



D

T

S

ASSESSMENT POLICY

Updated April 2023



CONTENTS

Assessment Philosophy and Principles	3
 general	3
 MYP Assessment Principles and Procedures	6
 Formative Assessment.....	6
 Summative Assessment.....	12
 Final MYP Mark.....	14
 Personal Project.....	17
 DP Assessment Principles and Procedures.....	19
 General	19
 Formative Assessment in DP.....	20
 Summative Assessment.....	20
 Predicted Grades	21
 Formal Assessment	21
 Moderation	22
 Award of the Diploma	23
 Links between Assessment Policy for IB MYP and IB DP and other Policies	25
 Roles and Responsibilities for Implementing, Evaluation and Reviewing the Assessment Policy and for Training New Teachers	26
 Appendix.....	27
 References and Resources	28



Assessment philosophy and principles

General

Assessment is an integral part of the educational process in the International Baccalaureate (IB) Programme. It is consistent with the ISHU Charter the IB Mission and other policies, such as the Language Policy, the Academic Honesty Policy, and the Special Educational Needs Policy.

The **purpose** of this Assessment Policy is to set forth methods and techniques for assessing students' knowledge and skills, and to set out the rights, duties and responsibilities of all participants of the educational process with regard to assessment at different stages of the educational process.

The ISHU Administration undertakes to provide all necessary facilities for the implementation of the Criteria-based Assessment Policy in the IB Programme, including control over compliance with the Policy during training and summative assessments.

The ISHU Administration guarantees the availability of this Assessment Policy and transparency of the assessment criteria and results of all types of control to all participants of the educational process in the Toddle system.

The Criteria-based Assessment Policy was developed by the Assessment Policy Drafting Committee led by the MYP Coordinator and comprised of the ISHU Administration, heads of subject areas, Personal Project leader, ATL leader and a representative of parents. The draft of the Criteria-based Assessment Policy was discussed with ISHU teachers.

The Drafting Committee reserves the right to amend this Assessment Policy to optimize the educational process and incorporate any developments in teaching practices.



This Policy shall be revised at least once every year to optimize the educational process and incorporate any developments in teaching practices.

Assessment philosophy

Our assessment philosophy is constructed around educational and pedagogical values. It is consistent with the IB mission and the school's mission and its aim is to support the curricular and philosophic goals of the programme, which thrives 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.

Assessment Policy and IB Learner Profile

Assessment policy aims to contribute to the development of the life-long learners, who possess all the attributes of the Learner Profile. Assessment tasks help to develop skills of inquiry, research, risk-taking, thinking and communication that in general contribute to the balanced IB learner development.

Assessment Policy and International mindedness

According to the IB mission and the mission of our school, the assessment policy aims to reflect the international mindedness of the programme. It ensures that all assessment tasks avoid cultural bias, make appropriate allowance for students working in their second language and provide tolerant grading of the language accuracy of the tasks submitted in the second language.

Criteria-Based Assessment

1. Assessment of the educational progress in the IB system is criteria-based. A criteria-based system allows for a fair and comprehensive assessment of the students' subject and ATL development results; provides a framework for interrelated control and assessment activities of all students; helps promote their learning, research and creative potential; enhances motivation for learning; helps students be more independent and self-directed in dealing with information flows; and improves the fairness and validity of assessment of both interim and final achievements.



2. The criteria-based grading scale ranges from 0 to 8 for each group of criteria in accordance with the IB requirements.

3. The assessment criteria are transparent and shall be pre-communicated to all participants of the educational process (teachers, students, parents and ISHU Administration).

4. The ISHU Administration ensures that assessments performed by the School will be standardized and the assessment criteria will be consistently understood by all teachers in all subject areas. To this end, the teaching staff undertake to take part in meetings of subject group departments, identify uniform assessment criteria and attainment levels, and attend professional workshops. Standardization done quarterly throughout the academic year contributes to the consistency of ongoing and final assessments and uniform understanding of students' achievements and IB learning goals and objectives for subjects and ATL.

