



**Bishkek
International
School**

Assessment Policy

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Preface

Policies, Handbooks and Regulations

This policy is one of several policies, procedures and related documents that guide operations at ESCA – Bishkek International School (BIS). The full list of relevant documents, prepared by the Management Board and approved by the Governing Board, comprises:

Policies:

1. Vision, Mission and Development Policy
2. Admissions Policy
3. Inclusive Education Policy
4. Language Policy
5. Academic Honesty Policy
6. Assessment Policy
7. Health & Safety Policy
8. Child Protection Policy
9. Educational Visits Policy
10. Ethics Policy
11. Accounting Policy

Handbooks:

1. Staff Handbook
2. Parents & Guardian Handbook
3. Student Handbook

All Governing Board members and all staff must be aware of each of these documents and their contents. All policy documents and handbooks are available to students and parents/guardians via the BIS website or provided in PDF form to parents/guardians on request.

All policy documents and handbooks are reviewed and revised by the Management Board every year, normally in April/May for approval by the Governing Board in June for the following academic year. All students, parents and staff are invited to send comments and suggest any changes to the Management Board at any time before the end of April each year for consideration for policies/handbooks for the next academic year.

Overall Governance of BIS is guided by the legal Charter of the Public Foundation 'BIS - Bishkek International School' and various internal regulations. These are:

1. Legal Charter of ESCA-Bishkek International School
2. Regulations of the Governing Board
3. Regulations of the Parents Association
4. Regulations of the Advisory Council

International Baccalaureate

BIS is an International Baccalaureate World School, offering the International Baccalaureate Diploma Programme (DP), and is an official candidate school for the Primary Years Programme (PYP) and the Middle Years Programme (MYP). IB World Schools share a common philosophy and commitment to high quality, challenging, international education that BIS believes is important for our students. For further information about International Baccalaureate, see www.ibo.org

International Baccalaureate mission statement

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right”

International Baccalaureate Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

1. **Inquirers:** Develop a natural curiosity that allows them to become lifelong learners.
2. **Knowledgeable:** They explore ideas of importance and dig deep into its meaning creating a balance of their learning.
3. **Thinkers:** They apply thinking skills that allow them to tackle complex problems in creative ways.
4. **Communicators:** They understand and can articulate information in confident, creative ways, including a second language.
5. **Principled:** Students are honest, fair, just and full of integrity. They strive to solve their own problems and to take responsibility for their own actions.
6. **Open-minded:** Students understand and embrace other cultures. They recognize and celebrate their own backgrounds and learn tolerance for others.
7. **Caring:** Students actively care about others and participate in active service.
8. **Risk-Takers:** Students are brave in the face of new challenges. They strive to take on new roles and to defend their own beliefs.
9. **Balanced:** Students understand the need to be emotionally, physically and mentally balanced. They strive for this in themselves and others.
10. **Reflective:** Students reflect on their own learning. They are able to adjust for weaknesses and strengths.

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1 Introduction

The aim of the BIS assessment policy is to clarify our approach to assessment, the process of assessment and reporting, and the responsibilities of staff and students.

For any assessment related to the IB Diploma Programme, this policy is based on the IB publication “*Diploma Programme Assessment Principles and Practice*” (IBO 2004, updated 2010) available at the link below. This IB publication should be used for the specific criteria to be applied for IB Diploma assessments.

<http://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/dpassessmentprinciplespractice2004en.pdf>

2 Approach to Assessment

The primary aim of assessment is to inform and improve teaching and student learning. To meet this primary aim, on-going assessment uses a variety of methods set at the appropriate level for each student as they progress through the school. The aim of such ‘*formative assessment*’ is to correctly identify the knowledge, skills and understanding that students should develop, rather than accurately measure the level of each student’s achievement.

The secondary aim of assessment is to evaluate student performance against standard criteria so that students themselves, and others who are provided with this information, can measure their progress and achievement. These assessments are standardised, to provide ‘*summative assessment*’. In addition to providing standard assessment, the results of ‘*summative assessment*’ are also often used to improve future teaching and student learning.

Regardless of the purpose of any assessment, it is the responsibility of those designing assessment to take full account of the diverse learning styles of students, the specific criteria of the subject being assessed, and to ensure that students always fully understand the assessment criteria and marking system being used, especially for any ‘*summative assessment*’ that is used to evaluate students.

