

# Assessment policy

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## **Introduction**

WINS is aware that assessment plays a crucial role in terms of how children develop their first impressions regarding school and learning and that it has a strong impact on their self-confidence and their life-long relationship with learning. The purpose of this document is to explain both the underlying rationale as well as the workings of assessment at WINS to ensure consistent understanding for all teachers, students, families, and other relevant stakeholders.

### **1. Underlying Principles and Rationale**

WINS acknowledges the interdependent relationship between teaching, learning, and assessment and the importance of using a wide range of formative and summative assessment strategies and approaches to cater to students' different learning needs and styles to help ensure that they are given the opportunity to express themselves and feel valued. Students are encouraged to reflect and assess their own learning in order to encourage them to take responsibility for their own learning.

Assessment is considered an informative opportunity for both the teacher and the student. Feedback to students on their performance is a key step and should be delivered and accepted in a constructive manner, pointing out strengths and proposing strategies to make up for weaknesses that might have emerged.

Clear communication of assessment principles and criteria is essential for students' academic and personal growth. Therefore, each assessment has clear objectives and assessment criteria that the teacher explains so the student can clearly understand what is expected of them.

Accurate and easily accessible recording of assessment outcomes fosters open and clear communication between the school, families, students, and teachers. Families are informed about their child's progress on a regular basis and given suggestions on how to support them in order to help them reach their full potential.



As provided for by the IB guidelines, assessment is criterion-based and relies on the “best-fit” mode of the achievement descriptors. This principle applies to both formative and summative assessments. Descriptors in the PYP and grades in the MYP/DP are given according to the marking system indicated for each programme (PYP, MYP, DP) and are used as feedback to instruct the teacher and the student on their progress so talents and abilities can be nurtured and difficulties dealt with.

Assessment is also instrumental in determining and guiding the effectiveness of teaching and the suitability of the written curriculum, and both teachers and students are encouraged to reflect upon the results to inspire further teaching and learning.

## **2. Assessment in the IB**

Assessment in the International Baccalaureate follows a criteria-related assessment model, where the program's learning objectives align directly with the criteria for assessment. The IB emphasizes student involvement in the assessment process, requiring schools to clarify learning expectations to enable active student participation (From Principles to Practice, 2008).

Program Coordinators and grade or subject teachers provide students with essential information, such as grade descriptors and assessment criteria, to ensure a thorough understanding of assessment requirements. These criteria are consistent with the IB's program-specific guides.

Teachers make assessment criteria and descriptors accessible to families on ManageBac, allowing independent access. Parents can also seek additional information from Program Coordinators, School Managers, and Academic Coordinators.

Informative meetings are held at the beginning of each academic year to brief parents on the nature of IB programs and the assessment format.



### *Formative Assessment*

Formative assessment is ongoing throughout the year and is shaped by IB's learning objectives. Its purpose is to help teachers identify students' strengths and weaknesses, nurturing the development of necessary skills for success in the study area and relevant skills.

Various methods are employed, dependent on grade, subject, and topic, including class activities, worksheets, multiple-choice quizzes, research, presentations, short-essay questions, essay writing, short-answer tests, open-question papers, oral tests, and notebook checks.

Formative assessments encompass homework, classwork, and participation, all of which are reviewed by homeroom and subject teachers and reported on students' progress report cards.

### *Summative Assessment*

Students' achievement against IB objectives is determined at specific intervals during the year corresponding to the end of each term. The grades issued at the end of Terms 1 and 2 contribute to the elements necessary for calculating the final summative assessment outcome.

Intermediate summative assessment sessions are conducted to evaluate students' attainment levels and formally inform families.

Teachers utilize termly assessment results to develop Individual Learning Plans to support individual progress. Termly grades are employed to determine Target grades (for MYP and DP) and Predicted grades.

### *Assigning Homework*

Homework assignments are posted on ManageBac, with tasks displayed on the calendar based on their due dates. Tasks are labeled with the subject (e.g., Maths-Logarithms project).

For PYP students in Grades 1 and MYP students up to grade 8, the School Diary is used to document homework tasks in writing. The School Diary also facilitates communication between parents and teachers, containing notes to and from home.



In the PYP, parents, Homeroom teachers, and Italian teachers are encouraged to check and sign student diaries weekly.

### **3. Assessment Recording and Feedback**

Marks are recorded on ManageBac for every assessed task or assignment and are communicated to students. Teachers allocate class time for feedback and encourage students to reflect on their results. Self and peer assessment are actively promoted within the classroom. Parents have access to online marks on ManageBac. Conversations with students inform target setting for all.

