

**ASSESSMENT POLICY
OF
KÖRÖSI CSOMA SÁNDOR BILINGUAL BAPTIST
SECONDARY GRAMMAR SCHOOL**

International Baccalaureate Diploma Programme

INTRODUCTION

Assessment is an integral part of the learning process as it provides feedback to students and teachers about the success of their work together; helps to identify students' learning needs, strengths and weaknesses; and measures the level of the students' achievement. However, all these purposes of assessment can only be achieved in a supportive school, where both students and teachers respect each other and understand the role of assessment in the school.

In the IB Diploma Programme students are encouraged to take control of their own learning, and therefore, for the most part, the aim of all assessment during the two years of the programme is to support students in reflecting on their progress, performance and understanding, and help them identify the areas for improvement. At the same time, the assessment instruments used also provide information for the teachers, allowing them to revise their curriculum and reflect on their teaching practices.

For the assessment practices to be effective, teachers must be aware that the students enrolled in the programme might come from different cultural and educational backgrounds, and as a result have different educational needs and expectations. Therefore, teachers must explain their expectations clearly and use various forms and instruments of assessment to evaluate students' progress in the programme and give regular feedback to their students on their performance.

The role of formative assessment

- provides feedback to students about their strengths and weaknesses
- provides feedback to teachers about their teaching practices
- helps students identify key areas that need improvement
- provides various opportunities for assessment in which the student is involved (for example, self-reflection, peer assessment)

The role of summative assessment

- measures students' knowledge and understanding at the time of the assessment
- allows students to evaluate their progress

- prepares students for the formal external and internal assessments
- determines students' grades in their report cards
- determines students' promotion to Year 2 of the DP

ASSESSMENT PRACTICES

- Teachers are required to use various forms of assessment.
- Teachers must keep record of all assessment activities.
- Teachers must inform students about the purpose of the assessment and the expectations in advance.
- Summative assessments must be similar to formal IB assessments. The assessment criteria or markscheme used must also be similar to that of formal IB assessments.
- Teachers must plan at least five assessment activities in a semester in standard level subjects and at least seven assessment activities in a semester for higher level subjects.
- Feedback to students must be informative and supportive, thus enabling students to improve.
- Teachers must return work in a timely manner (within no more than 2 weeks).
- Inclusive assessment arrangements are provided to all students who require them according to their specific needs. Further information on this matter can be found in the school's SEN policy.
- In case of malpractice during a summative assessment activity, the teacher must notify the IB Coordinator and follow the procedure described in the school's academic honesty policy.

Grading

- Grading is carried out by subject teachers (except for formal external assessments).
- When assessment criteria or markschemes, are used teachers must use them in accordance with the IB's guidance.
- For all summative assessments, teachers must provide a mark and a percentage. Attainment levels must also be indicated in the IB's 1 to 7 scale using grade boundaries presented in this policy based on IB's recently published grade boundaries.
- All grades must be recorded in a timely manner by the teachers in the school's online administration system to ensure that parents and students are continuously informed about students' progress.
- Students receive a report card at the end of each semester. The report card contains attainment levels (grades) in all six subjects and TOK, as well as short written reports from the Extended Essay supervisor and CAS coordinator on the student's progress in these two core components.

School grades

School grades in all subjects are on a 1–7 scale.

In Theory of Knowledge (TOK), an A–E scale is used.

Descriptions (grade descriptors) of each grade for each group of subjects in the IB Diploma Programme can be found in the following document: Diploma Programme. Grade descriptors. (© International Baccalaureate Organization 2017)

<https://www.ibo.org/contentassets/0b0b7a097ca2498ea50a9e41d9e1d1cf/dp-grade-descriptors-en.pdf>

Reporting periods (semesters)

There are two reporting periods (semesters) in each year that are not independent. Instead, the overall grades at the end of each semester are cumulative and carry over into the next semester. In this system, student performance is evaluated based on assessment tasks conducted throughout the entire school year and the whole Diploma Programme.

Grade boundaries

In the Kőrösi IB Diploma Programme of, the grade boundaries for all IB DP subjects are based on the grade boundaries published annually by the IB in their subject reports following exams. As the IB's grade boundaries may change from exam session to exam session, the grade boundaries indicated in this policy are generalised based on earlier boundaries published by the IBO.

Please note that the grade boundaries outlined in this policy are compulsory for use during the second round of predicted grades. However, it's important to recognize that in other assessments or in determining school grades, pedagogical decisions may influence the application of grade boundaries, provided they align with the assessment criteria, mark schemes, or grade descriptors specified by the IB.

Mock exam grades

At the end of Grade 11, students participate in mock exams to provide them with valuable experience in tackling a significant number of exams within a condensed timeframe. The mock exam grades in each subject have a 300% weight in a student's overall annual grade in the given subject and are recorded in the school's online administration system as an exam grade. As such, mock exam results play a significant role in determining the student's final grades in Grade 11; however, they are but one component in the overall grade and in the Predicted Grade, and do not necessarily reflect either the annual (final) grade of a student in Grade 11 or their exam grade at the IB's formal diploma assessment.

Predicted grades

In the Diploma Programme, students' final grades are predicted twice in Grade 12, each serving distinct purposes. The predicted grades (PGs) are on the IB 1–7 scale. The initial predictions occur between late September and early October when teachers make individual predictions for the six subjects each IB student studies, as well as TOK, to support their university applications. These predictions provide students with both their total PG (max. $6 \times 7 = 42$) and subject PGs. PGs in the first round are determined on the basis of formative and summative assessment marks obtained in the study period preceding the time of providing the predicted grade.

Subsequently, in April, teachers engage in a second round of grade predictions encompassing all the six subjects, as well as Theory of Knowledge (TOK) and the Extended Essay (EE). This prediction process is mandated by the IB to provide predicted grades ahead of the final exams. PGs reflect the teacher's professional judgment at that specific moment, considering the student's expected performance in upcoming formal assessments (IB exams and moderated IA marks). While these predictions draw on various factors, such as (partial or full) internal assessments (IAs), school grades in mid-year and annual reports, and mock exam results, they may not necessarily align with those grades. PGs are formally communicated to both students and parents but are not discussed or negotiated with them, in order to preserve the integrity of the grade prediction process.

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