Assessment covers all of the methods by which student performance may be evaluated, including tests and examinations, and evaluation of practical work, projects, portfolios, performances, debates, oral presentations, visual presentations, and written assignments. Assessment is based on the professional judgment of experienced educators who have full understanding of both the subject being evaluated and the international and intercultural dimensions of all education at BIS.

For all assessment in BIS, the following principles are applied:

- Assessment supports the curricular and philosophical goals of the programme through the encouragement of good classroom practice and appropriate student learning.
- Assessment reflects an international approach to avoid cultural bias and makes appropriate allowance for students working in a second language.
- Assessment includes higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as more fundamental cognitive skills (knowledge, understanding and application).
- Assessment includes a suitable range of tasks and instruments to ensure that all objectives for the subject are assessed.
- Assessment of student achievement and subject grades is based on the professional judgment of experienced educators and examiners and is supported by reliable factual information.
- Reported results or subject grades must be sufficiently reliable as to reflect real performance i.e.: reported results would not be significantly different if the assessment was marked by a different experienced examiner.

3 Assessment Process

3.1 Admission Assessment

Assessment at admission to BIS is covered in the Admissions Policy.

3.2 On-going Formative Assessment

Baseline assessments, conducted in the first 2 weeks of school, give the teacher an idea of where the students are to inform teaching and learning.

Informal assessment constitutes the daily monitoring of student progress to provide feedback and inform planning for teaching. Examples include observations, discussions, demonstrations, informal class interactions, teacher-student talks and self and peer assessment.

More formal assessments include quizzes, spot tests, practical tasks, projects, oral presentations, demonstrations, performances, essays, oral task, written tasks and homework tasks. These assessments cover content as well as skills or proficiency, with assessment appropriate for student age and developmental level. They also cater for a range of cognitive levels and take into account Bloom's taxonomy of questioning drawing on lower order questioning (remember, understand, apply) as well as higher order questioning (analyse, evaluate, create). Formal assessments need memoranda, rubrics, checklists or other assessment tools to observe, assess and record student level of understanding and skill.

3.3 Internal Summative Assessment

Summative assessment is a systematic way of evaluating student progress and ensuring that benchmarks are being achieved. It constitutes the formally recorded assessment required for progression purposes. These assessments are moderated for quality control.

For **Preschool 1** (age 2) assessment of English language understanding, phonics, reading, writing, and number skills is conducted at the start and end of every term.

For **Preschool 2-3 and Primary 1-6** assessment of the five essential elements of the PYP is conducted throughout the units of inquiries:

- **Knowledge:** assessment of the knowledge learned in each unit is done through the summative assessment. It reflects an understanding of the unit's central idea, as well as knowledge attained from subject specific scope and sequence curriculums.
- **Skills, concepts and attitudes:** Each unit provides opportunities for different skills, concepts and attitudes. Reflection on growth in these areas is recorded on the planners and self-assessments are done by the students.
- **Action:** Student actions that are initiated beyond the scope of the unit are recorded on the planner.

For MYP 1-3, summative assessment is conducted in all subjects at the end of each teaching unit and at least once in each term. Assessments are graded by the teacher according to subject-specific criteria as detailed in the MYP subject group guides.

For IGCSE, students are assessed at least one time per term to make sure they are on track in each subject.

For **IB Diploma**, mandatory internal assessments in both years of the Diploma focus on skills as well as subject content. Assessments are graded by the teacher according to published IB standards. Internal assessment scores are submitted to IB for moderation to ensure that all internal assessment scores worldwide are consistent. Examples of this type of assessment include, but are not limited to, oral presentations, experimental reports, math portfolios, and other projects. Internal assessments contribute to the students overall IB score for that subject. Specific assessment criteria are given in the Subject Guides which are available upon request from teachers.

3.4 External Summative Assessment

Cambridge IGCSE exams are taken at the end of the two year IGCSE course (normally 16 year old) for all subjects that students have studied at IGCSE level. At BIS, students normally select between 7 and 12 subjects to study.

