

# IB Diploma Programme

## Assessment Policy

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**Related policies:**

- Language policy
- Inclusion policy

## Introduction

The IB Diploma Programme is a rigorous programme of study requiring academic ability, commitment and resilience. At BCG we strive to help our students develop the skills necessary to succeed in this challenging course, becoming reflective, independent learners and globally-minded citizens.

Above all, assessment is used to inform, support and encourage effective teaching and learning in the classroom. At BCG, we have a culture of cooperation, communication and collaboration between teachers, students and families, within and across all curricular programmes. Under the guidance of the Diploma Programme Coordinator and Heads of Faculty, teams of teachers meet regularly to ensure that there is standardisation of teaching and moderation of grading, as well as progression in all subjects.

Our assessments align with the requirements of the IB Diploma Programmes in each subject. We use a diverse range of strategies (e.g. teacher assessment, peer-assessment and self-assessment) and tools to assess learning in the classroom. Assessments provide our students with feedback in order to inform and to improve their learning and are used to inform the planning of teaching and learning on an ongoing basis. Assessments are designed to be fair, meaningful and in the students' best interest (IBO 2018, *Assessment principles and practices - Quality assessment in a digital Age*, p. 5) and to give quantitative feedback, qualitative feedback or a combination of both.

Assessment at BCG aligns with the following requirements of the Diploma Programme:

- BCG communicates its assessment philosophy, policy and procedures to the school community.
- BCG uses a range of strategies and tools to assess student learning.
- BCG provides feedback to inform and improve student learning.
- BCG has systems for recording and tracking student progress aligned with the assessment philosophy of the Diploma Programme.
- BCG has systems for reporting student progress aligned with the assessment philosophy of the Diploma Programme.
- BCG analyses assessment data to inform teaching and learning.
- BCG provides opportunities for students to participate in, and reflect on, the assessment of their work.
- BCG has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Diploma Programme extended essay.  
(IBO March 2016, *IB Continuum - programme standards and practices*, p6)

## Aim of this policy

The principle aim of the DP Assessment Policy of The British College of Gavà is to explain our procedures and rationale for the assessment of students throughout their DP journey.

## Confidentiality

General Data Protection Regulation In accordance with the European Data Protection Regulation, the school only collects data that is directly relevant to the needs of the student. Parents and students have a choice in which materials are published and for what purposes.

## What is assessment?

Assessment is an integral part of teaching and learning. The most important aims of assessment in the Diploma Programme are that it should support curricular goals, (*IBO 2015, The Diploma Program From Principles into Practice, p78*) encourage appropriate student learning and support shared expectations for teaching and learning. Both external and internal assessments are used in the Diploma Programme. IB examiners mark work produced for external assessment, while work produced for internal assessment is marked by teachers and externally moderated by the IB.

There are two types of assessment identified by the IB and applied at BCG:

1. Formative assessment informs both teaching and learning. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students' strengths and weaknesses in order to help develop students' understanding, capabilities and skills as learners. Formative assessment underpins the quality of teaching providing essential information to monitor each student's individual progress towards meeting the course aims and objectives.
2. Summative assessment gives an overview of prior learning and is concerned with measuring student achievement against subject-specific assessment objectives, criteria, descriptors and mark schemes where appropriate.

A comprehensive assessment plan is viewed as being integral with teaching, learning and course organization. At BCG, Diploma Programme teachers use a 2-year assessment calendar to give structure and support for students, ensuring that learning is ongoing and progressive and allowing students to reach their full potential whilst meeting all necessary DP requirements. For further information, see the BCG Diploma Programme Assessment Deadlines Calendar - Appendix A.

## Use of Assessment Criteria

Assessment can be defined as ‘the systematic collection and analysis of information to improve student learning.’ (Stassen et al., 2011, pg. 5) Thus, with this in mind at BCG we aim to complete timely, appropriate and quality summative and formative assessments to improve student learning consistently and systematically throughout the two years of the IB Diploma Programme.

Each Diploma subject has its own specific assessment objectives and criteria. Both summative and formative assessments are carried out against these criteria. The course outlines for each subject reference these criteria and objectives and the BCG Diploma Programme Assessment Deadlines Calendar provides students and parents with a clear timeline for each assessed component including dates of when they will be introduced to the relevant criteria, presented with information and instructions and time allocated for research or practical work. The Calendar also clearly indicates the time given to complete assessments, draft deadlines (where appropriate) and final deadlines. *(See BCG Diploma Programme Assessment Deadlines Calendar - Appendix A)*

After each examination session IBO publishes subject reports for each subject and these are reviewed by teachers and DP Coordinator so that grade boundaries for internal and external assessments are understood.

