

ISRM ASSESSMENT POLICY

International School Rhein Main

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This policy outlines the whole school assessment policy at ISRM.

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1. Our Philosophy

Assessment is the process of tracking the growth and development of our students by collecting evidence from a variety of sources to measure student attainment of curriculum outcomes across assessment criteria. This enables teachers to provide feedback, to guide future instruction, adapt their techniques and to promote student learning and growth through the application of reflection and meaningful goals. Evaluation of assessment tasks allows teachers (and students) to judge the quality of student work against identified criteria and assign a value to represent the level of achievement attained. The lead up to assessment should help provide the means to guide students toward a greater understanding and success.

2. Roles and responsibilities

Faculty and staff collaborate with their respective departments/year levels to gather, analyse, design, reflect and act on evidence of students learning to inform teaching and learning. Students actively reflect and self-assess their learning, acting on feedback from teachers and peers to inform their next steps in learning. Parents and caregivers should receive reports on students' progress and learning, free to contact teachers regarding their child/ren's progress. They should be informed about decisions taken to support their child/ren and form a partnership with teachers to ensure the support outlined is successfully implemented.

3. Assessment Format

ISRM uses a combination of both **formative** and **summative assessments**.

Formative Assessment

Formative assessment represents the process of gathering, analysing, interpreting and using evidence to improve student learning. It is integrated into the daily learning process and is an integral part of instruction. It provides teacher and students with information about how learning is progressing. It helps the teacher to provide timely and specific feedback to students, scaffold next steps, and differentiate instruction in response to student needs. Results of formative assessment are used by students to monitor their own progress, make adjustments in their learning approaches, reflect on their learning, and set individual goals. In other words, formative assessment serves as the foundation for learning and prepares students for the "higher-stakes" nature of summative assessments, which measure achievement and are used to evaluate student knowledge level.

Formative assessments are used by the teacher and student to reflect on what knowledge and skills have been learned and developed and can be applied.

Examples of formative assessments in the classroom may include:

- Class Observations
- Process Journals
- Data Interpretation
- Group discussions/debates
- Self-evaluations
- Checklists
- Visualisations
- Inventories
- Journal Entries
- Quiz or Test
- Spontaneous Response
- Peer Reviews

Summative Assessment

Summative assessment occurs at the end of a period of learning (implies time-based, not knowledge/competence-based) when students are allowed to demonstrate what they have learned by applying their knowledge in new and authentic contexts. Summative assessment is used by teachers to make judgments about the quality and quantity of student learning based on established criteria, to assign a value to represent that quality and quantity and to support the communication of information about achievement to students, parents, the MYP/DP coordinator (or colleagues) Pedagogical Advisor, and administrators.

Summative assessments take place at the END of the teaching and learning process and allow the student the opportunity to develop and show WHAT HAS BEEN LEARNED and provide samples of their work to show their understanding. It also helps the teacher judge the level of achievement the student has attained. Examples of summative assessments in the MYP/DP classroom may include:

- Model Production
- Investigations
- Research Projects
- Essays (Argumentative/Persuasive)
- Questionnaires
- Exams
- Performances Presentations (oral, written, multimedia)

4. Assessment in Practice

In lessons and through assignments, a unit topic is explored. A summative assessment is announced at least one week in advance - and often negotiated with students for the exact timing for in-class assessments. The types of assessments should be varied by the teacher and may include:

- Projects
- Oral interviews
- Examinations
- Written assignments
- Presentations
- Media presentations
- Extended writing
- Exhibitions
- Socratic Seminars
- Research projects
- Essays
- Case studies
- Drama sketches
- Debates
- Finished artwork
- Interdisciplinary projects
- Developmental workbooks
- Lab reports
- Classroom observation

Assessments are varied to provide students with the greatest chance to express what they know and can do and allows for different learning styles.

The assessment includes a set of instructions and the criteria by which the student's performance will be assessed. Often, the student has the criteria before the assessment takes place. Criteria are sometimes modified to apply to specific assessment tasks or to suit the grade-level expectations. The assessment is handed out, collected and assessed by the teacher. The teacher assesses the work according to the criteria and awards an attainment level for each of the objectives assessed. The assessed work is then shared with the student.