### **4. Assessment in the PYP**

Assessment in the Primary Years Programme (PYP), encompassing both the Early Years and Primary Years sections, is an ongoing process dedicated to aiding students, teachers, and families in monitoring and supporting student development while acquiring subject knowledge, skills, and concepts. Teachers craft assessments to gain a deeper understanding of what students have learned, enhance comprehension, evaluate the learning process, chart the course for future steps, and measure the effectiveness of the school's educational program.

#### *Planning for Assessment*

Collaborative planning kicks off at the start of a unit of inquiry, involving classroom and specialist teachers. Assessment forms the bedrock for future planning and practice, playing a pivotal role in guiding students through their learning journey and shaping next steps. The PYP planner on Managbac is used to document the connections between the written, taught, and assessed curriculum.

Students are made aware of assessment criteria during the unit of inquiry, and assessment tools find their place in PYP planners. Six transdisciplinary themes underpin the PYP Programme of Inquiry (POI), including concepts like "Who we are," "Where we are in place and time," "How we



express ourselves," "How the world works," "How we organize ourselves," and "Sharing the planet."

When planning assessments, teachers establish criteria to gauge students' grasp of the central idea, learning objectives, and acquired skills. At the outset of a new unit of inquiry, teachers assess students' prior knowledge to inform and support their learning.

Students play a central role in PYP assessments, actively engaging in self-assessment and reflection to collaboratively construct learning goals with their teachers. At WINS, students actively participate in the assessment process, involving themselves in co-creating rubrics, success criteria, and demonstrating their learning through Student Led Conferences and the PYP Exhibition.

To align with the PYP's emphasis on agency and accommodate various modes of learning, students are offered choices in their assessments within the classroom. Teachers employ both formal and informal assessment methods to adapt their teaching to meet students' needs and foster constructive peer feedback.

#### *Four Dimensions of Assessment in the PYP*

**Monitoring Learning:** Teachers continuously monitor class and student progress using success criteria and student learning goals, a component of formative assessment taking place during all learning activities. Various assessment strategies, including observations (especially in the Early Years), performance assessments, selected responses, and open-ended tasks, are used to monitor learning.

**Documenting Learning:** Documentation offers insights into learning and serves as an opportunity to align with learning goals and success criteria. The school documents learning through tools such as rubrics, checklists, inventories, exemplars, anecdotal records, and continuums. This documentation can take physical or digital forms and is shared with students and families to make learning visible.

#### *Measuring Learning*



Measurement of learning occurs at specific intervals during the school year, providing data on what a student has learned at particular points in time. Measurement tools used in the WINS PYP include collecting and recording schoolwide reading data, standardized tests like the Cambridge Young Learners Exams, and Bell Foundation Assessment Tools to measure English language development among English Language Learners. Data collected informs grouping and regrouping of students, learning interventions, and language acquisition support.

### *External Assessments*

In Grades 3 and 5 of the PYP, students take the International Schools' Assessment (ISA), a globally recognized assessment designed by The Australian Council for Educational Research (ACER). ISA measures students' proficiency in Mathematical Literacy, Scientific Literacy, Reading, and Writing, following the OECD's Programme for International Student Assessment (PISA). Data from ISA assessments assists teachers and school administrators in evaluating teaching and learning, informing the curriculum, and is shared with families to track progress at an individual student level.

### **Formative and Summative Assessments**

In the context of the Primary Years Programme (PYP), assessment takes on two essential forms: formative assessment, aimed at regularly monitoring and documenting student learning, and summative assessment, conducted at the conclusion of a unit to gauge student understanding. Formative assessments are used continually in classrooms to measure learning progress, providing benchmarks for teachers. They serve to determine students' prior knowledge, guide academic growth, and address any learning gaps. Formative assessment strategies include whole group checks for understanding, rubrics developed by both students and teachers, feedback in student journals, self-assessment, peer assessment, exit tickets, anecdotal notes, and selected response assessments. Formative assessments also aim to help students understand and reflect upon their learning while assisting them in establishing their own learning goals.



Summative assessments, on the other hand, play a pivotal role in measuring student understanding of learning goals at the culmination of a unit. These assessments can take various forms, such as presentations, reports, exams, tests, posters, or performance tasks.

### *Reporting Learning*

Communication and reporting of learning are critical components of the assessment process. At WINS, an emphasis is placed on the active involvement of students in their own learning. This communication between students and teachers serves to bridge the gap between school and home, enabling parents to support and celebrate their child's learning journey.

### *Assessment and the Importance of Feedback*

Feedback is recognized as a fundamental aspect of assessment, fostering student ownership, initiative, and motivation. Feedback is integrated into assessment through methods like conferences, rubrics, and portfolio reviews. Timely and effective feedback allows students to reflect on their learning and take action. Peer feedback and review are also encouraged.