Assessment may be ongoing (formative) and final (summative). Each task in both summative and formative assessments shall enable students to demonstrate subject and ATL skills to the highest degree possible with respect to all the criteria being assessed in a particular educational unit.

5. Assessment may be ongoing (formative) and final (summative). Each task in both summative and formative assessments shall enable students to demonstrate subject and ATL skills to the highest degree possible with respect to all the criteria being assessed in a particular educational unit.

Reporting the Results

In ISHU, reporting the results of the educational process includes the following:

1. ISHU's website based on the Toddle software, which contains:
 - The IB MYP/DP curriculum;
 - List of learning themes;



- Final tasks for the reporting period with completion deadlines;
- Assessment criteria;
- Grading scale descriptors.
- Attendance data
- Formative assessment results
- Level of performance in homework assignments
- Teacher's comments

3. Student progress reports, which contain:

- End-of-the-term formative assessment results in IB MYP
- End-of-the unit summative assessment results in IB DP
- End-of-the-year summative assessment results in IB MYP
- ATL development results in IB MYP/ DP
- Predicted grades in IB DP
- Homeroom teacher's comments

4. Individual parent-teacher meetings which are scheduled regularly (at least once a term) to communicate any concerns (both teachers' and parents' ones) about the educational process and develop an action plan to correct a student's educational process.

MYP assessment principles and procedures

Formative Assessment

1. Formative assessment is an integral part of the IB educational process.
2. In the very beginning of each unit the teacher presents a root of formative assessments to visualize the process of preparation for summative assessment
3. Ongoing assessment is supportive in nature and does not influence the IB final assessment. The purpose of ongoing assessment is to prepare students for the successful completion of the final task.



4. The required number of formative assessments is determined by the teacher. The teacher shall offer at least two formative tasks within one unit. This will give students an early understanding of what is necessary and sufficient for the final summative task and will allow the teacher to measure a degree to which the student is prepared to complete it. The results of the formative assessment shall be communicated to students and their parents through Toddle

5. Formative assessment may take various formats, depending on the subject and tasks.

6. Possible formats of formative assessment include (but are not limited to) the following:

- completion percentage (0-100%)
- assessment rubrics which are presented in Toddle and vary depending on task
- preliminary assessment by all or some criteria included in the module summative assessment task (preliminary assessment of a likely level of achievement, 0-8 points, basing on the task-specific criteria clarification, developed for the module summative assessment)
- teacher's oral / written review of the student's performance in formative assessment task;

6. Depending on who collects information and assesses the level of achievement, formative assessment falls into one of the following categories:

- students' self-assessment followed by a teacher's review as to the results' degree of objectivity;
- peer assessment by students followed by a teacher's review as to the results' degree of objectivity;
- teacher's assessment.

7. In the case of using criteria for formative assessment, the assessment criteria and achievement descriptors for each of the grading scales are based on the IB subject area guides (see paragraph 2).



8. The nature of the task suggested to a student as a formative assessment is determined by a teacher in accordance with the subject area, educational unit, level and acquired knowledge and skills.

9. Methods of collecting information used during the process of formative assessment used in the MYP will be varied in design and cover a broad range of learning and communication styles. Formative assessment informs teaching and learning as well as allows for differentiation.

10. List of possible tasks (but is not limited to):

- o observation (of expressions, behavior, attitudes etc.)
- o questioning
- o creative written pieces (essays, stories, posters etc.)
- o oral responses (presentations, monologues, dialogue, discussion etc.)
- o projects
- o debates
- o quizzes
- o investigations
- o experiments
- o physical skills
- o performances
- o process journals
- o portfolio
- o tests
- o matrices
- o blogs

11. Students are strongly recommended to complete all ongoing formative assessment tasks; otherwise, they might not be able to meet the required standards in their summative assessment tasks.