It is then that a teacher must provide feedback to the student about the work and the student may constructively question the attainment level awarded. Students are encouraged to reflect upon their grades, to cross-examine this with the assessment criteria. Any questions should be addressed towards the teacher during the feedback session. The attainment levels reached in each criterion are then noted down with the other levels attained on previous work. Teachers aim to give students the greatest chance at showing what they can do and so each criterion will be assessed. At least twice over the course of an academic year. This helps when a student might be ill during the time of the assessment, who did not understand the work or the assessment (EAL students or newly arrived to the school) or was a risk-taker who experimented with a different approach. Students are encouraged to share their assessments, their grades and their feedback with their parents/guardians to ensure a transparent process.

5. Assessment in the MYP

Subject Specific Criteria

The IBO MYP lists the most important things to learn in each subject. These are called the 'criteria' for the subject. For each criterion, students receive a certain number of points depending on how well they have done on schoolwork, tests, assignments, and exams. There are eight MYP subjects, each with its' own set of criteria in grades 6 to 10. Each subject area has specific criteria to be assessed. Below are the subject groups and the associated assessment criteria. Students are assessed against the work that is produced using clearly explained rubrics. Scores on the criteria in each subject are added up. This sum is translated into an MYP Grade ranging from 1 to 7, lowest to highest.

Subject Group	A	B	C	D
Language and Literature	Analysing	Organising	Producing text	Using language
Language Acquisition	Listening	Reading	Speaking	Writing
Individuals & Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing & Understanding	Developing	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring & analysing	Developing ideas	Creating the solution	Evaluating
Personal Project	Investigating	Planning	Evaluating	
IDU	Evaluating	Synthesising	Reflecting	

Each criterion (A, B, C, D) for each subject group is broken into different achievement levels with numerical values from 0-8. Each achievement level has specific level descriptors that describe what a student needs to do to attain a specific achievement level. All summative assessments are assessed against the IB MYP published criteria rubrics for each subject group and year level. Given that the MYP published assessment

criteria are holistic, teachers are asked to develop task-specific clarifications for the different achievement levels and level descriptors on the assessed rubrics. Task-specific clarifications will bring a level of specificity to the assessment criteria and help students understand the precise areas that are being assessed.

Achievement Levels/Level Descriptors

Teachers will grade all summative assessments against the pre-described IB MYP subject group rubrics. The teacher will determine whether the first descriptor describes the performance of the summative assessment. If the student work exceeds the expectations of that level descriptor, the teacher will then determine if the performance is described in the second level descriptor. The teacher will continue this until the summative assessment does not fall under a specific level descriptor.

Teachers will use their professional judgment in determining which level descriptor best fits the student's performance on the assessment, as sometimes students may not show accomplishment in lower achievement levels but yet may do so in a higher level. To prepare teachers to make the best possible professional judgments when assessing rubrics, ISRM has provided professional development days and collaborative planning time to all teachers to work on standardizing grading practices. Teachers who teach the same subject group and grade-level students are expected to collaboratively plan for units and assessments to create consistency and reliability among assessments. The school leadership team, with the support of all MYP teachers, has collaboratively created an IB equivalent chart to help assist all stakeholders in understanding how the percentage earned on an assessment equates to the level of achievement as determined by IB. All stakeholders are shown this equivalent chart multiple times throughout the academic year.

For all summative assessments, students are provided with documents with which they will be assessed. These provides guidelines on what teachers will be looking for when assessing the students' knowledge and deeper understanding of the unit and unit question. It also helps the students know what is expected of them so that they can prepare and do their best.

Final 1-7 grades are broad grade descriptors that provide information about the skills and knowledge mastered by a student. They are not specific to any subject group.

Achievement Level	Grade Descriptor
Grade 1 (Very Poor) Boundary: 1 - 5	Minimal achievement in terms of the objectives.
Grade 2 (Poor) Boundary: 6 - 9	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.
Grade 3 (Mediocre) Boundary: 10 - 14	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.

Grade 4 (Satisfactory) Boundary: 15 - 18	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
Grade 5 (Good) Boundary: 19 - 23	A consistent and thorough understanding of the required knowledge and skills and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate a occasionally demonstrates originality and insight.
Grade 6 (Very Good) Boundary: 24 - 27	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
Grade 7 (Excellent) Boundary: 28 - 32	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.

