



Chester International School

Assessment Policy

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Philosophy

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

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 Chester International School 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.”

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, The Learning Trust and community

Types of Assessment used at Chester International School

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. Chester International School will work with GL Assessment testing products to ensure a thorough and reliable baseline. Informally classroom practitioners will provide opportunities for learners to demonstrate prior knowledge which will inform lessons and then enable progress to be measured at the end of a topic.

Management of the Assessment Process

The school communicates its assessment philosophy, policy and procedures to the school community. Chester International School 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 school lies with the Principal.

Leaders ensure that colleagues adhere to standards and practices and that the team 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 subjects 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 school's assessment philosophy overall.

A review of assessment policies takes place in August during team development sessions every year, instigated by the Principal and carried out by leaders and coordinators.

Formative assessment

An essential component of classroom practice at Chester International School is formative assessment. It represents the "process of gathering, analysing, interpreting and using the evidence . . . to help students to achieve their potential." (Guidelines for developing a school assessment policy in the Diploma Programme, p.1.)

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 Middle Years Programme/ Diploma / Career Programme subjects are 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.” (Guidelines for developing a school assessment policy in the Diploma Programme, p.1.

Practices of Formative Assessment

Formative assessment includes:

- assessments of prior learning
- written pieces
- student’s self-assessment
- peer assessment
- learner profile reflections on self and others
- classroom observations
- student discussions
- classroom participation
- individual and group information
- student reflections

Feedback strategies include:

- verbal comments to students
- modelled behaviors or activities
- written comments on work
- anecdotal comments
- celebration of any student displaying/recognizing in others the attributes of the Learner Profile

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 can include examinations and on-going work during the course, graded or moderated by an external examiner, contributing to the final GCSE/ Diploma / IB Career Programme qualification.

The principles and practices of formal assessment in the sixth form 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. Summative assessment provides accurate, timely and regular grades to students in a number of ways: through homework assignments; inquiry projects, 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.

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 Chester International School. They are housed in the cloud and are accessible to the student and his or her family at any time during the school year.

Reporting to Stakeholders

At Chester International School, there are many ways of communicating progress to students and their families. Some of our reporting mechanisms include grades (disseminated via Canvas), examination results letters, full written reports, Progress Reflection events and student and parent progress meetings. There is a system of written reports sent electronically to parents in January and June. 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 Chester International School, 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 subject teachers and academic mentors. The purpose of this moment 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 student led presentation and celebration involving the student, parents and academic mentor whereby the students makes use of feedback from subject teachers to reflect on their personal learning journey, share work samples and set out new goals and action plans.

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/GCSE criteria.

Progress grades are helpful in setting predicted grades and support student applications to sixth form/college/university or apprenticeships. 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/GCSE subject guides and presents them with the best opportunity to demonstrate their potential. Predicted grades will be required for college applications in the Spring term of year 11 and 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.

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.

Commitment to Learning (CTL) Grading

The Commitment to Learning (CTL) grade is a quantitative measure of how students are engaging with their learning. The CTL grades range from 1 to 3. The lower the grade, the more independent the learner. A CTL grade of 2 reflects a student working to a satisfactory standard, with 1 and 3 reflecting engagement above and below expectations, respectively. Teachers will make a judgment of a student's CTL grade with reference to their performance against the IB Learner Profile Traits. CTL grades are particularly helpful when making an assessment about a student's progress when underperformance is an issue. CTL grades are not part of predicted grading, nor are they included on university transcripts.

Predictive Grading

Predictive grading is used at Chester International School 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.

Assessment in the Middle Years Programme

Assessment in the Middle Years Programme (year 10 and 11) for every subject makes use of Subject-Specific Criteria as laid out in the most current IB MYP subject guide. Each subject group is divided into four criteria where students can receive a maximum achievement level out of 8. A brief overview of the criteria for each subject can be found below. All subject areas assess against each objective at least twice per school year. Generally criteria A-D is assessed once between September and January and then again between February and June.

Assessment criteria are developed from the MYP subject objectives. The objectives are rephrased into levels of achievement within a rubric. A rubric is a descriptive assessment tool that measures students' performance; rubrics provide students with a clear understanding of what is expected of them. Within each level of the rubric, directions are provided on how the students are to perform for each summative task known as 'task specific criteria'. Students may choose the level that best suits their strengths, allowing them to take charge of their own learning – either extending their abilities within the age-appropriate expectations or beyond to develop higher-level thinking processes. Rubrics also provide feedback to the students, displaying areas of strength and areas in need of improvement. This feedback allows students to reflect on their learning, so they are able to set learning goals for the next assignment.

For each criterion within each subject group the students earn a level of achievement. The level of achievement represents the students' ability and performance for that criterion. The level of achievement for each assignment measured based on the students' performance for that given assignment. The level of achievement students earn at the end of each term is based on a "best fit" approach. In order to determine the best fit, a teacher reviews all of the work a student has completed throughout the year for a given criterion and determines the level of achievement that most accurately represents the students' ability at that time.