The IB Diploma has external assessments for essays and assignments which are sent directly to IB examiners for evaluation. Examinations are also held at in May of the second year of the programme with all papers submitted to IB examiners for evaluation. Specific assessment criteria are given in the Subject Guides which are available upon request from teachers.

4 Marking Systems

For on-going formative assessment, a wide range of different marking systems may be used, which will be explained to students by the teacher prior to assessment.

For both internal and external summative assessment the following marking systems are followed.

4.1 IB Primary Years Programme Marking System

The assessment of the students' development and learning is an essential component of the curriculum, and helps to inform continued development, learning and teaching. Students are observed in a variety of situations and a wide range of assessment strategies are implemented.

Assessment in the classroom:

- collecting evidence of students' understanding and thinking
- documenting learning processes of groups and individuals
- engaging students in reflecting on their learning
- students assessing work produced by themselves and by others
- developing clear rubrics
- identifying exemplary student work
- keeping records of test/task results

Reporting on assessment:

The PYP classroom and assessment philosophy uses a range of methods and approaches to gather information about a student’s learning. They record this information using a variety of tools and strategies.

Assessment strategies and tools					
Assessment tools	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
Assessment strategies					
Observations	●		●	●	●
Performance Assessments	●	●		●	●
Process-focussed Assessments	●		●	●	●
Selected responses		●	●		●
Open-ended tasks	●	●		●	●

Parents receive a Student Achievement Report 3 times a year, 1 per term. The report provides parents with content based information about the covered curriculum, skills, and standards. Students are assessed both within transdisciplinary units and subject specific standards.

Students’ level of achievement is reported as follows:

- E- Exceeding Grade Level Expectations
- M-Meeting Grade Level Expectations
- D- Developing Towards Grade Level Expectations
- NE- (the skill or standard is) Not Yet Evident

Student-Led Conferences:

Student Led Conferences are formal reporting sessions to parents, led by the students themselves. The teacher's role in this process is to guide and prepare the students. The emphasis is on the discussion between a child and his/her parent.

Portfolios:

The Portfolio is an important part of the school's reporting program. It provides a record of student effort and achievement in all areas of school curriculum and life as well as a dynamic means of three- way communication between parents, students and teachers. Each student has his/her own Portfolio, which is shared with their parents at Student-led conferences.

Year Six Exhibition:

Year six students are expected to develop and present their own collaborative inquiry driven project that showcases the five essential elements of the PYP (knowledge, skills, concepts, attitudes and action). This is an opportunity for the students to exhibit the attributes of the learner profile which they have been developing throughout the Primary Years Programme. The exhibition spans the length of a unit of inquiry and its successful completion is required for students to transition into the Middle Years Program.

4.2 IB Middle Years Programme Grading System

All assessment is criterion-related and uses subject-specific criteria published in MYP subject group guides.

MYP teachers are expected to use the full range of assessment activities for end-of-unit summative tasks. Teachers inform students which criteria will be used to evaluate their work and provide regular feedback on students’ progress throughout the unit in relation to these criteria. Teachers explain what is required for students to fulfil the criteria for any particular piece of assessed work.

Grading is undertaken positively and consistently in relation to clear subject criteria. Teachers look for evidence of what students know and understand. When using criterion-related assessment, student answers are placed where the majority of descriptors correspond to the student’s work. If the descriptors include many strands of an objective and student performance is at a high level on most of the strands but not all them, teachers adopt a “best-fit” model.

In each subject, the summative term grade requires the rewarding of a final numeric value (1-8) for each of the 4 subject-specific criteria using results from a range of assessment tasks. This value is identified by the teacher using their professional judgement and supported by evidence from formative and summative tasks. It is not an arithmetical average of the summative performance scores throughout the school term. The final grades for each criterion are then translated into a single 7 (high) – 1 (low) grade using the grade boundary chart published in official MYP documentation.

The descriptions given here are the general guidelines for awarding final grades for all subjects based on student performance and assessment. Criteria descriptions for the marking of individual units for individual subjects can be found in the MYP subject group guides.

