



Assessment Policy within the IB Diploma Programme

At the International School Braunschweig–Wolfsburg, student achievement is a primary goal. As a result, a variety of assessments such as formative and summative assessments are used to measure student performance.

Principles of Assessment

International School Braunschweig–Wolfsburg administration and staff recognize that both formative and summative assessment play a vital role in the instruction cycle – planning, teaching, assessing, reporting, and reflecting. Formative assessment involves a range of both formal and informal assessment procedures conducted by teachers during the learning process to monitor student learning and to provide ongoing feedback that can be used by teachers to modify teaching and by students to improve their learning. Summative assessment involves procedures that evaluate student learning at the end of an instructional unit by comparing the assessment to a standard or benchmark. (Information from summative assessments can also be used formatively when students and teachers use it to modify their efforts and activities in subsequent units). Teachers are responsible for designing and providing assessment structures and practices that help students, parents, teachers, and administrators:

Effective Assessment Allows Students To:

- Improve their understanding of the standards of excellence
- Recall, adapt, and apply knowledge and skills to new questions and contexts
- Demonstrate a broad range of conceptual understanding and skills
- Demonstrate critical and creative thinking abilities

Effective Assessment Allows Parents To:

- Monitor evidence of student learning
- Provide detailed feedback on the nature of student's strengths
- Provide opportunities of support to students and teachers
- Identify teaching practices and lessons that are taking place in the classroom



Effective Assessment Allows Teachers To:

- Administer assessment in accordance with IB principles and standards
- Provide criteria required for producing a quality product
- Provide timely and clear feedback that is constructive towards current and future learning
- Engage in self-reflection to inform and improve instruction
- Provide for a variety of assessments
- Recognize students' different learning styles and special needs, and accordingly develop assessments to support an inclusive and authentic understanding of student mastery
- Assess in a context that is meaningful, relevant, and motivating to students
- Maintain detailed assessment records
- Analyze data to identify patterns in student performance and needs
- Recognize student's level of English language competency when developing assessments. (IB Diploma School Language Policy)



How are students supported to prevent Non submission of assignments?

- Students are given ample time to complete assignments. Assignments are clearly explained and teachers are available in class to answer questions about assignments, or time can be scheduled with the teacher if students need to talk after class. Teacher contact details have been shared so they are available by email. Larger assignments are broken down into sections so they are easier to manage.

How do absences affect student grades?

- When a child is absent, he or she may miss valuable class time, discussions, and tasks that are integral to the development of their knowledge and understanding of a subject. In many cases, it can be very difficult to duplicate the experience.
- If an assessment task is either not able to be performed or is not able to be submitted, due to absence, it is the responsibility of the parent or student to approach the subject teacher who requires the work. At that time, the parent and/or student, along with the teacher will determine what course of action should be taken in regards to the missing assignment.
- A strict policy for a “Retest” is in effect that no student will be allowed to take an assessment test again unless he/she produces a medical certificate attested by a doctor.

Access arrangements for students with students requiring either extra time or special arrangements such as a reader are previously made from the respective coordinator on IBIS and a list of all students who need access is circulated amongst staff members invigilating in advance.

Giving IB Practice Assessments:

Assessments should be given at times to provide students an indicator of performance and level of mastery. Because IB Exams are criterion referenced, it is important for students to understand progress toward mastery of the criterion. IB Exams from previous years, in conjunction with the corresponding mark schemes, should be used as academically relevant during the first year of the Diploma Program in each course. Students in the second year of the Diploma Program should experience more frequent exposure to previous IB exams throughout the entire school year.

IB Grading System:

Each teacher has developed a conversion system from IB scores to the grading scale for every IB Diploma course. They give a copy of the same to students during the beginning of each academic year. The IB Diploma– German Abitur conversion can be found on the school homepage:

https://is.cjd-braunschweig.de/fileadmin/assets/international/Dateien/Senior_School_IB/Converting_to_abitur__1_.pdf



IB Diploma: Year 11 and 12 assessments

There are two crucial IB assessments that are calculated to determine the final IB score for each subject:

1. External Assessment (IB Exams):

IB External assessments are mandatory assessments that are completed during Years 11 and 12 that are not scored by the classroom teacher. External assessments are IB exams that are administered during the May examination session and they are sent directly to IB examiners for evaluation. It is very important to note that students must take the external assessment (IB exams) on the assigned test date. There are no alternative test dates given for IB exams. Students who miss an exam risk their eligibility for the IB diploma or finishing the IB program. (Except for medical reasons– In this case the IB Coordinator must be notified in advance in order to be able to apply for the Adverse conditions form)

2. Internal Assessment (IA):

Internal assessments are mandatory assessments completed during year 11 and 12 that focus on skills as well as the subject content. Students who fail to complete their internal assessment will be marked an NS (Non-Submission)

These assessments are graded by the classroom teacher using the rubric published by IB. If two or more teachers are responsible for a subject's internal assessment, the teachers will exchange samples and compare marks to standardize score before submitting to IBO.

The internal assessment scores are submitted to IB for moderation to ensure all internal assessment scores worldwide are consistent. In addition to the internal assessments effecting the final IB score for each subject, internal assessments also serve as a classroom grade which contribute to the students' school grades.



Explanation of the percentage of assessments – Internal and External –All students are given a copy of the Assessment criteria at the beginning of each year by their teachers– source Programme Resource Center on MY-IB.

Regulations for a student to be promoted to year 12 from year 11

The IB Diploma follows a very demanding and intensive curriculum consisting of six academic subject groups. As a student, you must choose a subject from each of the groups so that you get a broad, holistic understanding of the humanistic, scientific and creative. Each subject is concluded with a written exam, which is assessed by a censor from the IB organisation on the basis of international criteria and is awarded a grade between 1 and 7. However, the minimum number of points for obtaining the IB Diploma is 24 points with successful completion of the Extended Essay, TOK and CAS within the grade band average of A–D.

Inclusion

The IB Diploma Programme provides inclusive access for students during final exams. As a school, we also wish to support students by inclusive and taking into consideration special needs and circumstances. Such special needs and circumstances may include, but are not limited to: learning disabilities, medical and health issues (both long term and short term), special physical impairments, and psycho-social-emotional circumstances. As per the regulations in the Diploma Programme, special accommodations can be arranged in some circumstances. If a student or parent reports an issue, problem or circumstance, the school will take action to appropriately and fairly accommodate that student's particular need. If a teacher suspects that a student may have a particular need or learning disability, they must report their concerns in writing to the Diploma Coordinator and the parents or guardians of the student. If it is determined that the can school support this student based on certified medical evidence, official evaluations or the like, the school will make arrangements with both the IBO and all teachers regarding the accommodations for that student with regard to assessment practice.