



Assessment Policy

Applies to:

- The whole School

Related documents:

- Inclusion Policy
- Curriculum Policy
- Gifted and Talented
- English as an Additional Language Policy

Availability

This policy is made available to parents, staff and students in the following ways: via the School website, in the Parents' portal, on the Staff portal, within the Parents Policies Folder on both sites in the reception area, and on request a copy may be obtained from the School Office

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Principal Designate in consultation with the Christleton Learning Trust Special Educational Needs Co-ordinator (SENCo).
- The Board undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date:

Ms. Kate Ryan
Principal Designate

Mr. Tony Lamberton
CEO Christleton Learning Trust



Philosophy

The principle underpinning IB assessment is that it is part of an essential learning process, engaging students in learning how to learn. IB Diploma assessment should support the curricular and philosophical goals of the programme, through the encouragement of good classroom practice and appropriate student learning.”¹

The students become better judges of their performance and supported in their learning by staff helping them to develop methods for improvement.

The IB requires schools to develop and maintain their own assessment policy. The points raised here are applicable across the curriculum and explain how the principles of assessment for learning identified by the IB are implemented and supported in the college as a whole.

At Christleton International Studio we believe that assessment provides information through its diagnostic, formative and summative components. Assessment is ongoing, authentic, varied and purposeful. It is a collaborative and informative process that involves students, families, teachers and community. Instructional and curricular decision making is driven by our assessments.

The IB states that the singular most important aim of Diploma Programme assessment is to “support curricular goals and encourage appropriate student learning.” Subject assessment is designed to evaluate the aims and objectives of a course. Therefore, to teach effectively to the course requirements also “ensures effective teaching to the examination and other formal assessment requirements.”

1

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



Purpose of Assessment

The primary purpose of assessment is to improve students' learning and teachers' teaching as both student and teacher respond to the information that it provides. With this in mind, we developed this policy to document how we gather, analyze, and use assessment information so that it is effective in meeting this purpose.

It involves the focused and timely gathering, analysis, interpretation, and use of information that can provide evidence of student progress. Much of this evidence is 'of the moment'. Analysis and interpretation often take place in the mind of the student and teacher, who then uses the insights gained to shape their actions as they continue to work together.

We assess:

- To improve teaching and learning
- To find out students' learning needs
- To give student feedback and feed forward
- To profile the growth of students
- To plan further programmes of work for students
- To provide data to match achievement against national norms
- To evaluate our teaching programmes
- To motivate students
- To report to parents, Christleton Learning Trust and community

Types of Assessment used at Christleton International Studio

We do not require all students to have their knowledge and abilities assessed in the same way every time, understanding that the important thing is to know if a student 'got it', not that every student has to show understanding in the exact same way. We honour and validate multiple and often creative forms of assessment.

Every summative assessment in every unit offers choice in how a student can demonstrate his or her acquisition of the central ideas, concepts and knowledge of that unit.

Diagnostic/pre-assessment

Diagnostic assessment prior to teaching helps teachers and students find out what the students already know and can do. Baseline assessments are conducted every September for all students. Christleton International Studio will work with GL Assessment testing products to ensure a thorough and reliable baseline.



Management of the Assessment Process

The school communicates its assessment philosophy, policy and procedures to the school community.

Christleton International Studio has a clear line of responsibility for the development and communication of its assessment policies and ultimate responsibility for the implementation of assessment policies in the studio lies with the Principal.

Subject leaders ensure that colleagues adhere to standards and practices and that the faculty as a whole is fully involved in the development and communication of assessment policies. Individual subject teachers are responsible for explaining to students all aspects of assessment practice, including criterion referencing, course expectations, control terms and taxonomies and the role of formative and summative assessment in marking, grading and prediction.

Some variation is expected between faculties on what constitutes good practice in the assessment of subjects. Some overlap may be evident and control terms may be similar. However the specifics and wording of individual criteria will differ. This is to be expected. However all will follow the procedures and methods outlined in this central policy and be consistent with the college's assessment philosophy overall.

A review of assessment policies takes place in August during Faculty development sessions every year, instigated by the Principal.

IB Assessment and Grades.

The International Baccalaureate® (IB) Diploma Programme (DP) uses both internally and externally assessed components to assess student performance.

For most courses, written examinations at the end of the DP form the basis of the assessment. This is because these examinations have high levels of objectivity and reliability.

Externally assessed coursework, completed by students over an extended period under authenticated teacher supervision, forms part of the assessment for several programme areas, including the theory of knowledge (TOK) essay and the extended essay (EE).

In most subjects, students also complete in-school assessment tasks. These are either externally assessed or marked by teachers and then moderated by the IB.

How DP assessment is scored

In the DP, students receive grades ranging from 7 to 1, with 7 being highest. Students receive a grade for each DP course attempted.

A student's final Diploma result score is made up of the combined scores from each subject. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance including successful completion of the three essential elements of the DP core.



The DP core

The theory of knowledge (TOK) and extended essay (EE) components are awarded individual grades and, collectively, can contribute up to 3 additional points towards the overall Diploma score. Please refer to the points matrix below:

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

Creativity, Activity, Service – the remaining element in the DP core – does not contribute to the points total but authenticated participation is a requirement for the award of the diploma.