Criterion-related Assessment

Criterion-related assessment is a fundamental aspect of assessment at ISRM. Criterion-related means that performance is assessed against a set of explicit objective statements made known to the students in advance of the assessment. In practice, this means that students work is matched to a set of level descriptors forming a contiguous hierarchy. Rubrics are a common approach to criterion-related assessment. The published IB MYP criteria are used for all grade levels.

MYP Grade Criterion	ISRM Year Groups
Year 1	MYP 1
Year 3	MYP 2 & 3
Year 5	MYP 4 & 5

Assessment by Criteria

The levels attained for each of the criteria are collected and the subject teacher judges the level at which the student is operating. The final levels are added up and compared to a set of ranges, each range being represented by a grade level.

An example is the four criteria used to assess subject areas. As the assessments are done, the teacher records the level achieved in a table such as the one below:

IB Equivalent Chart A

Assessment	Criterion A	Criterion B	Criterion C	Criterion D
Assessment (Semester 1) 1	6	6	6	x
Assessment (Semester 1) 2	6	5	5	x
Assessment (Semester 2) 3	6	6	3	3
Assessment (Semester 2) 4	x	x	x	6
Final:	6	6	5	6
				Total: 23

IB Equivalent Chart B

Final Grade	Level Boundary
1	1-5
2	6-9
3	10-14
4	15-18
5	19-23
6	24-27
7	28-32

How to Arrive at These Levels?

Each piece of work is valued differently depending on its level of difficulty and the effort needed by the student. Also, the level of working knowledge of how the student can express themselves in English is considered. Observed evidence from the classroom is also used to reach a final criteria level. In the above example, the reasoning behind the choice of levels was because:

- Criterion A: the student consistently achieves a level 6.
- Criterion B: the student found this criterion difficult at first but tried hard and steadily improved performance. The teacher is confident that the student has reached attainment level 6 and so awards that level.
- Criterion C: the student achieved a weak 6 and then a strong 5 after that the student did not perform well in the last assessment. In this case the teacher has judged that the student is normally operating at a level 5 and that the last assessment was not representative of what the student can do.
- Criterion D: The student has achieved two very different levels. Technically the student has not achieved any level in between so it is problematic to award a 3 or a 6 level. More evidence would be needed so the teacher would need to set another assessment to gather more data. The final 'number' or total is considered a number with a level boundary. The subject teacher would allocate a final grade using the table below and provide the student with a final grade.

Final 'grade' Level boundary

Final 'grade'	Level boundary
1	1-5
2	6-9
3	10-14
4	15-18
5	19-23
6	24-27
7	28-32

Assuming the student achieved a 6 in the last assessment – that would mean the total of the assessment levels would come to 23 and that the student would receive a final grade of 5. This final grade is reported on the term reports and on the final school transcripts should the student move or need a record for further education.

Articulation through the MYP

Assessment is designed to be articulated horizontally within grades and vertically across MYP Grade 1 to 5 based on the development of assessment criterion in each subject area. Teachers must consider the following when considering how to best prepare student as the program advances and leads toward e-Assessment in MYP 5:

- Promote student familiarity and understanding of assessment criterion and assessment stands in each grade.
- Consistent delivery and application of Approaches to Learning (ATLs) in preparation for formative and summative assessment.
- Communicate assessment practice, examples and opportunities for student reflection within subject groups and across grade levels.
- Consideration of past and future assessment criterion and practices.
- Student reflection of assessment practice after each unit.

Language and Support

If additional support is required for students with special educational needs or language needs, then formative assessments, teacher feedback, coordinator observations and communication with the IBO is used to assess what provisions are required to support each individual student to access assessment in a meaningful and responsible way.

In relation to eAssessment, the Learning Support Coordinator, Language Support Coordinator and MYP Coordinator will use pre-established internal provisions to notify the IBO of required external provisions in October of each academic year.

