

Mission statement

Our mission is to provide students with a high-quality education while developing the attributes of caring, respect, and responsibility towards others and the environment.

The following principles have been drafted in keeping with this commitment.

Purpose

The purpose of this document is to identify:

- our school's philosophy on assessment, evaluation, and reporting
- common definitions for the terms *formative* and *summative* assessment, *internal* and *external* assessment, *feedback*, and *reporting*
- guidelines and procedures for assessment, evaluation and reporting

The contents of this policy are based upon educational research, best practices, the IBO's published documentation, the regulations of the PER (Plan d'études romand) and the ORM (Ordonnance sur la reconnaissance des certificats de maturité gymnasiale), and guidelines from the Swiss curriculum. This document is designed to inform all stakeholders of the school (teachers, students, administrators, parents, and governing bodies) of the school's approaches towards assessment, evaluation and reporting student learning and understanding.

General assessment philosophy

We recognize the great value of evaluation as a source of growth and evolution of our students and our teachers.

Effective assessment:

- is a tool used to collect student data and inform future teaching
- improves and encourages student learning through the use of effective and timely feedback
- is a continuous process
- reflects clear criteria which are known in advance
- provides opportunities for peer feed-back and self-reflection
- is varied and reflective of various learning styles

We believe all assessments should be:

- honest, authentic, and fair
- criteria-referenced
- significant, relevant, challenging

- positive and focused upon a growth mindset
- directly linked to the teaching and task
- regular and frequently reported
- focused upon achievement and not effort or behavior

Assessment categories

IB teachers regularly check for understanding, monitor progress, adjust teaching, and evaluate learning. Assessment is divided into the following three categories:

Pre-Assessment:

Pre-assessment is used at the beginning of learning to gauge what students already understand, know and can do; they are also designed to uncover misconceptions about the subject matter. Teachers complete pre-assessments for each unit to identify areas for focus in the teaching plan. Pre-assessments are NOT graded, they are used to inform the teaching.

Formative Assessment:

Formative assessments are on-going assessments, observations, summaries and reviews used to inform teacher instruction and provide students feedback on a regular basis. Teachers use formative assessment as the predominant form of assessment in classrooms. Formative assessments are used in every lesson for teachers and students to gauge their understanding of the concepts, skills and knowledge. In the Diploma Programme, formative assessments weigh 30% of the final grade. Formative assessments may include:

- Oral and written summaries, reviews, exit cards, etc.
- Practice responses to IB style questions
- Observations and quick checks
- Student and peer assessments

Feedback from teachers on formative assessments may be oral or written and should be richly descriptive, with commendation on success and suggestions for improvements. Formative assessment should be reflective of the external assessments conducted by the IB at the end of the program. Formative assessment will be evaluated using criterion and IB rubrics. In like manner, formative assessments in the Swiss program are direct reflections of the Swiss Maturity exams. Students also learn to evaluate themselves by talking about their assessment tasks with their teachers.

Summative Assessments

Summative assessments are graded assessments given at the completion of a unit of study or learning process. Summative assessments are planned for in advance and assessed using DP rubrics. Summative assessments are used to determine grades for reporting and feedback to parents. Summative assessments only assess concepts, skills and knowledge that have been explicitly covered in a unit of work. In the Diploma Programme, summative assessments weigh 70% of the final grade. Summative assessments may include:

- Performance tasks
- Exams (internal and external)
- IBDP internal and external assignments
- Unit tests

Descriptive feedback on summative assessments is still a valuable aspect of the learning. Teachers plan time after the completion of summative assessments for review and reflection. Teachers keep formal records on summative assessments using the grading program ManageBac.

Assessment Practices

IB instructors adhere to the following practices:

Planning for Assessment:

- IB subject area teachers plan their courses with the IB outcomes, assessment criteria and final exams in mind.
- IB teachers design their courses to build upon students' prior knowledge.
- IB teachers collaboratively create and publish a calendar for internal and external requirements to help students manage their workload.

Assessment Strategies:

- Assessment in the IB Diploma Program is criterion-related. Student-produced work is evaluated against clearly defined pre-determined descriptors.
- IB teachers use a broad range of formal and informal assessment strategies throughout their course to allow students to demonstrate their learning.
- IB teachers provide students with multiple opportunities to reflect upon their achievement based upon meaningful and timely feedback.
- IB teachers design assessments, which allow students to achieve at the highest levels in both familiar and unfamiliar contexts.
- IB teachers design formative tasks that prepare students for success on their summative assessments and the end of program exams.