In the PYP, students are encouraged to:

Receive consistent, constructive, and comprehensive feedback tailored to their learning and development stage.

Receive feedback from both peers and teachers in various formats.

Share feedback with their families.

Engage in self-reflection to monitor their own learning.

Have opportunities for improvement based on feedback.

### *Written Reports*

At the conclusion of each term, families receive reports published on ManageBac, covering students' learning from all teachers. Teachers also emphasize the development of the IB Learner





Profile Attributes in their comments. The marking system used to indicate student progress towards term learning objectives includes the following descriptors:

EE: Exceeds expectations

ME: Meets expectations

AE: Approaching expectations

ED: Experiencing difficulties

N/A: Not applicable

In the Early Years, the Nursery report card comprises narrative comments only, while Pre-K and Kindergarten Reports also include an assessment of the Learning Objectives.

#### Assessing Early Years Approaches to Learning (ATL) Skills

The Early Years report additionally includes an assessment of each child's development of Early Years Approaches to Learning (ATL) Skills for Nursery, Pre-K, and Kindergarten year groups. These skills encompass self-management, social, and communication skills, and are assessed using the following criteria:

S: Secure

D: Developing

E: Emerging

N/A: Not applicable

#### *Conferences*

Conferences serve as formal moments to report student learning in person. Participation in all conference events at school is encouraged, with conference dates published in the school calendars.

#### *Parent-Teacher Conferences*



These fall-term meetings facilitate the sharing of observations, background information about the student, and discussions on individual needs and ways to support students both at home and in school. Collaboration between teachers and parents is emphasized.

#### *Student-Led Conferences (SLCs)*

SLCs represent a powerful moment of student agency and personal growth. These conferences, focused on developing lifelong skills, encourage students to take ownership of their learning, build self-confidence, and become more independent learners. Parents and guardians actively participate in SLCs, allowing students to directly share their learning journey with their families.

#### *Student Portfolios*

Student Portfolios serve as an integral part of the PYP, showcasing a collection of work that demonstrates student learning and growth over time. Students select pieces of work for their portfolios, reflect on their learning to self-assess, and set goals for the future. Portfolios also reflect students' development of the ATLs and the IB Learner Profile attributes. These portfolios are opportunities for students to celebrate their learning and showcase their achievements.

In line with IB guidance, portfolios are used to:

Enable student reflection with teachers.

Provide evidence of student learning (via video, audio, photo, written pieces, etc.).

Demonstrate learning and achievements.

Collect and store learning data.

Document the learning experience across subjects and curriculum.

Demonstrate success.

Reflect on strengths and areas for improvement.

Seesaw is employed in the PYP at WINS as a platform for students to reflect on their learning progress, document and assess their achievements.

Apart from formal reporting events, teachers and students are encouraged to maintain regular informal communication with families throughout the school year. Families are welcome to schedule meetings with their child's teachers via email as needed.



### **PYP Grade 5 Exhibition: The Culminating Project of the PYP**

The PYP Grade 5 Exhibition represents the pinnacle of the Primary Years Program. This student-centered assessment is conducted in Grade 5 and serves as an extended project where students investigate their own central idea within a selected transdisciplinary theme. Throughout this unit, students are guided by mentors, reflect on the inquiry process and the IB Learner Profile, and maintain regular communication with stakeholders including teachers, families, classmates, and other students. At the end of the Exhibition process, students present their work to the school community.

### **Learning Support: Additional Academic Support and/or SEN Requirements**

Learning Support is offered to students facing academic challenges, requiring skill revision, or having Special Educational Needs (SEN). These students may necessitate accommodations, modifications, or additional resources to access the curriculum. Students with Individualized Education Plans (IEPs) may receive specific details to support their individualized assessment needs. The IEP process within the PYP is outlined in the Inclusion Policy.

## **5. Assessment in the MYP**

Assessment within the International Baccalaureate Middle Years Programme (MYP) encompasses both internal and, optionally, external assessment through eAssessment.

### *School-based Assessment*

MYP assessment primarily centers on tasks designed and evaluated by classroom teachers who possess the expertise to evaluate student achievement accurately. These tasks encompass a diverse range of assessment strategies. MYP educators evaluate the subject-specific objectives using the specified assessment criteria, applicable to each subject group across every year of the program.