Diploma Programme Award Criteria

The Diploma can only be awarded if the following conditions have been met:

- CAS requirements have been met.
- The candidate's total points are 24 or more.
- There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- There is no grade E awarded for theory of knowledge and/or the extended essay.
- 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).

- h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- i. 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).
- j. The candidate has not received a penalty for academic misconduct from the Final Award Committee

e- Portfolios

- Portfolios are a purposeful collection of a student’s work that is designed to demonstrate successes, growth, higher-order thinking, creativity and reflection.
- Portfolios are a cumulative collection of student work that travels with the student throughout their time at Christleton International Studio. They are housed in the cloud and are accessible to the student and his or her family at any time during the school year.

Formative assessment

An essential component of classroom practice is formative assessment. It represents the “process of gathering, analysing, interpreting and using the evidence . . . to help students to achieve their potential.”²

Formative assessment is interwoven with daily instruction and assists the teacher in planning for the next stage of learning. It provides regular and frequent feedback to the teacher and the student. Teachers use various assessment tools to keep a record of student progress. Formative assessment and teaching are directly linked and function purposefully together. Formative assessment aims to promote learning by giving regular and frequent feedback. This helps learners to improve knowledge and understanding, to foster enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success. There is evidence that increased use of formative assessment particularly helps those students who are low achievers to make significant improvements in their understanding.

Formative assessment is supported by summative measurement. The IB Diploma / Career Programme subjects is criterion [not norm] referenced, and grades students against objective attributes and distinguishes between different levels of attainment. Teachers “must use their knowledge of IB summative assessment expectations and practices to help students improve performance in a formative way.”³

Practices of Formative Assessment

² Guidelines for developing a school assessment policy in the Diploma Programme, p.1.

³ Guidelines for developing a school assessment policy in the Diploma Programme, p.1.

Formative assessment includes:	Feedback strategies include:
• assessments of prior learning	• verbal comments to students
• written pieces	• modelled behaviors or activities
• student's self-assessment	• written comments on work
• peer assessment	• anecdotal comments
• learner profile reflections on self and others	• celebration of any student displaying/recognizing in others the attributes of the Learner Profile
• classroom observations	
• student discussions	
• classroom participation	
• individual and group information	
• student reflections	

Summative Assessment

Summative assessment takes place at the end of the teaching and learning process and provides students with an opportunity to show what they have learned. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned. It can assess several elements simultaneously: it informs and improves student learning and the teaching process; it measures understanding of the central idea, and prompts students towards action. Summative assessment includes examinations and on-going work during the course, graded or moderated by an external examiner, contributing to the final IB Diploma / IB Career Programme qualification. The principles and practices of formal assessment can be found at the online curriculum centre [OCC] in the document Diploma Programme Assessment: principles and practice [www.ibo.org]. Specific subject information is included in the Procedures Handbook for the Diploma Programme and in individual Subject Guides. It is expected that teachers will be familiar with all information relating to Formal Assessment.

Practices of Summative Assessment

Summative assessment provides accurate, timely and regular grades to students in a number of ways: through homework assignments; class work; exams and end of term reports. Summative assessment measures students against IB criteria and provides the basis for IB Internal Assessment, as detailed in the subject guides, and IB Predictive Grades. Summative assessment is also employed in setting progress and predictive grades.

School-wide Assessment Tools

We do not rely on any one assessment tool to plan our instruction, but consider a wide range of relevant and authentic performance data, formal and informal, standardized and non-standardized. We



constantly gather fresh assessment data from students and parents throughout the year and use this data to help guide our planning and instruction. At the end of units, students are asked to reflect on experiences and make contributions to their assessment data bank.

- Exemplars: samples of students' work that serve as a concrete standard against which other samples are judged.
- Checklists: lists of information, data, attributes or elements that should be present in students' work or performance.
- Rubrics: an established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as teachers.
- Anecdotal records: brief, written notes based on observations of students.
- Continuums: visual representations of developmental stages of learning that show a progression of achievement or identify where a student is in a process.

Reporting to Stakeholders

At Christleton International Studio, there are many ways of communicating progress to students and their families. Some of our reporting mechanisms include grades (disseminated via the parent portal), examination results letters, full written reports and student and parent progress evenings. There is a system of full written reports sent electronically to parents at the end of each term. End of term reports are, as the IB suggests, the "face of assessment to both parents and students." Parents are able to consult with the Principal if necessary and speak to teachers and coaches for verbal feedback and discussion. At Christleton International Studio, we are pleased to encourage an open door policy to our parents and families. We believe that it is not necessary to wait only for child/parent/teacher conferences or formal reports to share information with our students and their parents.

- **Autumn Goal setting.** This is a relationship-building conference with the student and coach. The purpose of this conference is to discuss and identify social, emotional and academic strengths or areas for improvement. Goals will be written to determine how everyone involved can support the achievement of these goals.
- **Spring:** This is a conference between the parent, student and teacher that reviews the progress of the goals that were set in the autumn, in addition to sharing academic information and work samples.