(See Inclusion Policy and Language Policy for further details).

eAssessment

As a leader in international education, the International Baccalaureate (IB) is committed to preparing students for the challenges of today’s world. IB programs assess understanding and skills that go beyond memorizing facts and figures. In an era of rapid change and an ever-increasing flow of information, students need to demonstrate their ability to organize knowledge and use it critically and creatively. The IB knows that students are increasingly digitally aware and engaged with technology, which is why the Middle Years Programme (MYP) is pioneering an innovative assessment model for Grade 5 students that goes beyond traditional examinations. MYP external assessment provides a balanced and age appropriate strategy that schools can use to validate student achievement. Students demonstrate their understanding and skills through classroom performance, onscreen final examinations and a personal project conducted over an extended period.

Onscreen examination subjects	Mathematics	Language and literature	Sciences	Optional eAssessment
	Language acquisition	Individuals and societies	Interdisciplinary	
	individually, externally marked			
Course work ePortfolio	Language acquisition	Physical and Health Education	Design	
	Arts	internally marked, externally moderated (dynamic sampling)		
Personal project	internally marked, externally moderated (dynamic sampling)			

6. Assessment in the DP

Assessment Objectives in Subject Areas

Subject Group	AO1	AO2	AO3	AO4	AO5	AO6
Language and Literature	Know, understand and interpret	Analyse and evaluate	Communicate			
Language B	Communicate clearly and effectively in a range of contexts and for a variety of purposes.	Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.	Understand and use language to express and respond to a range of ideas with fluency and accuracy.	Identify, organize and present ideas on a range of topics.	Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.	
Individuals & Societies	Knowing and understanding	Application and analysis	Synthesis and evaluation	Use and application of appropriate skills		
Sciences	Demonstrate knowledge	Understand and apply knowledge	Analyse, evaluate, and synthesize	Demonstrate the application of skills necessary to carry out insightful and ethical investigations.		
Mathematics	Knowledge and understanding	Problem solving	Communication and interpretation	Technology	Reasoning	Inquiry approaches
Arts	Demonstrate knowledge and understanding of specified content, contexts and processes.	Demonstrate application and analysis of knowledge and understanding.	Demonstrate synthesis and evaluation.	Select, use and apply a variety of appropriate skills and techniques.		

Subject Specific Criteria

The IBO DP lists the most important things to learn in each subject. These are called the 'criteria' for the subject. For each criterion, students receive a certain number of points depending on how well they have done on schoolwork, tests, assignments, and exams. There are six DP subjects, each with its' own set of criteria in grades 11 to 12. Each subject area has specific criteria to be assessed. Below are the subject groups and the associated assessment criteria. Students are assessed against the work that is produced using clearly explained rubrics. Scores on the criteria in each subject are added up. This sum is translated into an DP Grade ranging from 1 to 7, 7 being the highest. A student's final diploma result score is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance including successful completion of the three essential elements of the DP core.

The DP also includes CORE components: theory of knowledge (TOK), the extended essay (EE) and Creativity, Activity, Service (CAS). The TOK and EE components are awarded individual grades and, collectively, can contribute up to 3 additional points towards the overall diploma score. CAS does not contribute to the points total but authenticated participation is a requirement for the award of the diploma.

Subject Specific Grade Descriptors

There are grade descriptors for each different subject group in the IB Diploma Programme. Grade descriptors outline the characteristics of performance at each grade level. While these descriptors are applicable to subject groups, it is important to note that there is significant similarity across sets of group grade descriptors.

Senior examiners rely on these grade descriptors when establishing grade boundaries for examination papers and coursework components. Each grade descriptor specifies the qualities of a typical performance for that grade. However, it is rare for a candidate's work to consistently align with a single grade descriptor. Most often, a student's work will exhibit some characteristics from more than one grade descriptor. Therefore, senior examiners review the work of multiple candidates to determine a grade boundary. The grade boundary represents the lowest mark at which the characteristics of a particular grade are consistently demonstrated in candidate work. This approach allows for some flexibility and compensation across different aspects of assessment.

Furthermore, these grade descriptors serve as a valuable resource for our teachers. They help educators explain the academic requirements of the IB Diploma Programme to our students, guide formative assessment practices, report on progress, and make informed predictions regarding candidates' final grades.

Articulation through the DP

The weightings for assessment components in each DP subject are based on those set out in DP subject guides. The Grade Boundaries for Higher Level and Standard level subjects are based on those published by the IB in each of the subject reports.

