



**Bishkek
International
School**

Assessment Policy

Reviewed by the Management Board: August 2016
Previous Review: June 2015

Approved by the Governing Board: 26 August 2016

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 (*revision approved by Governing Board 26 Aug 2016*);
2. Admissions Policy (*revision approved by Governing Board 26 Aug 2016*);
3. Special Educational Needs Policy (*revision approved by Governing Board 26 Aug 2016*);
4. Language Policy (*revision approved by Governing Board 26 Aug 2016*);
5. Academic Honesty Policy (*revision approved by Governing Board 26 Aug 2016*);
6. Assessment Policy (*revision approved by Governing Board 26 Aug 2016*);
7. Health & Safety Policy (*revision approved by Governing Board 26 Aug 2016*);
8. Child Protection Policy (*revision approved by Governing Board 26 Aug 2016*);
9. Educational Visits Policy (*revision approved by Governing Board 26 Aug 2016*);
10. Ethics Policy (*revision approved by Governing Board 26 Aug 2016*);
11. Accounting Policy (*approved by Governing Board 16 April 2014*);

Handbooks:

1. Staff Handbook (*revision approved by Governing Board 26 Aug 2016*);
2. Parents & Guardian Handbook (*revision approved by Governing Board 26 Aug 2016*);
3. Student Handbook (*revision approved by Governing Board 26 Aug 2016*).

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 BIS-Bishkek International School (*first registered in the Ministry of Justice December 1st, 2010. Revised and re-registered in April 22nd 2015 and February 16th 2016*)
2. Regulations of the Governing Board (*approved by the Governing Board, October 31st, 2013*);
3. Regulations of the Parents Association (*approved by the Founders, March 7th, 2011*);
4. Regulations of the Advisory Council (*approved by the Founders, March 7th, 2011*);

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 constitutes the formally recorded assessments 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 Secondary 1-3, assessment is conducted in all subjects at the start of the academic year, at the end of the first term and twice in both the second and third terms.

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.

End of year reports for summative assessment in Primary 1-6 for English, Additional Languages, Mathematics, Science and Social Sciences (Primary 1-4), History and Geography (Primary 5-6) comprise 60% from formal assessment during the year and 40% from the end of year exam. English grades in Primary comprise five content areas with weighting as shown in the table below.

	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6
Spelling, Phonics and Vocabulary	25	25	25	15	15	15
Grammar and Punctuation	10	10	10	20	20	20
Reading Comprehension	20	20	20	25	25	25
Writing	20	20	20	25	25	25
Speaking and Listening	25	25	25	15	15	15
TOTAL	100	100	100	100	100	100

In the Secondary school, end of year reports for summative assessment comprise 40% formal assessment during the years and 60% from the end of year exam.

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

4.1 IB Primary Years Programme Marking System

Sixth Grade Exhibition: Sixth grade students are expected to develop and present their own collaborative unit of inquiry 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.

4.2 IB Middle Years Programme Marking System

In order to determine the final level of achievement in each of the criteria for each student, teachers are under obligation to gather sufficient evidence from a range of assessment tasks. The informed judgments made by teachers reflect their professional opinions about their students' achievement levels, which are by no means an arithmetical average of the summative performance scores throughout the school year.

The table below outlines the general grade descriptors.

Grade	Descriptors
1 Very Poor	The student understands very little of the taught content and is unable to use the taught skills.
2 Poor	The student understands a little, but not much, of the taught content. The student cannot use the taught skills, even when the teacher assists.
3 Mediocre	The student has limited understanding of most of the taught content, OR has mixed understanding, with some areas being a level 2, and others being acceptable (level 4 or above). The student can only use the taught skills fully if the teacher assists.
4 Satisfactory	Overall, the student understands the taught content, and can use the taught skills in the types of situations which were practiced in class. There may be some content or skill which is weaker, but there are no areas of major concern. In situations involving the taught content and skills, the student occasionally analyzes situations, combines different content and skills, and makes conclusions based on evaluation of all available data.
5 Good	The student fully understands the taught content, and can use the taught skills in a few different types of situations. In situations involving the taught content and skills, the student <i>usually</i> analyzes situations, combines different content and skills, and makes conclusions based on evaluation of all available data. The student <i>occasionally</i> provides their own creative solutions, useful ideas, and new ways of looking at things.
6 Very Good	The student fully understands the taught content, and can use the taught skills in many <i>different</i> types of situations. In situations involving the taught content and skills, the student <i>always</i> analyzes situations, combines different content and skills, and makes conclusions based on evaluation of all available data. The student <i>usually</i> provides their own creative solutions, useful ideas, and new ways of looking at things.
7 Excellent	The student fully understands the taught content, and can use the taught skills in many <i>different</i> types of situations, hardly ever making mistakes or omissions. In situations involving the taught content and skills, the student <i>always</i> analyzes situations, combines different content and skills, and makes conclusions based on evaluation of all available data. The student always provides their own creative solutions, useful ideas, and new ways of looking at things. They delve deeper and apply higher order thinking consistently. The student always produces work of high quality.