Grade	Description of Student Work
<p style="text-align: center;">7 Excellent</p>	<p>Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.</p>
<p style="text-align: center;">6 Very Good</p>	<p>Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.</p>
<p style="text-align: center;">5 Good</p>	<p>Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.</p>
<p style="text-align: center;">4 Satisfactory</p>	<p>Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.</p>
<p style="text-align: center;">3 Mediocre</p>	<p>Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.</p>
<p style="text-align: center;">2 Poor</p>	<p>Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.</p>
<p style="text-align: center;">1 Very Poor</p>	<p>Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.</p>

If MYP marking needs to be converted to the standard national marking system, teachers determine students' final grades in accordance with the MYP system and then convert them to the national system using the following conversion scale:

MYP Grade Awarded	7	6	5	4	3	2	1
Equivalent Grade in the State System	5	5	4	3	2	2	2

4.3 Cambridge International Examinations IGCSE Grading System

Grades for IGCSE range from A* down to U. The percentage equivalents for these grades are shown in this table for individual subjects. Percentage ranges for each subject are set by Cambridge International Examinations and change every year for final examinations, dependant on the distribution of results.

Subjects	Grade Awarded and related % score for each subject								
	A*	A	B	C	D	E	F	G	U Ungraded
All First Languages: English, Russian. World Literature	100-95%	94-90%	89-77%	76-65%	64-52%	51-40%	39-30%	29-15%	14-0%
All Second Languages: English, French, Japanese, German	100-91%	90-81%	80-71%	70-61%	60-51%	50-41%	40-31%	30-21%	20-0%
Mathematics	100-91%	90-75%	74-62%	61-53%	52-43%	42-37%	36-31%	30-25%	24-0%
Art & Design	100-95%	94-90%	89-75%	74-60%	59-45%	44-30%	29-15%	14-6%	5-0%
History & Geography	100-95%	94-80%	79-65%	64-50%	49-40%	39-30%	29-20%	19-10%	9-0%
Science	100-91%	90-75%	74-65%	64-55%	54-45%	44-35%	34-25%	24-15%	14-0%
Physical Education	100-91%	90-81%	80-61%	60-41%	40-21%	20-0%	NA	NA	NA
Computer Science	100-90%	89-75%	74-62%	61-53%	52-44%	43-35%	34-21%	20-11%	10-0%

If IGCSE marking needs to be converted to the standard national marking, teachers determine students' final grades in accordance with the Cambridge system and then convert them to the national system using the following conversion scale:

IGCSE Grade Awarded	A*	A	B	C	D	E	F	G	U
Equivalent Grade in the State System	5	5	4	3	3	2	2	2	1

4.4 IB Diploma Programme Grading System

All assessment is criterion-related; however, the DP uses distinct schemes and subject specific criteria. The report card / transcript levels of the DP are marked out of 7, with grade boundaries set in both percentages and numeric to accommodate IB grade boundaries. The grade boundaries are evaluated on an annual basis to reflect changes to the IB grade awards and our own criteria based on results.

All internal assessment is designed to be formative in nature for the student and summative where appropriate.

IB Diploma teachers scaffold assessment tasks throughout the program, or adapt examination (end-of-course) criteria, so that students in the first year of study have access to the full range of assessment grades.

For the Diploma, assessed work may vary in its purpose and teachers are expected to use the full range of assessment activities. Teachers inform students which criteria will be used to evaluate their work, both for internal assessment (IA) and external examination. Teachers explain what is required for students to fulfil the criteria for any particular piece of assessed work. Feedback to students is prompt and supportive.

Grading is undertaken positively and consistently in relation to clear subject criteria. Teachers look for evidence of what students know and understand. Teachers always reward alternative but equally valid answers that contain coherent ideas which are relevant to the question.

When using criterion-related assessment, student answers are placed where the majority of descriptors correspond to the student's work. If the descriptors include many strands of an objective and student performance is at a high level on most of the strands but not all them, teachers adopt a "best-fit" model.

If a teacher suspects that a student is guilty of malpractice, they will not award a level of achievement and will refer to the school's Academic Honesty Policy for further guidance. In line with the IB's policy and practice, the determining difference between these two possibilities will be one of intent. In serious or contested circumstances, the IBDP Coordinator will decide the outcome of the case in conjunction with the Director of Studies.