Review of DP Subject Cycles and Grade Boundaries

Whenever a new DP subject cycle is introduced, along with the release of a new DP subject guide, the following steps will be taken:

- Heads of Department, in collaboration with the DP Coordinator, will review historical data and any relevant IB clarifications to establish grade boundaries for assessment components of the new course.
- These grade boundaries will be used until the first subject report with official grade boundaries is published and made available.
- Exemplar work will be made accessible to current students to help them understand and become familiar with the application of assessment criteria specific to their DP subject.

Addressing Academic Concerns

If a teacher has significant concerns about a student's academic performance, the following steps should be taken:

- The teacher should notify the student's advisor as the first point of contact.
- The DP teacher must also inform the DP Coordinator and the student's form teacher.
- Students of concern will be monitored using the monitoring student progress sheet.

Academic Integrity and Malpractice

In cases where it is determined that a DP student has committed academic malpractice, the following steps will be taken:

- The DP teacher responsible for the assessment must not award a level of achievement.
- The school's Academic Integrity Policy will be strictly adhered to.
- The Head of ISRM and DP Coordinator will be informed and will take appropriate action as required.

Annual Assessment Data Analysis

An annual and comprehensive analysis of assessment data released by the IB will be conducted to inform teaching and learning across the DP in the secondary school. This analysis will take place at the beginning of each academic school year. All DP Core and subject teachers will participate in the analysis, with guidance and support from the Head of Department and DP Coordinator. The analysis will include the consideration of past results, averages, and predictions, along with comparisons to world averages, current predictions, and relative performance in each subject assessment component. Core points related to the extended essay and Theory of Knowledge performance will also be part of the analysis.

Missed Summative Assessments

If a DP student misses a scheduled summative assessment task for DP Core (TOK, EE & CAS) or DP academic subjects as published on the school's assessment calendar due to an unexcused absence, the following steps will be taken:

- The student must provide a valid certificate (e.g., medical, dental, etc.) as proof of the absence.
- A mutually agreed upon alternate summative assessment date and time will be arranged, coordinated by the relevant Head of Department and DP subject teacher, with support from the DP Coordinator as needed.

IB Assessments

IB educators employ a diverse range of formative and summative assessments to bolster and foster student learning. Unlike norm-referenced assessments, IB assessment is criterion-referenced. In other words, student work is evaluated based on clearly defined levels of skill mastery rather than in comparison to the work of their peers. These skill levels are determined for each subject in accordance with the course's objectives and are established by both the International Baccalaureate Organization (IBO) to ensure fairness globally. The criteria for achievement are elucidated to students in each course and form the focal point of classroom and homework activities.

a. Internal Assessments

IB internal assessments afford teachers the opportunity to appraise certain aspects of students' work during the IB program. Examples of such assessments include English individual oral commentary, language presentations, historical investigations, laboratory reports, and math projects. Our teachers evaluate these internal assessments, and the grades obtained contribute to a portion of the students' overall final IB score. Important due dates for the Internal Assessments can be found on the *ISRM Assessment Calendar*. The internal assessment scores are reported to the International Baccalaureate Organization (IBO), along with a representative sample of work assessed by ISRM staff and the DP Coordinator. A designated IB moderator then assesses how well the teacher has applied the IB grading rubric. If the teacher's grading is considered too rigorous or too lenient, IBO may adjust the scores.

Internal assessments offer students the chance to showcase their mastery of skills beyond the final summative assessment tasks. Students receive substantial instruction and practice throughout their courses to adequately prepare for these demanding assessments.

In each IB subject, teachers receive a specific set of criteria for assessment and guidance on how to evaluate each criterion. To assign a grade, the teacher selects the level of achievement that most accurately reflects the quality of the work being assessed. The criteria for achievement are communicated clearly to students well in advance of the internal assessments. IB assessments are graded on a scale ranging from 1 (low) to 7 (high).

b. External Assessments

IB external assessments encompass evaluations undertaken by ISRM students, overseen by our instructors, and graded by external IB examiners. The primary mode of external assessment consists of final examinations, but it also includes tasks such as the Extended Essay, Written Assignment papers, and TOK essays, which are subject to external evaluation.

ISRM students sit for their IB examinations in May, with the examination dates determined by the International Baccalaureate Organization (IBO) and shared with students a year prior to the actual exams. These IB exams are conducted in strict adherence to IBO regulations. The proportion of the final course

grade that IB external assessments contribute varies from one course to another, but typically makes up approximately 70% of the overall grade for students.