BCG assessment tasks 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 the

## Subject specific assessment objectives and criteria

*(Example taken from the IB Diploma Programme Chemistry Guide - First assessment 2016)*

The assessment objectives for biology, chemistry and physics reflect those parts of the aims that will be formally assessed either internally or externally. These assessments will centre upon the nature of science. It is the intention of these courses that students are able to fulfill the following assessment objectives:

1. Demonstrate knowledge and understanding of:
  - a. facts, concepts, and terminology
  - b. methodologies and techniques

- c. communicating scientific information.
2. Apply:
  - a. facts, concepts, and terminology
  - b. methodologies and techniques
  - c. methods of communicating scientific information.
3. Formulate, analyse and evaluate:
  - a. hypotheses, research questions and predictions
  - b. methodologies and techniques
  - c. primary and secondary data
  - d. scientific explanations.
4. Demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations.

### Internal assessment criteria

The new assessment model uses five criteria to assess the final report of the individual investigation with the following raw marks and weightings assigned:

Personal engagement	Exploration	Analysis	Evaluation	Communication	Total
2 (8%)	6 (25%)	6 (25%)	6 (25%)	4 (17%)	24 (100%)

Levels of performance are described using multiple indicators per level. In many cases the indicators occur together in a specific level, but not always. Also, not all indicators are always present. This means that a candidate can demonstrate performances that fit into different levels. To accommodate this, the IB assessment models use mark bands and advise examiners and teachers to use a best-fit approach in deciding the appropriate mark for a particular criterion.

Teachers should read the guidance on using mark bands shown above in the section called “Using assessment criteria for internal assessment” before starting to mark. It is also essential to be fully acquainted with the marking of the exemplars in the teacher support material. The precise meaning of the command terms used in the criteria can be found in the glossary of the subject guides.

### Personal engagement

This criterion assesses the extent to which the student engages with the exploration and makes it their own. Personal engagement may be recognized in different attributes and skills.

These could include addressing personal interests or showing evidence of independent thinking, creativity or initiative in the designing, implementation or presentation of the investigation.

Mark	Descriptor
0	The student's report does not reach a standard described by the descriptors below.
1	<p><b>The evidence of personal engagement with the exploration is limited with little independent thinking, initiative or creativity.</b></p> <p>The justification given for choosing the research question and/or the topic under investigation does not demonstrate <b>personal significance, interest or curiosity</b>.</p> <p>There is little evidence of <b>personal input and initiative</b> in the designing, implementation or presentation of the investigation.</p>
2	<p><b>The evidence of personal engagement with the exploration is clear with significant independent thinking, initiative or creativity.</b></p> <p>The justification given for choosing the research question and/or the topic under investigation demonstrates <b>personal significance, interest or curiosity</b>.</p> <p>There is evidence of <b>personal input and initiative</b> in the designing, implementation or presentation of the investigation.</p>

## Exploration

This criterion assesses the extent to which the student establishes the scientific context for the work, states a clear and focused research question and uses concepts and techniques appropriate to the Diploma Programme level. Where appropriate, this criterion also assesses awareness of safety, environmental, and ethical considerations.

Mark	Descriptor
0	The student's report does not reach a standard described by the descriptors below.
1-2	<p>The topic of the investigation is identified and a research question of some relevance is <b>stated but it is not focused</b>.</p> <p>The background information provided for the investigation is <b>superficial</b> or of limited relevance and does not aid the understanding of the context of the investigation.</p> <p>The methodology of the investigation is only appropriate to address the research question to a very limited extent since it takes into consideration few of the significant factors that may influence the relevance, reliability and sufficiency of the collected data.</p> <p>The report shows evidence of limited awareness of the significant safety, ethical or environmental issues that are <b>relevant to the methodology of the investigation*</b>.</p>
3-4	<p>The topic of the investigation is identified and a relevant but not fully focused research question is described.</p> <p>The background information provided for the investigation is mainly appropriate and relevant and aids the understanding of the context of the investigation.</p> <p>The methodology of the investigation is mainly appropriate to address the research question but has limitations since it takes into consideration only some of the significant factors that may influence the relevance, reliability and sufficiency of the collected data.</p> <p>The report shows evidence of some awareness of the significant safety, ethical or environmental issues that are <b>relevant to the methodology of the investigation.*</b></p>

Mark	Descriptor
5-6	<p>The topic of the investigation is identified and a relevant and fully focused research question is clearly described.</p> <p>The background information provided for the investigation is entirely appropriate and relevant and enhances the understanding of the context of the investigation.</p> <p>The methodology of the investigation is highly appropriate to address the research question because it takes into consideration all, or nearly all, of the significant factors that may influence the relevance, reliability and sufficiency of the collected data.</p> <p>The report shows evidence of full awareness of the significant safety, ethical or environmental issues that are <b>relevant to the methodology of the investigation.*</b></p>

\* This indicator should only be applied when appropriate to the investigation. See exemplars in TSM.