Feedback and Reporting on Assessment:

- IB teachers provide students with rubrics and clear expectations, which align with subject area criteria for assessment tasks.
- IB teachers provide students with exemplar material.

- IB teachers use various methods to provide students with accurate and prompt feedback about their current levels of achievement and outline specific steps for improvement.
- IB teachers record and report assessments using ManageBac that is accessible to students and parents at all times.
- IB teachers value the most accurate demonstration of student performance at a given time rather than averaging grades over a reporting period.
- IB teachers report all assessments using whole numbers. Decimals, percentages, or fractions are not consistent with criterion-related assessment and do not factor into IB grades.

Analysis of Assessment:

- IB teachers closely follow the process of moderation to standardize their grading and ensure accuracy of the assessment criteria.
- IB teachers frequently use assessment data to improve student learning, plan curriculum, and drive instruction.
- IB teachers are reflective in nature and regularly review assessment practices and curriculum.
- IB teachers and the programs' Coordinators frequently monitor student progress and achievement.

Grades, Reporting, and Recording

The IB grade (seven-point scale) is determined by the IBO-published descriptors. These specific words are associated with each level and these terms are appropriate descriptions of a student's overall achievement.

The IB grading scale is as follows:

- 7: Excellent
- 6: Very Good
- 5: Good
- 4: Satisfactory
- 3: Mediocre
- 2: Poor
- 1: Very Poor

Grades 3, 2, and 1 are considered failing grades.

In the Diploma Programme, the TOK course and the Extended Essay are graded according to the following scale:

- A: Excellent
- B: Good

- C: Satisfactory
- D: Mediocre
- E: Elementary (*failing grade*)
- N: No grade

Achievement Grades

IB course grades are reported to students and their parents on an ongoing basis through the use of ManageBac. Progress reports are provided electronically midterm and official reports are provided at the end of each term. Grades on progress and official reports will be given in the form of 1-7 and are, therefore, reflecting of the IB grading scale. This allows for students and parents to understand how students are performing when measured against the IB criteria. These grades are a teacher’s reflection of how well the student has mastered the curriculum.

As to the DP, it is important to note the grades reflected on ManageBac are not the official grades the student will receive at the end of the two-year program; while teachers strive to be as accurate as possible, the grades posted are predications and can vary from actual results.

Standardization of assessment

Teams of educators are expected to standardize assessment tasks. This involves teachers within each subject-group coming together to arrive at a common understanding of its criteria at each stage. They make autonomous judgments against the same samples, then discuss their views to form a consensus level of achievement. This practice is designed to create agreed-upon standards between professionals across the school and ensure that all of our students are being assessed fairly.

MYP assessment

In the Middle Years Programme, in accordance with IB guidelines, assessments are measured by criterion-related rubrics that are found in the MYP subject group guides. The rubrics describe eight levels of competency for each of four criteria (specific to each subject-group). Judgments are made by consulting the levels of achievement and assigning the level that best describes the quality of work submitted. Task-specific clarifications should be shared with students in advance so that they know precisely what must be achieved to get a top grade.

Each criterion strand of the four criteria of each subject-group must be assessed at least twice in each year of the MYP.

At the end of each term, all formative and summative assessment data is used to make a final judgment using the “best-fit” approach (*c.f. MYP: From principles into practice*, pp. 78, 83), resulting in a 1-8 achievement level for each of the four criteria in each subject. The total of these four scores will be converted into a 1-7 final grade in each year of the MYP, along the following grade boundaries:

Grade	Boundary guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

2	6-9	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.
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.

Effort grade

Progress and end-of-term reports include "Effort grades" for each subject, indicative of a student's attitude and participation in and outside of class as perceived by their respective teachers.

Reflections

Progress and end-of-term reports also include reflections by each student's "Homeroom Advisor" as well as the MYP Coordinator. These are meant to provide further insights into a student's attitude and growth in general, interactions with their peers and with the staff, and overall situation at the school.

Personal project

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

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

- Supervisors will then determine a profile of achievement for each student by determining the appropriate level for each criterion. The levels for each criterion must then be added together and grade boundaries applied to the total to decide the grade, on a scale of 1 to 7.

Personal project exhibition

Year 5 students are involved in a personal project exhibition towards the end of the academic year.