School-Based Assessment

In addition to IB internal and external assessments, IB staff also employ school-based student assessments, which are integral to the students' academic progress and are factored into their report card grades. Throughout the course, report card grades are established through unit tests that utilise past IB exam questions, practice exams, and in-class assignments modeled after IB assessments. Teachers assess these school-based assignments by applying the rubrics provided by the IB, and they determine the IB scores on a scale of 1-7 based on the mark bands outlined in the annual subject reports from the IB.

It's important to note that these school-based assessments do not contribute to the final IB grade, which is awarded by the International Baccalaureate Organization (IBO) in July. However, in the final semester of a course, school-based assessments and the subject-specific grade descriptors are utilised by the teacher to predict the student's grade for that subject.

IB Grading Scale

The IB grading scale is as follows:

Grade	Descriptor
1	Minimal achievement in terms of the objectives.
2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support .
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .
4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .

It's worth noting that the ISRM's DP Report Card translates these IB grades into percentage grades for our students using Toddle. These percentage grades are provided in November, February, April, and June.

To arrive at an overall achievement grade for a subject, the numerical marks for each component that has been assessed are combined together using appropriate weightings to give a total value. Overall grade boundaries are applied to give an overall achievement grade on the 1-7 scale (A-E for ToK and EE). Not all components are assessed in all subjects in all semesters of the course.

Core Assessment

In the core areas of Theory of Knowledge (ToK) and the Extended Essay (EE), an A-E scale is used. Descriptors for this scale are given below.

Grade	Descriptor
A	Work of an excellent standard
B	Work of a good standard
C	Work of a satisfactory standard
D	Work of a mediocre standard
E	Work of an elementary standard

Theory of Knowledge (ToK)

Weighting

- A) Essay - 67%
- B) Exhibition - 33%

Description of Components

Essay - Students write an essay of 1,200-1,600 words on a prescribed title. They need to identify and analyse a relevant knowledge question, connect the knowledge question to their own experience, present arguments in a coherent way with appropriate justification, and reference sources appropriately. One practice essay is written in year 12, and the formal externally marked essay is done in year 13. The essay is marked, using the published assessment rubrics, out of 10 and the grade boundaries below are applied to give a grade from A-E.

Essay	E	D	C	B	A
	0 - 1	2 - 3	4 - 5	6 - 7	8 - 10

Exhibition - Students give an individual 'exhibition'. For this component students are required to create an exhibition that explores how ToK manifests in the world around us. An 'exhibition' is assessed in either Semester 2 of DP 1 or Semester 1 of DP 2. The 'exhibition' is marked, using the published rubrics, out of 10 and the grade boundaries below are applied to give a grade from A-E. These boundaries are currently tentative, as this will be the first cohort to be assessed on this task.

Presentation	E	D	C	B	A
	0 - 1	2 - 3	4 - 5	6 - 7	8 - 10

Overall Grade

The mark for the essay is doubled and added to the mark for the 'exhibition' to give a total out of 30. The grade boundaries below are applied to give an overall grade from A-E.

Overall	E	D	C	B	A
	0 - 4	5 - 9	10 - 15	16 - 21	22 - 30

Extended Essay (EE)

Description of Components

Students write an essay of 4,000 words on a topic of individual interest. Through writing this essay, submitted in Semester 1 of DP 2, students develop the skills of independent research and academic writing that will prepare them very well for study at university level. The essay is marked out of 36 and the grade boundaries are applied to give a grade from A-E.

Extended Essay	E	D	C	B	A
	0 - 7	8 - 15	16 - 22	23 - 28	29 - 36

Community, Action, Service (CAS)

Description of Components

Students become involved in artistic pursuits, physical activity such as sport, and community service projects. This type of experiential learning fosters awareness and appreciation of life outside the academic arena. Students carry out and reflect on challenging activities that have real consequences, thus promoting personal responsibility. In each reporting period, students receive a CAS grade, which is either “meeting expectations” or “not meeting expectations”.