12. Homework is considered a type of FA. At the same time, it is supposed to help students to polish their knowledge and skills and show their progress during the FA procedures. Homework is supposed to be done on a regular basis. It is the student's responsibility to complete it on time and hand it to the teacher. The amount of homework is regularly discussed and revised during the weekly teachers' meetings. The following **minimum times** give a guide to what is expected of students:

- MYP Year 1 – 15 minutes each subject /day
- MYP Year 2 – 20 minutes each subject /day
- MYP Year 3 – 20 minutes each subject /day
- MYP Year 4 – 20 minutes each subject /day
- MYP Year 5 – 20 minutes each subject /day

Once a year a random sample subject monitoring is conducted by an IB coordinator, teachers, parents and students to ensure that the homework time regulations are met.

Teachers post homework assignments in Toddle. Teachers work with students on the development of time management skills and strategies, such as backwards planning. Due dates are communicated with students in advance.

13. If a student fails to complete any of the formative assessment tasks for any reason, including due to being absent from the school on the assessment day, the teacher will, in consultation with the student, allocate additional time for the completion of the outstanding formative assessment task.

14. The teacher shall document formative assessment results in the Toddle system.

15. One type of formative assessment is an interim assessment (once an academic quarter) of subject-specific results of learning outcomes.



This assessment enables to abide by periodicity and norms of assessment in accordance with Federal State Educational Standards of the Russian Federation. It also helps to correct the educational process and to inform students and their parents about progress made in each subject area.

16. Assessment of subject-specific progress is implemented in accordance with the following procedure:

- subject-specific progress is assessed considering results based on a final assessment task that is completed within topic module/modules conducted during the term;
- the final grade at the end of a teaching period (an academic quarter) is total score based on one, two, three or four criteria of a subject area (8point scale) assessed within MYP unit / units for a term;
- maximum amount of points shall make 8, 16, 24 or 32, depending on the number of criteria assessed during the term.
- a grade based on a five-point scale in accordance with the national standards that is recorded on the student term progress report is calculated automatically based on the conversion table of criteria- based levels of achievement into Russian end-of-the-term grades.



Conversion Table: Level of Achievement into Russian End-of-the-term Grade

Number of criteria assessed within the term	MYP points	Russian End-of-the-term Grade (maximum 5)
2	1 criterion could be "2" points 5-7	3
3	1 criterion could be "2" points 7-11	
4	1 criterion could be "2" points 10-14	
2	1 criterion could be "3" points 8-11	4
3	1 criterion could be "3" points 12-17	
4	1 criterion could be "3" points 15-23	
2	every criteria should be at least "5" points 12-16	5
3	every criteria should be at least "5" points 18-24	
4	every criteria should be at least "5" points 24-32	



Summative Assessment

1. Summative assessment is intended to determine the level of knowledge and skills upon completion of an educational unit and it is implemented in accordance with the subject area criteria (usually once or twice an academic term).
2. The nature of the task suggested to a student as a summative assessment is determined by the teacher in accordance with the subject area, educational unit, level and acquired knowledge, skills.
3. Summative assessment is criteria-based. Assessment criteria shall be known to all participants of the educational process (teacher, student, parents and administrators), timely posted in the Toddle system and/or distributed to students on or before the beginning of each new unit. Students should understand the descriptions of levels of achievement corresponding to each grade on the grading scale. Points of all criteria are summarized while evaluating the results of summative assessment. Assessment criteria are defined in accordance with the IB subject area guides and adapted to the student's age and level of proficiency in the language of instruction for the subject.
4. Subject-specific and final task-specific assessment criteria are discussed by teachers within the subject area with the support from IB Coordinator and shall consider goals and objectives for the given subject area defined both in the IB school system and in the Russian education system.
5. Summative assessment shall cover each of the criteria aspects / strands for a subject area at least two times per academic year.
6. Final summative assessment works involving students' oral presentations or demonstrations shall be recorded on video and kept by the school.



7. Summative assessment works are scheduled by the school administration team. Students may complete up to two summative assessment works per day. All summative assessment works shall be performed no later than one week prior to the completion of an educational unit.