Teachers make use of internal standardization for summative assessment and this is on-going process. The IB Online Curriculum Centre and ongoing participation in IB professional development are also used as tool to further deepen our understanding of internal standardization of summative assessments.

Internal examinations take place twice a year in the autumn and summer terms where a teacher has created an opportunity for a formal written/oral exam made up of a fusion of GCSE and MYP criteria. The traditional assessment opportunity enables students to prepare for GCSE examinations, holds students to account for content and skills taught throughout the school years and supports the teaching of study skills also preparing them for IB programmes in the sixth form.

The final MYP grade given to a student in each subject at the end of a school year is a score that ranges 1-7, where a 7 is the highest grade and a 1 is the lowest. The final grade is calculated by adding the students' level of achievement for each criterion in a subject and then applying the grade boundaries. A final grade can only be rewarded when a level of achievement is given to each assessment criteria. At the end of each term, students will be assessed for each assessment criteria in order to reward a final grade.

Grade	Boundary	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. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for

		many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills
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.

MYP Certificate and Assessments

As from 2021, year 11 students will have the opportunity to achieve the IB validated CIS MYP participation certificate. This is an internationally recognized certificate. Those attaining 6 or above across 6 subject groups will receive the CIS MYP Excellence Certificate. Achieving the IB MYP certificate is not a pre-requisite for entry into the IB sixth form programmes at Chester International School.

Assessment within the MYP Subject Groups

Below details the criteria for the eight MYP subject groups, inter-disciplinary units and the personal project. Each section identifies the four criteria for each subject, and a brief description of each criterion. The grade boundaries are used to determine the final grade by adding the scores from each criterion.

Language and Literature (English)	
Criteria A	Analysing Through the study of language and literature students are enabled to deconstruct texts in order to identify their essential elements and their meaning and engage with texts requires students to think critically and show awareness of, and an ability to reflect on, different perspectives through their interpretations of the text.
Criteria B	Organizing Students should understand and be able to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication, whilst maintaining academic honesty.
Criteria C	Producing Text Student will produce written and spoken text, focusing on the creative process it-self and on the understanding of the connection between the creator and his or her audience.
Criteria D	Using Language Students have opportunities to develop, organize and express themselves and communicate thoughts, ideas and information, requiring accurate and varied language in written, oral and visual text

Language Acquisition (French, Spanish)	
Criteria A	Comprehending Spoken and Visual Text Comprehending spoken and visual text encompasses aspects of listening and viewing, and involves the student in interpreting and constructing meaning from spoken and visual text to understand how images presented with oral text interplay to convey ideas, values and attitudes.
Criteria B	Comprehending written and visual text Comprehending written and visual text encompasses aspects of reading and viewing, and involves the student in constructing meaning and interpreting written and visual text to understand how images presented with written text interplay to convey ideas, values and attitudes.
Criteria C	Communicating in response to spoken, written and visual text Students will have opportunities to develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, and responding to spoken, written and visual text in the target language.
Criteria D	Using language in spoken and written form This objective relates to the correct and appropriate use of the spoken and written target language. It involves recognizing and using language suitable to the audience and purpose with an understanding structure, strategies

	(spelling, grammar, plot, character, punctuation, voice) and techniques with increasing skill and effectiveness.
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Mathematics	
Criteria A	<p>Knowing and Understanding Knowledge and understanding are fundamental to studying mathematics and form the base from which to explore concepts and develop skills. This objective assesses the extent to which students can select and apply mathematics to solve problems in both familiar and unfamiliar situations in a variety of contexts.</p>
Criteria B	<p>Investigating Patterns Investigating patterns allows students to experience the excitement and satisfaction of mathematical discovery. Working through investigations encourages students to become risk-takers, inquirers and critical thinkers. The ability to inquire is invaluable in the MYP and contributes to lifelong learning.</p>
Criteria C	<p>Communicating Mathematics provides a powerful and universal language. Students are expected to use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing</p>
Criteria D	<p>Applying Mathematics in real life context MYP mathematics encourages students to see mathematics as a tool for solving problems in an authentic real-life context. Students are expected to transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.</p>

Sciences (Combined Science)	
Criteria A	<p>Knowing and Understanding Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments.</p>
Criteria B	<p>Inquiring and Designing Intellectual and practical skills are developed through designing, analysing and performing scientific investigations. Although the scientific method involves a wide variety of approaches, the MYP emphasizes experimental work and scientific inquiry.</p>
Criteria C	<p>Processing and Evaluating Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached. MYP sciences help students to develop analytical thinking skills, which they can use to evaluate the method and discuss possible improvements or extensions.</p>
Criteria D	<p>Reflecting on the Impacts of Science Students gain global understanding of science by evaluating the implications of scientific developments and their applications to a specific</p>

	problem or issue. Varied scientific language will be applied in order to demonstrate understanding. Students are expected to become aware of the importance of documenting the work of others when communicating in science.
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Individuals and Societies (History, Geography)	
Criteria A	Knowing and Understanding Students develop factual and conceptual knowledge about individuals and societies.
Criteria B	Investigating Students Develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.
Criteria C	Communicating Students Develop skills to organize, document and communicate their learning using a variety of media and presentation formats.
Criteria D	Thinking Critically Students use critical thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.