### *MYP Formative Assessment*

Formative assessment is an integral part of the MYP and is regularly employed in classrooms to gauge students' comprehension of key concepts, ongoing subjects, learning objectives, prior knowledge, and to address any learning gaps. Formative assessment serves to inform teaching practices, acting as a compass for teachers and students alike. These assessments are seamlessly integrated into lessons and serve to enhance the understanding of students' progress while charting the subsequent steps in their learning journey. Various formative assessment strategies are employed, including class discussions, whole-group checks for understanding, rubrics developed by both students and teachers, feedback provided in student journals, student self-assessment, peer assessment, and more. The core objective of formative assessments at WINS is to facilitate students' understanding and reflection upon their learning and aid them in establishing their personal learning goals.

### *MYP Summative Assessment*

Summative assessment at WINS adheres to the guidelines and requirements stipulated by the IB MYP, as provided in each subject guide and relevant IB documentation. Each subject entails four criteria, with corresponding strands that must be assessed at least twice during each school year, with a preference for more frequent assessments when feasible. Assessment objectives are clearly delineated alongside each topic area in all subject guides, and criteria are adapted based on the applicable grade level. The statement of inquiry plays a central role in shaping the written, assessed, and taught curricula. When crafting MYP unit plans, the statement of inquiry guides the selection of topics and tasks to be assessed. Assessment objectives can be further dissected into several strands that elaborate on the primary objective. Teachers are encouraged to provide additional specifics when employing generic criteria descriptors for task-specific assessments and to inform students effectively.

Summative assessment for progress report cards relies on the levels attained in the criteria evaluated at the time of reporting, encompassing all criteria for the year-end report card. Final



subject grades are expressed on a 1-7 scale, in accordance with the IB MYP grade boundaries outlined in "MYP: From Principles into Practice." Descriptors outlining the attributes associated with each grade from 1 to 7 are provided below.

Students' achievement levels against the IB MYP objectives are determined at specific intervals during the year, corresponding to the conclusion of each term. The grades issued at the end of Terms 1 and 2 constitute integral elements for calculating the final summative assessment outcome. These intermediate summative assessment sessions are conducted to assess students' attainment levels and formally communicate progress to families. Termly grades also contribute to defining target grades (for MYP and DP) and predicted grades.

The year-end grade is derived from the termly grades and the grades earned in the MYP End-of-Year exams. Importantly, the grade achieved does not rely solely on the mathematical average of the marks received; it also reflects the teacher's professional judgment, aligning with established assessment criteria for each subject, employing the 'best-fit' approach.

Summative assessments are distributed to students and require signatures from parents and/or legal guardians upon completion and return to subject teachers.

### **MYP Grading System**

In accordance with the MYP's grading system, a scale of 1 to 7 is employed, aligning with guidelines specified in the IB document, "MYP: From Principles Into Practice":

Mark 7: Falls within the range of 28-32. This denotes the production of consistently high-quality work, often characterized by innovation. It reflects a comprehensive and nuanced understanding of concepts and contexts, as well as the frequent demonstration of sophisticated critical and creative thinking. Additionally, this level frequently involves the independent and expert application of knowledge and skills across a diverse array of complex classroom and real-world scenarios.



Mark 6: Encompasses scores between 24-27. This level is associated with the production of high-quality work, occasionally displaying innovation. It signifies extensive comprehension of concepts and contexts, along with the frequent demonstration of critical and creative thinking, often at a sophisticated level. Furthermore, it involves the use of knowledge and skills in both familiar and unfamiliar classroom and real-world situations, with a notable degree of independence.

Mark 5: Ranges from 19-23. At this level, work is generally high-quality, reflecting a secure understanding of concepts and contexts. Critical and creative thinking is demonstrated, sometimes at a sophisticated level. Knowledge and skills are applied in familiar classroom and real-world scenarios, and, with support, in some unfamiliar real-world situations.

Mark 4: Spans from 15-18. This level signifies the production of good-quality work, conveying a basic understanding of most concepts and contexts with few misunderstandings and minor gaps. It often involves basic critical and creative thinking and the application of knowledge and skills with some flexibility in familiar classroom situations, although support may be required in unfamiliar situations.

Mark 3: Encompasses scores between 10-14. This level indicates work of an acceptable quality, communicating a basic understanding of many concepts and contexts, occasionally marked by significant misunderstandings or gaps. It demonstrates some basic critical and creative thinking but often exhibits inflexibility in the application of knowledge and skills, even in familiar classroom situations, requiring support.

Mark 2: Ranges from 6-9. At this level, work is of limited quality, often expressing misunderstandings or significant gaps in understanding across many concepts and contexts. Critical and creative thinking is infrequent, and the use of knowledge and skills is generally inflexible, with infrequent application.