8. Additional summative assessments are scheduled by the teacher and the school administration team.

9. Summative assessment works are compulsory for all students. Retaking final summative assessments shall not be allowed.

10. If a student is absent on the day of a final summative assessment for a valid reason, the teacher shall provide the student with reasonable time to complete it.

11. For the purposes of standardization of assessment, the following procedure is applied:

- Teachers of each subject group department that consists of two or more teachers are sharing students' tasks so that each of them could review each task.

- If the subject group department is represented by a single teacher, the teacher can share the students' tasks for review with a similar subject group department (for instance, the teacher of Digital Design can share the tasks with teachers of Mathematics and / or MYP Coordinator).

- After reviewing the students' tasks the teachers are discussing possible grades for each criterion by applying task-specific criteria, developed by a teacher that instructs the class.

- In case a disagreement arises between the teachers, they can involve MYP Coordinator.

- The final marks based on the criteria shall be the results of group discussion and substantiation of teachers' opinions, and also be based on the data bank of final tasks performed by the students and accumulated by the School.



Final MYP Mark

1. The final MYP mark of subject-specific progress is implemented once an academic year, to the end of a teaching period (an academic year).
2. The final MYP mark is a summation of all summative assessment results within an academic year, which means that none of summative tasks could be skipped by a student. (see Paragraph 4)
3. The final MYP mark is criteria-based and is assessed based on all final tasks for IB MYP topic modules completed during the year. The procedure includes the evaluation of all subject group criteria in the range from 1 to 8 points in accordance with the «best fit» method (the most relevant to the student's achievements and considering progress made during an academic year).
4. The student's final achievement levels in all criteria of the subject group are summed up and the outcome is transformed into the final IB MYP grade in accordance with the official 1 to 7 scale.
5. The grade based on a five-point scale that is recorded on the student's progress report is calculated automatically based on the conversion table of Final MYP grade into Russian End-of-the-year grade (maximum 5).
6. The result will include a final MYP grade and the teacher's written comments indicating the student's strengths and weaknesses and recommended next steps.



IB MYP Final Grade Boundaries

The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

Grade	Grade Boundary guidelines	Descriptor
1	1–5	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.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts.
3	10–14	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.
4	15–18	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.
5	19–23	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.
6	24–27	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.
7	28–32	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.

Source: *MYP: From principles into practice* p. 93



Conversion table: Final MYP Grade into Russian End-of-the-year grade

Final MYP Grade	1-2	3-4	4-5	6-7
Russian End-of-the-year grade	“2”	“3”	“4”	“5”

Approaches to Learning / ATL

1. Development of Approaches to Learning / ATL of a student is an inseparable part of the educational process. The process of developing Approaches to Learning is monitored continuously throughout an academic year.

2. The formative assessment of IB Approaches to Learning for a training period is based on the ongoing monitoring over the entire training period (an academic term).

3. The formative levels of achievement are discussed by all teachers during the horizontal meeting (a meeting of all teachers for an MYP year) in the presence of IB Coordinator.

IB MYP Approaches to Learning are assessed following an established procedure.

- There are 3 descriptive grades of ATL skills: Below Expectations (BE); Meets Expectations (ME); Exceed Expectations (EE).

- Every teacher marks students with descriptive grades for groups and clusters of ATL that have been developed during the term and fills in the interim assessment table of ATL results;

- The teachers for each school year (“horizontal” teachers’ group) discuss at the meeting the results for the ATL clusters that are graded with two or more different descriptive grades and decide on final descriptive grades for each ATL cluster that have been developed in the current term.

- Final descriptive grades are filled into the corresponding section of the Progress Report.



ISHU Final (Year 5) MYP Certification

1. Certification upon the completion of the final (5) MYP Year in ISHU includes the following:

- Russian Federation State Certificate in general education
- MYP Certificate.

2. The Russian Federation Certificate in general education is issued based on the results of the Russian Federation State Exams.