The following grade boundaries are implemented in the MYP.

Language A		Language B	
Grade	Boundaries	Grade	Boundaries
1	0-4	1	0-8
2	5-9	2	9-16
3	10-14	3	17-23
4	15-19	4	24-30
5	20-23	5	31-36
6	24-27	6	37-42
7	28-30	7	43-48
Mathematics		Science	
Grade	Boundaries	Grade	Boundaries
1	0-4	1	0-5
2	5-8	2	6-11
3	9-12	3	12-18
4	13-17	4	19-24
5	18-21	5	25-28
6	22-25	6	29-32
7	26-28	7	33-36
Humanities		Arts	
Grade	Boundaries	Grade	Boundaries
1	0-7	1	0-3
2	8-12	2	4-8
3	13-18	3	9-13
4	19-23	4	14-20
5	24-28	5	21-25
6	29-33	6	26-30
7	34-38	7	31-34
Design		Physical Education	
Grade	Boundaries	Grade	Boundaries
1	0-5	1	0-5
2	6-9	2	6-10
3	10-15	3	11-15
4	16-21	4	16-20
5	22-26	5	21-24
6	27-31	6	25-28
7	32-36	7	29-32

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:

Semester/Yearly MYP Grade	National System Relevant Mark
7	5
6	
5	4
4	3
3	2
2	
1	

4.3 Cambridge International Examinations IGCSE Marking System

The following grade boundaries are implemented for IGCSE:

Subject	Mark	Percentage Score
English First Language and World literature	A*	100-95
	A	94-90
	B	89-77
	C	76-65
	D	64-52
	E	51-40
	F	39-30
	G	29-15
U	14-0	
French and German English second language	A*	100-91
	A	90-81
	B	80-71
	C	70-61
	D	60-51
	E	50-41
	F	40-31
	G	30-21
U	20-0	
Mathematics	A*	100-91
	A	90-75
	B	74-62
	C	61-53
	D	52-43
	E	42-37
	F	36-31
	G	30-25
U	24-0	
Art and Design	A*	100-95
	A	94-90
	B	89-75
	C	74-60
	D	59-45
	E	44-30
	F	29-15
	G	14-6
U	5-0	
Economics	A*	100-91

Subject	Mark	Percentage Score
	A	90-85
	B	84-71
	C	70-56
	D	55-45
	E	44-35
	F	34-21
	G	20-11
	U	10-0
History and Geography	A*	100-95
	A	94-80
	B	79-65
	C	64-50
	D	49-40
	E	39-30
	F	29-20
	G	19-10
	U	9-0
Science	A*	100-91
	A	90-75
	B	74-65
	C	64-55
	D	54-45
	E	44-35
	F	34-25
	G	24-15
	U	14-0
P.E.	A*	91-100
	A	81-90
	B	61-80
	C	41-60
	D	21-40
	E	0-20
	F	
	G	
	U	
Computer Science	A*	100-90
	A	89-75
	B	74-62
	C	61-53
	D	52-44
	E	43-35
	F	34-21
	G	20-11
	U	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	National System Relevant Mark
A*	5
A	
B	4

IGCSE Grade	National System Relevant Mark
C	3
D	2
E	
F	
G	
U	

4.4 IB Diploma Programme Marking 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 Head of Education.

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 grade boundaries are implemented in the IB Diploma Programme:

Subject	Mark	Percentage Score
Language A Language B	7	100-86
	6	85-71
	5	70-56
	4	55-46
	3	45-31
	2	30-16
	1	15-0
Geography	7	100-90
	6	89-78
	5	77-53
	4	52-40
	3	39-27
	2	26-0
History	7	100-71
	6	70-60
	5	59-49
	4	48-38
	3	37-25
	2	24-12
	1	11-0
Biology, Computer Science and Physics	7	100-83
	6	82-70
	5	69-56
	4	55-44
	3	43-32
	2	31-20
Mathematics and Math Studies	7	100-85
	6	84-70
	5	69-55
	4	54-45
	3	44-30
	2	29-16
1	15-0	

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:

Semester/Yearly DP Grade	National System Relevant Mark
7	5
6	
5	4
4	3
3	2
2	
1	

4.5 Effort Grades

We also assess the effort a student puts into their work by each term giving an effort grade. This is a broad term indicator of a teacher's perception of a student's commitment to being successful.

Each aspect is assigned a number from 5 (exceptional effort) to 1 (least effort). These numerical grades are to be entered **each term** into the Magister grade program. The go- to grade is 3, for good acceptable behaviour, 5 is really for exceptional behaviour.

Below is the descriptor grid which is to be used to help you assess these aspects.

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

The Head of Education 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 on 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, as appropriate for the courses they teach.
- Following any deadlines outlined by the Head of Education or Exams Officer or IB Coordinators.
- Submitting appropriate documentation to the Head of Education 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 Head of Education 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.