Progress Grades

Progress grades show student achievement over a period of time and are derived from a range of grades given for specific assignments, tests or tasks. They are not normally calculated as a simple mean average



of grades over a reporting period. The grade is meant to represent an accurate assessment of student performance during the grading period against IB criteria.

Progress grades are helpful in setting predicted grades and support student applications to university. They are recorded on student transcripts. It is important that assessment tasks during a grading period engage the student with the assessment criteria employed by IB subject guides and presents them with the best opportunity to demonstrate their potential. Predicted grades will be required for UCAS Applications in the Autumn of Year 13 with further predicted grades required for IB in March of Year 13.

Progress grades should be valid and based upon reliable evidence. Valid, in this context, means that the grade accurately represents student achievement against the assessment criteria. Reliable in this context means that assessment tasks accurately reflect IB expectations and test IB assessment objectives in a balanced way. For this reason it is critical that a progress grade is based on an appropriate number of varied assignments as defined by individual subject assessment policies.

There are on average two grading periods per term, plus exam marks. Feedback on progress is based upon a wide and varied range of evidence from throughout the term and therefore of greater accuracy than weekly assignments.

The commitment and effort of a student are recognised in a separate grading system to the IB 1-7 single digit integer. The teacher makes a judgement of a student's involvement by choosing one of five levels, A-E, when set against a defining statement.

The student is committed to this subject and works hard to achieve results:

A: Strongly agree

B: Agree

C: Moderately agree

D: Disagree

E: Strongly disagree

This is of help when making an assessment about the student's progress in a subject, particularly when underperformance is an issue. Effort grades are not part of predicted grading nor are they included on university transcripts.

Predictive Grading

Predictive grading is used at Christleton International Studio as both a learning tool and to support student applications to university. They also play a part in IB assessment in March of the final term when the IB is informed of probable student achievement levels in the final exam.



Predicted grades can be of benefit to the student as a measurement of improvement against IB criteria and as a guide for selecting universities.

Predictive grades are arrived at by employing a wide range of evidence, including all assessment models available in individual IB Diploma subjects, such as examinations, classroom presentations, orals, homework assignments, tests, research papers, practical experiments, workshops, etc., together with progress grades. Attitude and commitment are also important indicators.

Subject teachers arrive at a prediction as an educated judgement, based upon student performance to that point, of how a student is likely to succeed in the final IB exam. They are a best reasonable case scenario of ability. They should be as accurate as possible and not aspirational. Over prediction is as unhelpful as under prediction in assessing progress.

Predictive grades are based upon the same evidence as progress grades. It is assumed therefore that there will be some correlation between the two. However, due to possible variation of performance in each grading session, progress and predictive grades are not always in consistent alignment.

IB Internal Assessment and Deadlines

The International Baccalaureate requires schools to monitor and produce IB Internal Assessment deadlines. In order to manage the workload of assessment in a realistic fashion the IB recommends that a timeline is developed which is sensitive to the needs of all subjects and student programmes. A well designed calendar will “allow time for teachers to provide feedback on drafts, check that the work is authentically that of the student, mark final pieces of work and prepare moderation samples in a manner which is organised and co-operative.

A coursework calendar is produced by the college and updated in September. It is made available to students by email and direct communication from subject teachers to ensure they all have a calendar of deadlines. Its deadlines are binding on students and the school has the right to refuse work if it is submitted after the specified date. The procedure at the college for students who hand in late work is the following:

1. students should let the teacher know well in advance if there are extenuating circumstances for not meeting the deadline
2. if work is late a teacher checks with a student first to find out the reason and why this wasn't communicated before the deadline
3. the teacher makes every effort to ensure the student meets their obligation, to the point of setting new deadlines or imposing certain restrictions such as attendance at study periods
4. if the teacher's efforts are unsuccessful, they email the student's coach and the Principal and enter these details on the database tracking log.



5. a final deadline will be agreed

6. if the work is not completed by this deadline, the student will be placed on report until further notice and write to their parents.

Students are required at Christleton International Studio to learn self-management skills and are guided in this through our coaching system. The stress is on effective approaches to learning where the student is organised and active in study and the meeting of deadlines. Students are also taught a research methods course as an introduction to the extended essay and reflective projects, learning transferrable skills for use throughout their studies.

Assessment Policy Review

As a staff, we will review our Assessment agreements and policy annually. This is a working document. We will publish this information on our website. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

Version: August 2016

Update: August 2017

Bibliography

- Approaches to Teaching and Learning across the Diploma Programme - Executive summary, International Baccalaureate Organisation, 2012.
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- Diploma Programme Assessment: Principles and Practice, 2004.
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- Guidelines for developing a school assessment policy in the Diploma Programme, International Baccalaureate Organisation, 2010.
- IB Learner Profile Booklet, International Baccalaureate Organisation, 2006.
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- IB Subject Guides. International Baccalaureate Organisation.
- Procedures Handbook for the Diploma Programme, International Baccalaureate Organisation, 2012.



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