## Analysis

This criterion assesses the extent to which the student's report provides evidence that the student has selected, recorded, processed and interpreted the data in ways that are relevant to the research question and can support a conclusion.

Mark	Descriptor
0	The student's report does not reach a standard described by the descriptors below.
1-2	<p>The report includes <b>insufficient relevant</b> raw data to support a valid conclusion to the research question.</p> <p>Some <b>basic</b> data processing is carried out but is either too <b>inaccurate or too insufficient to lead to a valid</b> conclusion.</p> <p>The report shows evidence of little consideration of the impact of measurement uncertainty on the analysis.</p> <p>The processed data is incorrectly or insufficiently interpreted so that the conclusion is invalid or very incomplete.</p>
3-4	<p>The report includes relevant but incomplete quantitative and qualitative raw data that could support a simple or partially valid conclusion to the research question.</p> <p>Appropriate and sufficient data processing is carried out that could lead to a broadly valid conclusion but there are significant inaccuracies and inconsistencies in the processing.</p> <p>The report shows evidence of some consideration of the impact of measurement uncertainty on the analysis.</p> <p>The processed data is interpreted so that a broadly valid but incomplete or limited conclusion to the research question can be deduced.</p>
5-6	<p>The report includes sufficient relevant quantitative and qualitative raw data that could support a detailed and valid conclusion to the research question.</p> <p>Appropriate and sufficient data processing is carried out with <b>the accuracy</b> required to enable a conclusion to the research question to be drawn that is fully <b>consistent</b> with the experimental data.</p> <p>The report shows evidence of full and appropriate consideration of the impact of measurement uncertainty on the analysis.</p> <p>The processed data is correctly interpreted so that a completely valid and detailed conclusion to the research question can be deduced.</p>

## Evaluation

This criterion assesses the extent to which the student's report provides evidence of evaluation of the investigation and the results with regard to the research question and the accepted scientific context.



Mark	Descriptor
0	The student's report does not reach a standard described by the descriptors below.
1-2	<p>A conclusion is <b>outlined</b> which is not relevant to the research question or is not supported by the data presented.</p> <p>The conclusion makes superficial comparison to the accepted scientific context.</p> <p>Strengths and weaknesses of the investigation, such as limitations of the data and sources of error, are <b>outlined</b> but are restricted to an <b>account of the practical or procedural issues</b> faced.</p> <p>The student has <b>outlined</b> very few realistic and relevant suggestions for the improvement and extension of the investigation.</p>
3-4	<p>A conclusion is <b>described</b> which is relevant to the research question and supported by the data presented.</p> <p>A conclusion is described which makes some relevant comparison to the accepted scientific context.</p> <p>Strengths and weaknesses of the investigation, such as limitations of the data and sources of error, are <b>described</b> and provide evidence of some awareness of the <b>methodological issues*</b> involved in establishing the conclusion.</p> <p>The student has <b>described</b> some realistic and relevant suggestions for the improvement and extension of the investigation.</p>
5-6	<p>A detailed conclusion is <b>described and justified</b> which is entirely relevant to the research question and fully supported by the data presented.</p> <p>A conclusion is correctly <b>described and justified</b> through relevant comparison to the accepted scientific context.</p> <p>Strengths and weaknesses of the investigation, such as limitations of the data and sources of error, are <b>discussed</b> and provide evidence of a clear understanding of the <b>methodological issues*</b> involved in establishing the conclusion.</p> <p>The student has <b>discussed</b> realistic and relevant suggestions for the improvement and extension of the investigation.</p>

## Communication

This criterion assesses whether the investigation is presented and reported in a way that supports effective communication of the focus, process and outcomes.