Mark 1: Encompasses scores between 1-5. This level represents work of very limited quality, characterized by numerous significant misunderstandings or a lack of understanding concerning most concepts and contexts. Critical or creative thinking is rarely demonstrated, and knowledge and skills are used very inflexibly, with rare application.



It's important to note that at WINS, grade 3 is regarded as the threshold for confirming the achievement of minimum academic requirements in each subject. Progress to the next grade level is determined using the same criteria.

### *External Assessment*

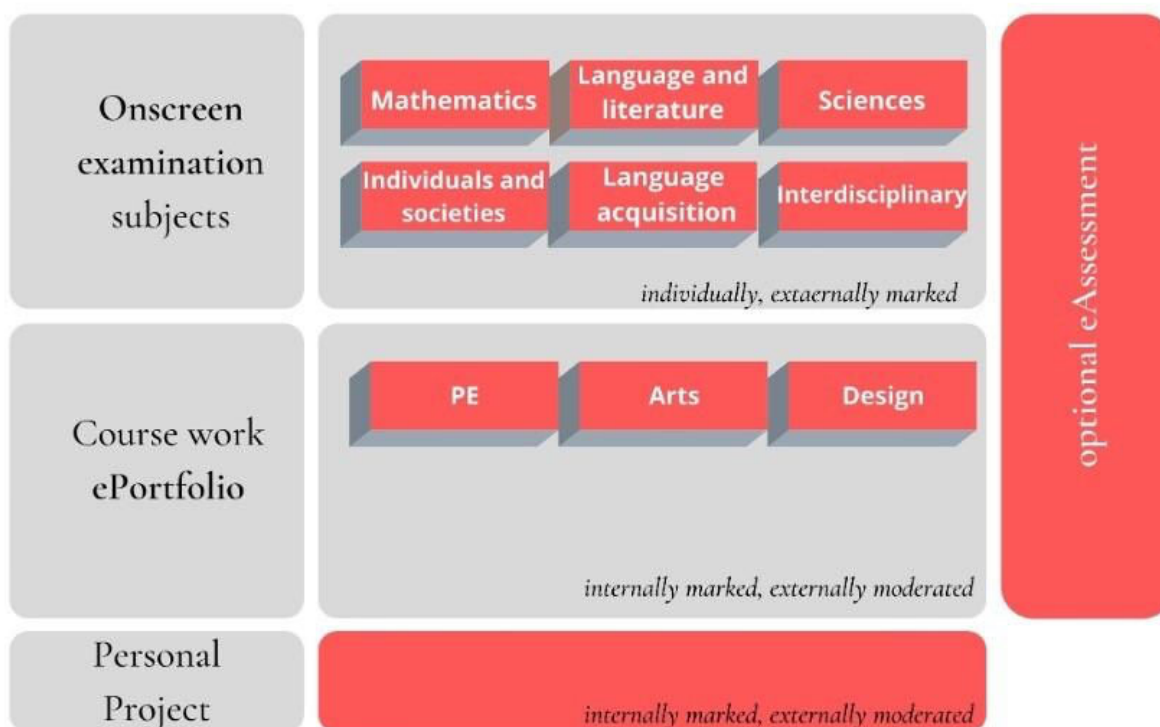
In the MYP's final year, every student must independently develop a personal project, subject to external moderation by the IB. This project serves as a summative evaluation of the student's ability to engage in independent work, emphasizing personal and creative aspects over an extended duration.

Furthermore, schools have the option to register for external assessment (eAssessment) in all other components of the program. This offers students the opportunity to attain a formal, internationally recognized certificate upon meeting the success criteria.

Upon school registration for eAssessment in the MYP, students can participate in either of the following two types of examinations:

- ePortfolios: These comprise coursework, including a mandatory ePortfolio for the personal project.
- On-screen examinations: These exams have varying durations, lasting between one hour and 45 minutes to two hours.

The graphic below provides a breakdown of how these two assessment types—on-screen examinations and ePortfolios—are distributed across the MYP's diverse subject groups. Notably, the Language acquisition assessment encompasses both an on-screen examination and an internally assessed individual speaking assessment.



The school's assessment procedures encompass a range of vital elements, including the mandatory personal project and the optional ePortfolio course works, which are rigorously subjected to external moderation to ensure alignment with the internal marking by teachers. Additionally, on-screen examinations undergo scrutiny from trained IB examiners to maintain quality and consistency.

### Progression onto the next grade

One critical aspect of students' academic journey is progression to the next grade. To achieve this, students must meet minimum academic standards for their grade. These standards include having no more than three subjects below a grade 3; students with four or more subjects below this threshold will not advance to the next grade. For those falling short of these standards at the end of the school year, retaking exams in the concerned subjects becomes a necessity before the next academic year begins.