The key purpose of the exhibition is:

- to provide a forum for the students to present the journey and the outcome of their self-driven inquiry
- demonstrate the ATL skills, attitudes, strategies and knowledge developed in the course of their extended period of inquiry
- demonstrate how the outcome of the inquiry cycle builds up or motivates thoughtful action.

The nature of the presentation will vary depending on the type of personal project. However, all personal projects will include a process journal, a product/outcome and a report.

DP assessment

Internal and External Assessment

Each DP student grade is comprised of internal and external assessments. A DP grade is not based solely on the end of course exams. Internal assessments represent work that is completed during the two-year program, receives feedback, and is marked by the instructor. External assessments are completed either at the end of the course (exams) or also during the two-year program. Some external assessments receive feedback from the teacher. External assessments receive predicted grades from the instructor. All external assessments are assessed by specially trained external examiners provided by the IB. Candidates work is sent electronically to the examiners. The final DP grade is a mixture of both internal and external assessments.

At each of the reporting sessions, the Diploma Coordinator will review student achievement levels. Students will be placed on a contract if they meet any one or more of the following conditions:

- earning less than 24 total points
- less than 12 total points for HL courses
 - for students who select 4 HL courses the top 3 scores apply
- less than 9 total points for SL courses
- a failure to meet minimum CAS or EE requirements
- a grade of a 1 or 2 in any subject
- more than two grades below 4*
- any case of academic misconduct
- failure to meet published internal deadlines

**IB regulations state students must earn no more than three grades below 4; however, as an institution, Saint-Charles reserves the right to increase the expectations.*

Students who consistently remain on a contract may be excluded from the exams, moved to courses, or jeopardize their standing at Saint-Charles. It is important to note a DP courses program is not the same as obtaining the IB Diploma and typically is not accepted at most universities. These requirements vary from nation to nation and school to school.

Predicted Grades

Final Diploma grades for each student are predicted twice in DP, for two separate purposes. Between October and November of year 1, teachers predict grades on an individual basis to assist with student applications for university. Students are informed of their total predicted grade, and, where necessary, (usually for entrance to UK universities), of individual subject predicted grades. Predicted grades for university are final and not subject to discussion or revision. In March of year 2, teachers again predict grades for students, in all subjects, including TOK and the EE, this time in response to an IB requirement.

Time, Procedure, Penalties

All student work is expected to be submitted on the due date at the time specified on the ManageBac calendar. Work must be handed to the relevant teacher or submitted online when requested. It is the responsibility of the student to ensure that work has been received by their teacher.

There will be consequences for late submission of work. This will be determined by the professional judgment of classroom teachers and may take into consideration the following factors:

- previous occurrences
- the student's academic history and/or learning needs
- personal circumstances

Teachers are encouraged to liaise with the appropriate coordinator if they have concerns over late/non-submission of student work. Parents will be notified in writing when assessment is not submitted on the due date.

Formal assessments not submitted on time (without adequate explanation or being unreasonably late) may receive feedback but with no credit recorded. The task may still be required to be completed in order to demonstrate an ability to meet the criteria for the task and course requirements. Incomplete work should be submitted on time despite not being finished.

If a student is absent from school on the day an assessment task is to be completed, they must contact their teacher to organize a time to catch-up on the missed task. Failure to follow this procedure could result in the student receiving no credit for the missed task (students will still need to complete the task in order to meet the learning outcomes for the course). When scheduling a time to complete a missed task, the teacher will take into account a student's circumstances (e.g. recovery from a sickness) during the preparation time. In some cases, an alternative task may be given. Each case will be reviewed individually before a decision is made.

Students may apply for an extension through their classroom teacher prior to the due date for formal assessments. All extensions for internal and external assessments **must** receive final approval from the

Diploma Coordinator. Without approval, the assignment may not be accepted. Students must have a valid reason for application (medical certificate) and, if approved, a new date will be set for submission.

Please note, failure to attend a DP exam will result in a no score. Illness, even if accompanied by a medical certificate, may not be accepted.

Academic Honesty

If a teacher suspects a student is guilty of academic malpractice, he should inform the relevant IB Coordinator. The Coordinator will investigate the matter, inform parents, and meet with the student. The Coordinator will determine if the case is one of intentional or unintentional infringement. In line with the IB's policy and practice, any work which fails to meet academic honesty requirements will not be submitted for external evaluation.

Sources

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