3. The MYP Certificate is issued basing on:

- personal project grade (compulsory)
- subject-specific e-Assessment MYP grades (optional);

4. The completion of the Personal Project is compulsory for all students. Non fulfillment of the Personal Project, as well as subject-specific exams failure, entails inability to get an IB MYP certificate.

Personal Project

1. The personal project is a self-directed inquiry which is an expression or an outcome of the students' constructivist and holistic learning. It is produced over an extended period, completed during Year 5 of the MYP. It holds an important place in the MYP as the students explore the extent to which they have developed the IB learner profile attributes and those of the lifelong learners as mentioned in the IB mission statement. The inquiry draws upon their disciplinary knowledge, skills acquired through approaches to learning (ATL) and the awareness of the real-world context of learning through the global contexts.

- The process of internal standardization will take place within the team of supervisors, the personal project coordinator and the MYP coordinator to ensure that similar standards have been applied to all students.

- Supervisors will then determine a profile of achievement for each student by determining the appropriate level for each criterion. The levels for each criterion must then be added together to give a criterion levels total for the personal project for each student. IB grade boundaries will then be applied to the criterion levels totals to decide the grade for each student.



2. The MYP year 5 students are involved in the personal project conference at the end of their academic year. The key purpose of the exhibition is:

- To provide a forum to the students to present the journey and the outcome of their self-driven inquiry.
- Demonstrate their ATL skills, attitudes, strategies and knowledge developed in course of their extended period of inquiry
- Demonstrate how the outcome of the inquiry cycle builds up or motivates thoughtful action.
- The nature of the presentation will vary depending on the type of personal project.

3. Personal project is sent for external moderation.

E-Assessment

At the end of their year 5 MYP studies, candidates can be entered for the IB external assessment. The outcomes of these assessments are recorded in an MYP Course Results document.

In order to achieve the IB MYP certificate, the student must:

- complete either an on-screen assessment or ePortfolio in six subjects consisting of: language and literature, language acquisition (or a second language and Literature), individuals and societies, mathematics, sciences and one subject from arts, physical and health education or design;
- achieve at least a **grade 3** in each of the six subjects above;
- complete the on-screen examination in interdisciplinary assessment and achieve at least a **grade 3**;
- complete the personal project with at least a **grade 3**;
- obtain a total of 28 points overall;
- meet the school's expectations for community service.

Bilingual IB MYP certificate

As an alternative to the standard IB MYP certificate, candidates can be eligible for a bilingual IB MYP certificate by selecting one or more of the following discipline combinations.

- Two language and literature on-screen examinations



- An on-screen examination in the sciences, individuals and societies, or interdisciplinary subject groups in a response language that is not the same as the candidate's chosen language and literature examination subject
- An ePortfolio for arts, physical and health education, or design in a response language that is not the same as the candidate's chosen language and literature examination subject
- A personal project in a response language that is not the same as the candidate's chosen language and literature examination subject

The MYP bilingual certificate additionally requires successful results from on screen examinations for one of the following:

- a second language and literature course (instead of a course in language acquisition);
- one (or more) science, individual and societies, or interdisciplinary examination in a language other than the student's chosen language and literature course.

DP Assessment Principles and Procedures

General

DP assessment procedures are derived from the school's and the IB's assessment philosophy and principles. The main aim of the DP assessment is to support curricular goals and encourage appropriate student learning. They mostly correspond to the procedures and principles described in the previous sections.

Types of assessment used in Diploma programme include:

- Formative assessment
- Summative assessment
- Formal assessment: Internal and External



Formative assessment in DP

Formative assessment in DP is an ongoing assessment that is supportive in nature and does not influence the IB final assessment.

Formative assessment may take various formats, depending on the subject and tasks. Students are strongly recommended to complete all ongoing formative assessment tasks.

The results of the formative assessment shall be communicated to students and their parents through the Toddle system.