Arts (Art and Design, Drama)	
Criteria A	Knowing and Understanding The students discover the aesthetics of art forms and are able to analyse and communicate in specialized language. Using explicit and tacit knowledge alongside an understanding of the role of the arts in a global context, students inform their work and artistic perspectives.
Criteria B	Developing Skills The acquisition and development of skills provide the opportunity for active participation in the art form and in the process of creating art. Skill application allows students to develop their artistic ideas to a point of realization. Skills are evident in both process and product.
Criteria C	Thinking Creatively The arts motivate students to develop curiosity and purposefully explore and challenge boundaries. Thinking creatively encourages students to explore the unfamiliar and experiment in innovative ways to develop their artistic intentions, their processes and their work.
Criteria D	Responding Students should have the opportunity to respond to their world, to their own art and to the art of others. A response can come in many forms; creating art as a response encourages students to make connections and transfer their learning to new settings.

Physical and Health Education (Team Meet/Elective/PSHE)	
Criteria A	Knowledge Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.
Criteria B	Planning a Performance

	Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education.
Criteria C	Applying and Performing Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.
Criteria D	Reflecting and improving performance Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others.

Interdisciplinary Units (Themes)	
Criteria A	Disciplinary Grounding Refer to the subject criteria knowledge criteria (criteria A), which the unit is an integration. This will give the teachers the subject specific disciplinary grounding to mark against; and this will give the mark in this criterion as a best-fit among the subjects.
Criteria B	Synthesizing Student will synthesizes disciplinary knowledge to demonstrate consistent interdisciplinary understanding.
Criteria C	Communicating Student will communicate interdisciplinary understanding with clarity, organization and coherence. And the student will acknowledge relevant sources.
Criteria D	Reflecting Student will evaluate strengths and limitations of the interdisciplinary learning process. And the student will describe some benefits and limitations of disciplinary and interdisciplinary knowledge in specific situations.

Personal Project	
Criteria A	Investigating Assessing the student's ability to define a clear goal in their personal project. They should also be able to identify prior learning and subject-specific knowledge relevant to the project and demonstrate research skills.
Criteria B	Planning Assessing the students' ability to develop criteria for the product/outcome, plan and record the development process of the project and demonstrate self-management skills.
Criteria C	Taking Action Assessing the students' ability to create a product/outcome in response of the goal, global context and idea. The students demonstrate thinking skills and demonstrate communication and social skills.
Criteria D	Reflecting Assessing the students' ability to evaluate the quality of the product/outcome against their criteria. , reflect on how completing the project has extended their knowledge and understanding of the topic and

	the global context as well as to reflect on their development as IB learners through the project.
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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 IB Coordinator and published on the online learning platform. It is also made available to students by email and direct communication from subject teachers to ensure they all have a calendar of deadlines. The deadlines are set as ‘assignments’ to the canvas gradebook meaning that they also show up on students ‘things to do’ lists.

The deadlines are binding and students sign a contract and the school has the right to refuse work if it is submitted after the specified date. The procedure at the school 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 Chester International School to learn self-management skills and are guided in this through our academic mentoring 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 research methods course as an introduction to the personal project, extended essay and reflective projects, learning transferrable skills for use throughout their studies in addition to regular subjects.

MYP Personal Project

It is a requirement of the IB that all students' personal projects are sent off to the IB for external moderation. Students must complete the Personal Project in their final year in MYP at CIS (year 11) to achieve the CIS MYP participation certificate. After internal submission and marking of their work, this will be sent to the IB for external moderation. This is coordinated by the MYP Personal Project supervisor.

GCSE's

Year 10 and 11 undertake a set of GCSE's, each of which follow a two year programme of learning which culminates in a set of final examinations. In addition to this some GCSE's may have pieces of coursework which help contribute to the final grade.

Subject teachers in consultation with the leadership team select an appropriate exam board. Exam board selection is aligned with GCSE courses taught at other schools in the trust where possible providing a further network of support and experience.

Teaching and learning of GCSE and MYP content and skills are fused to bring an integrated and holistic approach to the curriculum offer.

IB Sixth Form 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:

- a) CAS requirements have been met.
- b) The candidate's total points are 24 or more.
- c) There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- d) There is no grade E awarded for theory of knowledge and/or the extended essay.
- e) There is no grade 1 awarded in a subject/level.
- f) There are no more than two grade 2s awarded (HL or SL).
- g) 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).
- k) The candidate has not received a penalty for academic misconduct from the Final Award Committee

Academic Honesty

As per our academic honesty and Exams policies we expect our students to conduct themselves appropriately demonstrating the key traits and values of an IB learner throughout their learning journey and during assessment times.

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