Diplomas Earned

a. The IB Diploma Programme is awarded to students who have completed and earned the following:-

- i. CAS requirements are met.
- ii. The candidate has earned at least 24 points.
- iii. An N is not awarded for TOK, EE or any subject (HL/SL).
- iv. A grade E is not awarded for one or both of TOK/EE.
- v. There is no grade 1 awarded in any subject.
- vi. Grade 2 has been not been awarded three or more times in any subject (HL or SL).
- vii. Grade 3 or below has not been awarded four or more times in any subject (HL or SL).
- viii. The candidate has earned at least 12 points in HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- ix. The candidate has gained at least 9 points on SL subjects (for candidates who register for two SL subjects, they must gain at least 5 points at SL).
- x. The final award committee has not judged the candidate to be guilty of academic misconduct.

b. An IB Diploma candidate who fails to satisfy the requirements for the IB Diploma will be awarded course results for individual DP subjects.

Policy Review Process

This assessment policy will undergo regular and thorough reviews to ensure its effectiveness and relevance. The following outlines the roles and responsibilities for the implementation, evaluation, and review of this policy:

1. Implementation:

School Leadership Team: The school's leadership team, including the Director and Head of ISRM, play a crucial role in overseeing the policy's implementation. They are responsible for providing the necessary resources, guidance, and support to ensure the policy is put into practice effectively.

Support Department: The Support Department includes Psychologists, Counselors and SEN/subject teachers at ISRM. They collaborate with teachers, staff, and specialists to ensure that students can meet the assessment objectives.

Teachers and Staff: All teachers and staff members are responsible for actively implementing the assessment policy into their practice.

2. Evaluation:

Assessment Committee: The school will establish an Assessment Committee comprised of school management, teachers and support staff. This committee is responsible for conducting ongoing evaluations of the policy's effectiveness.

Data Analysis: The Assessment Committee will review data on student outcomes, feedback from teachers and parents, and any relevant surveys to assess the impact of the policy on student achievement.

3. Review:

Bi-Annual Review: The Assessment Policy is subject to a bi-annual review by the Assessment Committee. During this review, the committee assesses the policy's alignment with current best practices and IB requirements.

Feedback Gathering: The committee seeks feedback from teachers, staff, parents, and students to gather insights on the policy's strengths and areas for improvement.

Policy Updates: Based on the findings of the bi-annual review, the Assessment Committee recommends updates, revisions, or enhancements to the policy. These recommendations are presented to the school leadership team for consideration.

Policy Revision: The school leadership team, in collaboration with the Assessment Committee, is responsible for revising the policy as necessary to address emerging needs and ensure its continued effectiveness. This structured approach to implementation, evaluation, and review of our Assessment Policy underscores our commitment to effective and appropriate assessment. It reflects our dedication to continuous improvement and ensuring that every student has equal access to a high-quality education.

Communication of our Assessment Policy

Below is a description of how ISRM will communicate this policy:

School Website: We will prominently feature the Assessment Policy on our school's website, ensuring that it is easily accessible to students, parents, faculty, and staff. This digital presence will serve as a central hub for information on our commitment to inclusion.

Welcome Packets and Orientation: During student and parent orientation sessions, we will provide physical and digital copies of the Assessment Policy. This ensures that new members of our school community are immediately aware of our commitment to academic excellence.

Parent Evenings and Parent-Teacher Conferences: These events provide an excellent opportunity to engage directly with parents and guardians. We will host dedicated sessions to discuss the Assessment Policy, answer questions, and gather feedback.

Staff Training and Workshops: Faculty and staff play a pivotal role in implementing our policies. We will conduct regular training sessions and workshops to ensure that educators fully understand and can effectively communicate the policy to students.

Inclusion Committee: Establishing a committee focused on assessment will help drive awareness and engagement. This committee can organize events, activities, and discussions related to our policy.

Multilingual Communication: Recognizing the diverse nature of our school community, we will make sure that our Assessment Policy is available in English and German to ensure everyone can access the information.

Feedback Mechanisms: We will establish channels for feedback and suggestions regarding our policy. This encourages open dialogue and helps us continuously improve our inclusivity efforts.

Bibliography

- International Baccalaureate Organization (2010), Guidelines for developing a school assessment policy in the Diploma Programme, Cardiff: IBO.
- International Baccalaureate Organization (2009), General Regulations, Cardiff: IBO.
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