*. International Baccalaureate Organization
- International Baccalaureate Organization (2015). *DP: From principles into practice*. International Baccalaureate Organization
- International Baccalaureate Organization (2018). *Diploma Programme Assessment Procedures*. International Baccalaureate Organization
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