In each subject, the summative term grade requires the translation of criteria-referenced percentage grades into a single 7 (high) – 1 (low) grade. Each subject has specific criteria and these criteria are measured on numeric scales, which differ by subject/course. Grades awarded for criteria-referenced tasks are translated into final 7 (high) – 1 (low) reported grades by measuring performance against moderated grade boundaries, based on boundaries published by IB.

During the reports meeting at the end of each term, the IBDP Coordinator, in discussion with the relevant Form Teacher, determines a remediation plan to support student learning for any candidate with a grade from 1-2. The remediation plan will then be discussed with both parents and the student for understanding and agreement for implementing the plan both at home and school.

All students are given an effort grades report by the individual subject teachers at the end of each term. These are discussed alongside the academic results for each term by staff and are included in the reports sent home to parents. Effort grades are a vital element reflecting the overall learning ethos of the student by highlighting the effort the individual student is making in terms of homework completion, respectfulness to other students and the BIS staff, contribution to the class and lateness and absenteeism.

Homework is a necessary support to classroom teaching, and all students should expect to receive homework on a regular basis. Homework is intended to reinforce work covered in class and to help students develop important habits of self-discipline, organization, time management and to develop the student's responsibility for his/her own learning. Students should expect to complete an additional 24-28 hours of additional home research and study per week in accordance with the IBDP recommendations from the IBO.

The following table gives an indication of the grade boundaries for different subjects, though these change each year for each specific subject, depending on the distribution of results. Grades are given from 7 to 1, with specific grade descriptors for each subject available from the International Baccalaureate Organisation (IBO):

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

Indicative guide to Grades and relevant % scores*

Subjects	Indicative Grade Awarded and related % score for each subject						
	7	6	5	4	3	2	1
Language A	100-81%	80-67%	66-54%	53-40%	39-26%	25-12%	11-0%
Language B	100-86%	85-71%	70-56%	55-46%	45-31%	30-16%	15-0%
Geography	100-90%	89-78%	77-53%	52-40%	39-27%	26-0%	NA
History	100-71%	70-60%	59-49%	48-38%	37-25%	24-12%	11-0%
Biology, Physics, Computer Science	100-83%	82-70%	69-56%	55-44%	43-32%	31-20%	19-0%
Mathematics, Math Studies	100-85%	84-70%	69-55%	54-45%	44-30%	29-16%	15-0%

*In practice, teachers use the latest Grade distribution scores for each subject available from IBO. The most recent version available when updating this policy is May 2016, and is available from the IB Diploma Coordinator.

If IBDP marking needs to be converted to the standard national marking,, teachers determine students' final grades in accordance with the DP system and then convert them to the national system using the following conversion scale:

IBDP Grade Awarded	7	6	5	4	3	2	1
Equivalent Grade in the State System	5	5	4	3	2	2	2

4.5 Effort Report Grading Guide for MYP, IGCSE and IBDP

Each aspect of effort is assessed by the teacher and is assigned a number from 5 (exceptional effort) to 1 (no effort). The normal grade is Grade 3 for good acceptable behavior.

Component	Work ethic: preparedness & organization	Classroom behaviour & attitude	Motivation & Initiative	Homework & Deadlines
Grade				
5 Exceptional	Student performs above and beyond personal and academic expectations and is always prepared	Student models appropriate behaviour and supports and encourages others with positive comments and actions	Student shows passion in subject and pursues additional knowledge.	Student plans ahead for homework and deadlines.
4 Very Good	Student consistently works to best of ability and is always prepared.	Student models appropriate behaviour and shows responsibility to self and other	Student enjoys the subject and participates diligently, showing interest.	Student does all the homework and meets deadlines.
3 GOOD	Mostly works to best of their ability and is prepared.	Student mostly demonstrates appropriate behaviour and mostly shows responsibility to self and other	Student shows interest in subject and participates reasonably well	Student does most homework and mostly meets deadlines.
2 Poor	Student rarely works to the best of their ability and is only sometimes prepared.	Student rarely demonstrates appropriate behaviour and negatively affects classroom learning	Student shows little interest in subject and must be prompted to participate.	Student rarely does homework and frequently misses deadlines.
1 Very Poor	Student lacks work ethic, does not meet personal expectations and is unprepared.	Student does not show appropriate behaviour and disrupts learning process.	Student shows no interest in subject and does not participate.	Student frequently misses homework and ignores deadlines.