Moving to the next grade hinges on successfully completing at least one subject exam with a minimum score of three (3). However, students with one or two subjects still below a grade 3 after retakes will find themselves on academic probation in the upcoming school year. This probation entails close monitoring of their academic progress by teachers, Program Coordinators, and the Academic Dean. The students and their families will also receive guidance on necessary actions to ensure the successful completion of their course of studies and potential progression to the next grade.

### **Standardization of assessment and Moderation of student work**

The school emphasizes the standardization of assessment and moderation of students' work within subject departments. This practice fosters consistency and reliability throughout the school year, reducing the impact of variables such as staff changes, shifts in student demographics, and evolving educational demands on assessment judgments. Standardization also benefits assessments by enabling teachers to make confident decisions, ensuring fairness, reliability, and validity in achievement evaluations, and informing teachers on how to adapt their teaching methods. Furthermore, it provides dependable data for comparing cohort information with historical records.

This process of standardizing assessments in the IB program is conducted both externally and internally to maintain the highest standards of educational quality and equity.

*External standardization* is a crucial process conducted by the IB to ensure the equitable and consistent assessment of students across all subjects, aligning the assessment results with IB's established practices and standards.

*Internal standardization*, on the other hand, is a meticulous procedure that commences during the planning stages of each educational unit. Here, departmental teams collaborate to share their insights, expectations, and interpretations of criteria while clarifying how these criteria apply to specific tasks. Throughout the units, teachers continue to work in synergy, sharing valuable



information to establish final criteria levels and identify any inconsistencies among various sources of evidence.

### **Approaches to teaching and learning (ATL) skills**

To further enhance teaching and learning, teachers leverage a diverse range of content drawn from MYP key and related concepts as well as global contexts. These serve as vehicles to impart effective learning strategies, fostering the development of Approaches to Learning (ATL) skills. A comprehensive mapping of ATL within the MYP and DP curriculum is renewed annually, aligning teaching methods with IB's core principles of cultivating critical thinking, inquiry, and holistic understanding. While ATL skills aren't formally assessed in the MYP, they significantly contribute to students' achievements across all subject groups. Teachers provide regular and specific feedback on ATL skill development through ongoing assessments, with this feedback being incorporated into MYP term report cards.

The MYP Coordinator plays a pivotal role in supporting ATL implementation, providing training during collaborative planning meetings, offering one-to-one support, and delivering constructive feedback to teachers as they deliver their curriculum.

### **The IB learner profile**

The IB Learner Profile represents a comprehensive analysis of students' conduct and effort, encompassing their social, emotional, and cognitive development across all areas of the curriculum. Students are actively encouraged to embody the attributes of the IB learner profile through various academic and co-curricular activities. Monitoring and fostering the development of the IB learner profile is a priority at WINS, with students and teachers engaging in reflection, self-assessment, and conferencing. Comments regarding student attitudes and socio-emotional behavior are routinely recorded on ManageBac, and recognition of profile development is celebrated during school events and assemblies as outlined in the behavior policy. Finally, as a recognition of students' commitment to the IB Learner Profile, awards will be presented on a



trimestral basis during assemblies, celebrating their dedication to the attributes outlined in the profile.

### **Absences during summative assessments**

Addressing absences during summative assessments is essential for maintaining fairness. Such absences will only be considered justified upon the submission of a medical certificate or a parental email explaining the unavoidable circumstances. Missed assessments will need to be made up after school hours, during study halls, or club time, with dates communicated by the school.

### **Special arrangements and Special educational Needs**

WINS acknowledges and embraces its role in accommodating different learning styles and educational needs, guided by the IB Access and Inclusion Policy. The school's approach ensures that all students, regardless of their unique requirements, have the support necessary to thrive within the program. It's important to note that no exceptions or special arrangements in formative or summative assessments will be made that do not align with IB's formal assessment standards, including grade 10 e-assessment and grade 12 IB Diploma examinations.

## **6. Assessment in the DP**

Assessment is a fundamental component of the Diploma Programme (DP), and it plays a significant role in maintaining and enhancing the quality of teaching and learning within the school community.



### *Criterion referencing assessment*

In the DP, all assessment is criterion-referenced, guided by the IB's assessment principles and practices outlined in the document "Diploma Programme Assessment Principles and Practices- Quality assessments in a digital age, IBO, 2018."

Subject teachers in the DP provide students with assessment criteria early in the program. These criteria are used to evaluate assessment tasks, both internally and externally, ensuring clarity regarding students' progress and the program's overall expectations.