Mark	Descriptor
0	The student's report does not reach a standard described by the descriptors below.
1-2	<p><b>The presentation of the investigation is unclear, making it difficult to understand the focus, process and outcomes.</b></p> <p>The report is not well structured and is unclear: the necessary information on focus, process and outcomes is missing or is presented in an incoherent or disorganized way.</p> <p>The understanding of the focus, process and outcomes of the investigation is obscured by the presence of inappropriate or irrelevant information.</p> <p>There are many errors in the use of subject specific terminology and conventions*.</p>
3-4	<p><b>The presentation of the investigation is clear. Any errors do not hamper understanding of the focus, process and outcomes.</b></p> <p>The report is well structured and clear: the necessary information on focus, process and outcomes is present and presented in a coherent way.</p> <p>The report is relevant and concise thereby facilitating a ready understanding of the focus, process and outcomes of the investigation.</p> <p>The use of subject specific terminology and conventions is appropriate and correct. Any errors do not hamper understanding.</p>

\*For example, incorrect/missing labelling of graphs, tables, images; use of units, decimal places. For issues of referencing and citations refer to the "Academic honesty" section.

All individual DP course outlines refer to each subject's individual assessment objectives, criteria and descriptors.

## Summative Assessment

At BCG we carry out 8 formal summative assessments over the course of the Diploma Programme including a mock examination in February of year 2. This mock examination is done under strict examination conditions, fulfilling IB requirements for formal externally assessed examinations as stated in the BCG Academic Honesty Policy.

These formal assessments occur within a learning culture encompassing ongoing classroom summative assessment including unit testing, peer and self review using subject level descriptors thus supporting student understanding of assessment criteria and their own progress as well as informing planning and teaching.

## Formative Assessment

Formative Assessment, or 'assessment for learning' is ongoing and facilitates reflection on learner's progress by staff and students. At BCG we believe consistent and timely feedback provided to students on their learning, through formative assessment, is vital to ensure students are aware of their progress in relation to the course objectives and themselves as learners and are aware of the specific steps required to facilitate improvements in summative grades.

Formative assessment represents the process of gathering, analysing, interpreting and using evidence to improve student learning and to help students to reach their potential. It is an essential component of classroom practice and should be integrated into the curriculum. 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. Collaborative planning meetings regularly address formative assessment strategies to promote sharing of best practice.

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 is supported by the following:

- Teacher supported student self-evaluation
- Systematic use of detailed assessment descriptors appropriate to each subject and addressing approaches to learning
- Peer evaluation mediated by the teacher
- A culture of collaboration between teachers
- A culture of collaboration and cooperation between students

Formative assessment strategies include the analysis of past examination papers, exemplar essays, oral activities, presentations and performances, practical experiments, projects and inquiry-based learning.

Formative Assessment is fundamental in supporting learning. Practices and methods will be reviewed regularly within subject departments in collaborative planning sessions and between departments during scheduled whole staff meetings and/or workshops.

Assessment for Learning will be an ongoing theme for CPD and department review.

## Process of recording and reporting assessment

Students and parents are regularly informed about holistic progress (academic, social and emotional) and all have access to google classroom and iSams where ongoing summative and formative feedback is visible.

Over the course of the 2 year programme, students receive three summative RAG reports which indicate progress against specific unit assessments. These colour-coded reports clearly demonstrate student understanding of specific topics or course content and therefore are used to inform teaching strategies and intervention. The student's tutor will also comment briefly on their social and emotional wellbeing and their approaches to learning skills.

Students will also receive five 'full reports' (summative and formative progress) over the course of the 2 years including end of term test results and detailed comments from subject teachers concerning the student's strengths, approaches to learning skills and targets. Progress on the EE, TOK and CAS will also be reported in detail. The report issued at the end of year 1 will include a DP grade of 1-7 for each subject awarded by teachers against subject specific assessment criteria and descriptors. At the end of February/beginning of March in year 2 the summative and formative report will indicate mock examination results in each subject and a predicted grade, including EE and TOK.

### Year 1 Assessment Schedule, Reporting and Parents evenings

October Half Term RAG Report 1	December End of Term Full Report 1.	February Half Term RAG Report 2	Easter End of Term Full Report 2	June End of Year Full Report 3 (including 1-7 DP grade per subject)
	January Parents Meeting		April Parents Meeting	

## Year 2 Assessment Schedule and Parents Evenings

October RAG Report 3	December End of Term Full Report 4	February Half Term Full Report 5 (including 1-7 DP predicted grade per subject from mock examination results)	May External Exams
	January Parents Meeting	March Parents Meeting	

Dates of parent/teacher evenings are published in advance on the school calendar and all parents are strongly encouraged to attend. These evenings are opportunities for parents to meet all subject teachers individually and receive feedback on the learner's academic performance, including strategies for improvement. Students are also welcome to attend these meetings. This helps cultivate a healthy and transparent relationship between teachers, parents and students.

Following the issue of summative and formative reports, meetings take place between DP Coordinator/Tutors and students to set short and long term targets for improvement.