5 Communicating and Reporting Results

BIS is committed to providing complete and accurate assessment information to parents and guardians of students so that parents/guardians can be fully involved in supporting the education of their child.

Assessment results are communicated regularly and clearly to students and parents/guardians in order to promote understanding of a student's achievement. All students receive end-of-term and end of year reports which accurately reflect their achievements and scope for development.

Individual parent-teacher meetings are provided at least once every term for confidential discussion of student performance.

6 Responsibility for Assessment

6.1 Director of Studies Responsibilities

The Director of Studies is responsible for:

- Oversight of all assessment at BIS to ensure that it is appropriate and timely and focused on improving student education.
- Training and mentoring of all teaching staff in the design and management of all assessment at BIS.
- Ensuring that all parents/guardians BIS receive complete, accurate and timely information about the development and progress of their child.
- Compliance with all external assessment requirements to ensure that student performance is accurately measured and reported.

6.2 IB Diploma Coordinator Responsibilities

The IB Diploma Coordinator is responsible for the overall supervision and implementation of the assessment policy for the Diploma Programme, including:

- Cultivating a culture that prioritizes assessment for learning and assessment of achievement.
- Scheduling IB training and professional development for all IB Diploma teachers when they join the programme and when the subject curriculum is revised or changed
- Arranging IB Diploma teacher collaboration meetings to plan and reflect on teaching and assessment strategies.
- Providing training to teachers in interpreting IB Diploma summary data.
- Training Extended Essay and CAS supervisors.
- Registering all IB Diploma students for IB Diploma exams and other assessments.
- Distributing IB Diploma assessment materials to teachers.
- Supervising IB Diploma testing and monitoring test conditions.
- Monitoring the extended essay process and CAS progress.
- Setting deadlines to ensure all assessments, extended essay, and sample sets arrive at the appropriate destinations on time.
- Reviewing and revising the assessment policy annually.

6.3 All BIS Teaching Staff Responsibilities

All BIS teaching staff is responsible for:

- Informing students about the assessment criteria for their subject and any work assigned.
- Designing and using useful formative assessment to help students understand what is expected and how they are progressing.
- Incorporating the results of formative assessment activities into their teaching.
- Using a variety of instructional and assessment strategies to differentiate instruction.
- Consistently marking student work and returning it to students on time.

- Providing timely written and verbal feedback on student assignments and assessments.
- Collaborating effectively with other teachers by sharing ideas, observing classes and joint assessment where required.
- Following all assessment practices specified by Cambridge International Examinations or for the IB Diploma, MYP or PYP, as appropriate for the courses they teach.
- Following any deadlines outlined by the Director of Studies or Exams Officer or IB Coordinators.
- Submitting appropriate documentation to the Director of Studies or Exams Officer or IB Coordinators, as required, including verification reports, data collection forms, sample work, predicted grades etc.
- Ensuring that any internal assessments are scheduled correctly to not conflict with any external assessments required for students.
- Ensuring that their curriculum and assessment practice follows school policy.
- Maintaining appropriate communication regarding student progress with the Director of Studies and course leaders.
- Communicating frequently with students and parents regarding student progress.

6.4 Student Responsibilities

All students are responsible for their own performance in assessment by:

- Always striving to achieve the characteristics of the IB Learner Profile given in the Preface to this document.
- Developing study skills and time management skills to maximize potential for their success.
- Following all deadlines given to them by teachers or course leaders for classroom and homework assignments and any assessments.
- Performing as well as possible in all formative and summative assessments given to them by teachers.
- Always providing well-presented work in the required format.
- Being proactive in seeking help, monitoring their own progress and reflecting on the strengths and weaknesses revealed through class assignments and assessments.

6.5 Parents/Guardians Responsibilities

Parents and guardians are responsible to support students in assessment by:

- Monitoring their child's progress by reviewing course work and reports.
- Discussing assignments and assessments with their child to show support and encourage achievement.
- Contacting the teacher if questions or conflicts arise so that the teacher will have the opportunity to address the issue in a timely manner
- Attending parent-teacher meetings to ensure that any outstanding issues are dealt with and that any information needed for exam registration is correct and on time.