Summative assessment

To track students' progress and provide feedback on students' progress to teachers, students and parents, regular summative assessments are held. The format of the summative assessments may vary and differ from the external and internal assessment formats of a subject. TOK is assessed based on the same principle. CAS and Extended Essay progress is reported (if applicable) by CAS / EE coordinator's comments.

A summative assessment task is assessed basing on the markschemes / criteria similar to the one used for external and / or internal assessment of the subject. The resulting score is then converted into 1-7 scale mark loosely basing on the subject report converting tables of the subject. The subject teacher decides how much each of the summative assessments held throughout the term contributes to the resulting end-of-the-term mark.

The subject end-of-the term resulting 1-7 scale marks and teachers' and coordinators' comments comprise the Term Progress Report, which is expected to provide students, parents and teachers with understanding of students' progress through the IB DP.

Students' progress in Theory of Knowledge is assessed on A-e scale (A – the highest grade).



Predicted grades

A predicted grade is the teachers' estimation of the grade the candidate is expected to achieve in the subject. Predicted grades are required for all subjects, and also for TOK and the EE.

Predicted grades are awarded to candidates in each subject on a scale of 1 to 7, with 7 being the highest grade.

For TOK and the EE, the grades are on a scale of A to E, with A being the highest grade.

A predicted grade is not required for language A: literature SL school supported self-taught candidates.

Students can ask for predicted grades after Year 1 for their application process.

Internal and external assessment are conducted in correspondence with the IBDP regulations and are held according to the schedule announced by the IB organization in September for the following May session.

Formal assessment

Formal assessment in DP is defined as an assessment that directly contributes to the final qualification. It represents the final summative assessment practice in the IB continuum of education.

Most formal assessment is **external** and includes examinations or work completed during the course and then sent to an external examiner. Some formal assessment is **internal**, requiring the teacher to mark the work before it is moderated by an external moderator.



Examples of Internal assessment include:

- Oral exercises in language subjects
- Projects
- Student portfolios
- Reports
- Class presentations
- Practical laboratory work
- Mathematical investigations
- Artistic performances
- Debates in TOK
- Socratic seminars
- Mini-essays

Examples of External assessment include:

- Written assignments or tasks for language subjects in group 1 and 2
- The essay for TOK
- The Extended Essay

Internal assessment uses the IB assessment criteria for the subjects and levels.

Internal assessment must be completed in the language for which the candidate has been registered for the subject and level.

Marks for internal assessment and predicted grades are entered on IBIS no later than **20 April/20 October**.

Moderation

The IB runs a system of moderation of internally assessed coursework across a range of subjects. **Moderation** is a checking procedure whereby an external examiner reviews a sample of teacher-assessed coursework.



A selected sample is sent for moderation.

Both teachers and students are responsible for submitting only authentic works that are ensured by the teacher's and candidate's signatures. For further clarification of authentication, the Academic Honesty policy should be addressed.

External assessment moderation is done by an examiner appointed by the IB.

The candidates' works should be uploaded on IBIS eCoursework system due to the prescribed dates.

For further guidelines refer to:

<https://resources.ibo.org/dp/ap/dp-2018/calendar/?c=b15b44c3>

Award of the diploma

Students must study six subjects, plus the three core subjects—EE, TOK and CAS. Students must accumulate no fewer than **24 points** from assessment in these subjects, in addition to grade stipulations.

- They must meet all of the additional requirements—see *Appendix*.
- They must meet all of the requirements within a maximum of three examination sessions.
- Candidates who successfully meet these conditions will be awarded the diploma.
- Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma.

The IB diploma is awarded based on performance across all parts of the DP.

- Each subject is graded 1–7, with 7 being the highest grade.
- These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.



- TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.

- CAS is not assessed but must be completed in order to pass the diploma. Need hours

- The overall maximum points from subject grades, TOK and the EE is therefore 45: $((6 \times 7) + 3)$.

- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than **24** points, the diploma is not awarded.

Diploma not awarded

If “P” appears in the place of a grade, it means that the Assessment Division, IB Global Centre, Cardiff, does not have sufficient information to issue a grade.