*Formative assessment* is frequently employed in the classroom to gauge students' comprehension of key concepts, current topics, subject learning objectives, and prior knowledge. It also addresses any gaps in learning. Formative assessments are essential tools for informing instruction and guiding teachers and students. They are seamlessly integrated into lessons and take various forms, such as class discussions, checks for understanding, rubrics developed by both students and teachers, feedback in student journals, self-assessment, and peer assessment. One of the primary goals of formative assessments at WINS is to empower students to understand and reflect on their learning while helping them set their own learning objectives.

*Summative assessment* at WINS adheres to IB guidelines and requirements, aligning with subject guides and relevant IB documents. These assessments are typically modeled on IB-mandated tasks and are graded in accordance with IB criteria. Summative assessments are conducted regularly throughout the school year and must cover all exam components within each subject.

### **Assessment scores in the Diploma programme**

In the DP, students receive grades ranging from 7 to 1 for each course attempted, with 7 being the highest. The awarding of the DP is subject to specific requirements, as detailed in the IB Assessment Procedures. Candidates must study six subjects, including the three core subjects (Extended Essay, Theory of Knowledge, and Creativity, Activity, Service) and accumulate at least 24 points from assessments in these subjects.



The diploma is awarded based on performance across all components of the DP, with each subject graded from 1 to 7, TOK and the EE graded A to E, and CAS being a required component.

The maximum total points from subject grades, TOK, and the EE is 45, with the minimum threshold for awarding the diploma set at 24 points. If a candidate scores below 24 points, the diploma is not awarded.

Additional requirements for the diploma include fulfilling CAS requirements, receiving no "N" grade for TOK, the EE, or any contributing subject, avoiding grade E in TOK and/or the EE, not receiving a grade 1 in a subject/level, limiting grade 2s (SL or HL) to two, and grade 3s or below (SL or HL) to three or fewer. Additionally, candidates must earn 12 points or more in HL subjects and 9 points or more in SL subjects.

The DP core consists of the Extended Essay (EE) and Theory of Knowledge (TOK). The EE marks are converted into grades using predefined boundaries and are combined with the TOK grade to determine the number of bonus points awarded according to a specified matrix. Academic misconduct penalties are also considered in the final award.



		<b>Theory of knowledge</b>				
		Excellent <b>A</b>	Good <b>B</b>	Satisfactory <b>C</b>	Mediocre <b>D</b>	Elementary <b>E</b>
<b>Extended essay</b>	Excellent <b>A</b>	3	3	2	2	1
	Good <b>B</b>	3	2	1	1	0
	Satisfactory <b>C</b>	2	1	1	0	0
	Mediocre <b>D</b>	2	1	0	0	0
	Elementary <b>E</b>	1	0	0	0	Diploma will not be awarded

Assessment is a fundamental aspect of the Diploma Programme (DP), with significant implications for students' progression and success. Failure to meet specific assessment requirements can impact a student's ability to obtain the IB Diploma.

The Theory of Knowledge (TOK) and Extended Essay (EE) are integral components of the DP, each contributing individual grades. Collectively, these grades can sum up to three additional points towards the overall DP score. However, students must adhere to deadlines for submitting their TOK and EE essays; failure to do so will result in the non-awarding of the IB Diploma.

Creativity, Activity, Service (CAS) is another vital element of the DP, although it doesn't directly contribute to the points total. Nevertheless, students must demonstrate authentic participation in CAS to be eligible for the diploma.

#### *Internal assessment*

Internal Assessment plays a crucial role in student assessment throughout the DP. Teachers evaluate individual pieces of work according to IB criteria, and these grades constitute a portion of



the overall IB grade. A selection of teacher-marked work is sent to an external moderator for assessment, ensuring consistency and fairness.

To manage the various assessment tasks effectively, IB teachers and the DP Coordinator collaborate at the start of the academic year to create an **Internal Assessments Calendar**. This calendar organizes due dates to avoid clustering multiple tasks at once, and it is distributed to all IB teachers and posted on ManageBac. Internal Assessment grades must be submitted to the DP Coordinator by the end of March in DP year 2, following IB official deadlines.

Throughout the DP, students undergo assessments such as **DP1 mid-year tests, DP1 end-of-year exams, and DP2 mock exams**, all of which measure their progress. Mock exams closely resemble the final external IB exams, helping identify areas for improvement.

Summative assessments encompass various formats, including tests, examinations, lab reports, presentations, essays, projects, and performances, and these contribute to semester grades alongside class activities and formative assessment tasks.

### **External assessment components, IB official exams**

External Assessments, which include the Extended Essay, English A1 World Literature Papers, TOK Prescribed Title Essays, and end-of-course exams, are conducted and supervised by school staff before being externally graded.

The school adheres to the IB's examination procedures and secure storage guidelines.