## Teacher Collaboration, Moderation and Standardisation of Students' work

BCG has a culture of communication and collaboration to ensure that moderation of students' work and expectations of approaches to learning skills are consistent across subject groups. Through regular staff meetings and workshops, vertical and horizontal curriculum articulation, and the integration of TOK, LP, IM and ATL in teaching are shared. BCG has a whole school Marking Policy which stipulates frequency and type of feedback given to students and this is currently being adapted to meet Diploma Programme needs. As detailed in BCG Language Policy, a SPaG marking system is currently being trialled to ensure consistency in feedback on the English language in written work across subjects.

Currently at BCG there is only one teacher per subject and therefore standardisation of student work happens across subject groups where appropriate. The school understands that this procedure will be modified should the necessity arise to have more than one teacher per subject to ensure fair and consistent moderation of student work according to DP assessment criteria.

In this scenario, the following procedure will apply:

Final internal assessments will be moderated within each subject and 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 website and Programme Resource Centre to facilitate standardisation of grades.

The sample 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. Each teacher has a two week timeframe to grade and comment on the work they have been given, ready for moderation.
4. All subject teachers meet to discuss grades, justifying their reasons.
5. 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 resource page to find exemplar grades from the IB.
6. Grade differences within the same marking band level are acceptable.
7. If a class teacher is over/under marking on a rubric(s) they can look at how other students have been marked against the rubric and example answers from the IB. Support is also available from other members of staff and the Diploma Programme Coordinator
8. Completed IA work will be put into the relevant folder on Google Drive.
9. During the moderation process the class teacher will not give his/her initial grades to the students.

Each teacher will make use of the 'Teacher Support Materials' on the IB resource centre to aid professional development on assessment and moderation.

Staff and subject group workshops will be dedicated to providing professional development in marking and moderation.

Teachers will meet in subject groups termly to discuss student progress based on both formative and summative assessment and reflect on teaching and learning.

## Results analysis

Once a cohort's final grades are made available, the DP coordinator will conduct an analysis comparing these results with the predicted grades given by each teacher. During the September inset days the coordinator will hold a meeting with each teacher to compare

predicted grades given with final results and to collaboratively develop consequent action plans to improve teaching practice. When subject reports are released by the IB, these will also be used to inform teaching and moderation of student work.

## National Assessment Requirements for Catalan Universities

The IBO does not have a formal agreement with Catalan Universities for entrance to certain courses, specifically related to Medicine, Engineering and some Sciences.

For entrance to Catalan Universities each IB subject result is converted into a Spanish grade, with the exception of TOK and the Extended Essay. The points conversion is the same for SL and HL subjects and is shown in the table below and taken from the IB document SISTEMA DE ACCESO A LA UNIVERSIDAD ESPAÑOLA PARA ALUMNOS PROCEDENTES DEL SISTEMA EDUCATIVO BACHILLERATO INTERNACIONAL.

Puntuación IB	Fórmula de trasposición	Ce
7	$\frac{5+(7-2) \times 5}{(7-2)}$	10
6	$\frac{5+(6-2) \times 5}{(7-2)}$	9
5	$\frac{5+(5-2) \times 5}{(7-2)}$	8
4	$\frac{5+(4-2) \times 5}{(7-2)}$	7
3	$\frac{5+(3-2) \times 5}{(7-2)}$	6
2	$\frac{5+(2-2) \times 5}{(7-2)}$	5

The maximum converted marks that a student can get after completing the IB Diploma Programme is 10, however to access some Spanish and Catalan universities and in particular specific courses such as Medicine or Mathematics, more than 10 marks may be required, 14 being the maximum. Students can get the extra marks needed by sitting a maximum of 3 Specific Assessments (PCE) of the 'Selectividad' and the two highest grades from these assessments will count towards the students' final entering grade.

For students wishing to take sit these Specific Assessment examinations, BCG will provide extra tuition in necessary subjects during the second year of the Diploma programme. These classes will be timetabled out of normal curriculum time, either at study time, lunch time or after school.

Mock examinations for these subjects will be timetabled in March of year 2, immediately after those held for the Diploma Programme and official examinations are held in June.

### **Reference List**

Stassen, M., Doherty, K. and Poe, M. (2011) *Course-Based Review and Assessment: Methods for Understanding Student Learning*. Office of Academic Planning & Assessment: University of Massachusetts Amherst.

### **Review**

This policy should be reviewed and updated every 2 years.

Policy reviewed and updated by

- John Prince
- Nick Boden
- Karine Hall