If “N” appears in the place of a grade, it means that no grade has been awarded for certain reasons. Where an “N” is awarded because of a breach of regulations, a letter of explanation will be sent to the head of school.

Candidates not awarded the diploma receive the course results.

Academic Honesty

If a teacher suspects malpractice, he/she will refer to the school's Academic Honesty Policy for guidance. Submission of students' work through ManageBac allows staff to pass all students' assignments through a software, to check for plagiarism.

Enquiry upon results

IB coordinator is authorized and responsible for the enquiry upon results request situations and procedures, which may include re-marking of externally assessed material for an individual candidate upon request due to prescribed dates.

Bilingual diploma

A bilingual diploma will be awarded to a successful candidate who fulfills one or more of the following criteria.

- Completion of two languages selected from group 1 with the award of a grade 3 or higher in both languages;



- Completion of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's nominated group 1 language;
- Attainment of a grade 3 or higher in both the group 1 language and the subject from group 3 or group 4;

Pilot subjects and interdisciplinary subjects can contribute to the award of a bilingual diploma, provided the above conditions are met.

Inclusive assessment arrangements

IB implements inclusive assessment arrangements. For further clarification of terms and procedures, the Inclusive policy should be addressed.

Links between Assessment policy for IB MYP and IB DP and other policies

Academic Honesty Policy

Both students and teachers must be aware of the concepts of academic Honesty and of the possible consequences of breaches. For further clarification of requirements, including the situation of misconduct, the Academic Honesty policy should be addressed.

Language policy

As IB states that since for a lot of students English is not their first language, special care has to be taken in the language of the assignments. Language Policy prescribes showing tolerance towards errors in spelling and grammar when internal marking is carried out, except in languages examination. As long as the meaning and communication are clear, no penalty should be applied and full marks should be available. For further clarification of requirements, the Language policy should be addressed.



SEN / Inclusion policy

IB and school's priority is to give students from different cultural backgrounds and students with special educational needs appropriate allowances, so that they can demonstrate their level of educational achievement on equal terms and to show their best. The conditions, under which assessment tasks are taken, including special requirements for eAssessment and IB DP exams, are articulated in the Inclusion policy document.

Roles and responsibilities for implementing, evaluation and reviewing the Assessment policy and for training new teachers

SCHOOL MYP/ DP COORDINATOR: make this policy available to everybody involved, make sure policy complies with rules and regulations of IB, train (new) teachers in working within this policy, yearly review of policy, make sure all involved comply with policy.

TEACHERS: work within policy, explain it to parents and students, help Head/DPC with review/improving policy, help (new) colleagues to work within policy.

STUDENTS: are aware of policy, make sure they hand in their work on time and that it is of the best quality they can manage. Students are responsible of clarifying their understanding of the policy issues with the teachers and DPC.

PARENTS: are aware of assessment policy. Stimulate students to ask questions about schoolwork, Toddler to be familiar with the process of education.



Appendix

Additional requirements

There are a number of additional requirements for the award of the diploma.

- CAS requirements have been met.
- There is no “N” awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
- The candidate has not received a penalty for academic misconduct from the final award committee.



References and Resources

1. Assessment principles and practice. Quality assessments in a digital age. International Baccalaureate Organization 2018. Accessed November 1, 2018. https://resources.ibo.org/ib/topic/Assessment/works/edu_AssessPaP?c=2e9e88a c&lang=en
2. Diploma Programme Assessment: Principles and Practice, 2009. Updated November 2010.
3. Further Guidance for developing MYP assessed curriculum
4. Guide to MYP eAssessment
5. Guidelines for developing a school Assessment Policy in the Diploma Programme, 2011.
6. IB Diploma Programme Assessment procedures.
7. IB DP. From Principles to practice, 2015.
8. MYP: From principles into practice (2014) Standard B1: Assessment policy.



International School of Herzen University

Phone: (812)315-7442; 275-6716

Fax: (812)275-5610

E-mail: school@interschool.ru

www.interschool.ru