A designated DP Exam Officer supports the DP Coordinator in managing official DP exams, from registering candidates to handling special arrangements and submitting candidates' work to the IB through IBIS.

**Grades recording and reporting, progression onto next grade, moderation, predicted grades, SEN assessment accommodations.**



### *Grades recording and reporting*

Formative assessment marks are regularly recorded in the Grade book on ManageBac, offering transparency to students and parents. These marks inform instruction and provide guidance for teachers and students. Teachers are encouraged to employ various methods to provide feedback and help students understand and reflect on their learning.

Each subject uses specific descriptors and grade boundaries to determine summative grades based on criteria outlined in subject reports. These boundaries are set annually by teachers.

The IB Diploma Programme uses a grading system ranging from 1 to 7, as detailed in the IB publication "Diploma Programme Grade Descriptors." These descriptors are followed consistently in formative and summative assessments for DP subjects and the Core.

Students receive report cards at the end of each semester, and parent-teacher conferences are held periodically. It's important to note that grades awarded by teachers may differ from final IB grades. Report cards offer formal feedback on students' performance, incorporating teachers' professional judgments and comments based on assessment criteria. The Programme Coordinator and/or Academic Dean may schedule meetings to address any at-risk situations and establish action plans.

### *Progression onto next grade*

Progression to the next grade in the DP is contingent on meeting minimum academic standards. Students must score a minimum of 24 points, with at least 12 points in HL subjects and 9 points in SL subjects, while also fulfilling CAS requirements. Failure to meet these standards may necessitate entry tests at the beginning of the following school year to demonstrate progress toward target grades. Students admitted to DP2 on academic probation will receive close monitoring and support to ensure successful completion of the course of studies.

The school reserves the right not to register students for DP exams if minimum academic standards are not met. Assessment in the DP is a critical aspect of academic advancement, and adherence to deadlines and standards is essential for students' success in the program.





### *Moderation*

The process of moderation plays a crucial role in ensuring the quality and consistency of assessment standards within the International Baccalaureate (IB) framework. Moderation involves verifying that assessments align with IB criteria-based marking standards. This internal moderation occurs during collaborative planning meetings within the IB Diploma Programme (DP). In cases where there is only one teacher for a particular subject, schools seek collaboration with other institutions to facilitate moderation. Alternatively, teachers from the same subject in different programs receive training in IB marking procedures to support their DP colleagues in moderation efforts.

### *Predicted grades*

Predicted grades are an integral part of the DP assessment process. Teachers generate these predicted grades for each student after the mid-year exams in DP1 and update them at the end of DP1, following the DP1 end-of-year exams. These predicted grades are for internal use only and are not shared with parents or students until requested during DP2. Official predicted grades, adhering to IB guidelines, are submitted to the IBO in March of DP2.

Students with special educational needs (SEN) have access to support services provided by the school. These accommodations may encompass services for English as additional language learners and students with specific learning needs, as detailed in the Access and Inclusion Policy document from the IBO. Arrangements for meeting these accommodations are developed in collaboration between the SEN Coordinator/Academic Dean, DP Coordinator, and various support staff, including subject teachers, EAL teachers, the EAL Coordinator, and the School psychologist.

### *Assessment and Academic Honesty*

Academic honesty is a fundamental expectation within the school community, encompassing students, faculty, administration, and parents. The Academic Honesty Policy is comprehensive, emphasizing that all work produced by DP students must be their own authentic work,



acknowledging the ideas and words of others, adhering to examination conduct rules, and applying to all assignments completed within or outside the school environment. For further details, readers are encouraged to consult the WINS Academic Honesty Policy.

Policy review is an ongoing process overseen by the Senior Leadership Team, involving Program Coordinators and teachers. Teachers are invited to provide feedback and suggest updates or amendments to policies at the end of each academic year. The Senior Leadership Team considers this feedback, aligns policies with the latest IB publications, and shares amendments with teachers at the beginning of each school year. Parents are also asked to formally acknowledge these policies, which are accessible on ManageBac. The most recent policy update was in August 2023.

## **7. Biography**

Assessment principles and practices—Quality assessments in a digital age, International baccalaureate organisation, July 2019, Cardiff

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Teaching and learning informed by assessment in the Diploma Programme, International Baccalaureate Organization, June 2021, Cardiff

Secure storage of confidential IB examinations material booklet 2022, International baccalaureate Organization, September 2021, Cardiff

Conduct of examinations booklet 2022, International baccalaureate organization, September 2021, Cardiff

Primary Years Programme: Learning and teaching, International Baccalaureate Organization, Published October 2018, Updated December 2018, Cardiff