

### 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. Summative assessments may include:

- Performance tasks

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

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 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.

### 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). Each criterion focuses on one aspect of a student's performance or learning.

The criteria for each subject-group are the following:

Subject	Criterion A	Criterion B	Criterion C	Criterion D
<b>Language and literature</b>	Analysing	Organizing	Producing text	Using language
<b>Language acquisition</b>	Listening	Speaking	Reading	Writing
<b>Individuals and societies</b>	Knowing & understanding	Investigating	Communicating	Thinking critically
<b>Sciences</b>	Knowing & understanding	Inquiring & designing	Processing & evaluating	Reflecting on the impacts of science
<b>Mathematics</b>	Knowing & understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts

<b>Arts</b>	Knowing & understanding	Developing skills	Thinking creatively	Responding
<b>Physical and health education</b>	Knowing & understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Design</b>	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
<b>Personal project</b>	Planning	Applying skills	Reflecting	–
<b>Interdisciplinary</b>	Evaluating	Synthesizing	Reflecting	–

### Frequency

- Each criterion strand of the four criteria of each subject-group must be assessed at least twice in each year of the MYP.
- Assessments will be planned in such a way that students are not overwhelmed by too many assessments – teachers will manage this referring to the ManageBac Calendar before setting a task.

### Judgement

- Judgments are made by consulting the levels of achievement for each criterion and assigning the level that best describes the quality of work submitted.
- Teachers base their assessment on precise rubrics provided by the IBO. These rubrics are specific to each criterion and divided into several strands (e.g., "Communicating" in History (criterion C) will involve *(i)* effective communication using an appropriate style *(ii)* good structuring of the information and *(iii)* proper referencing of sources).
- The table below gives a very general idea of what an achievement level may mean in relation to a particular criterion:

Score	<i>As far as this criterion is concerned...</i>
7-8	The student's work is excellent or outstanding.
5-6	The student's work is good or very good.
4	The student's work is satisfactory.
3	The student's work is slightly below expectations.
2	The student's work is clearly below expectations
0-1	The student's work fails to meet even basic requirements.

### Role of teachers

- Teachers should ensure the students have a clear understanding of:
  1. the goals of the assessment
  2. the format required
  3. the quantity and quality of work required

4. the time by which work must be completed (specified in stages, where appropriate)
5. the criteria being used for formal assessments\*

*\*Task-specific clarifications may be shared with students ahead of an assessment so that they know precisely what must be achieved to get a top grade.*

- Teachers should return corrected assessments within a reasonable period of time, and no later than two weeks after the submission of the work.
- Wherever appropriate, teachers should annotate work in such a way as to provide meaningful feedback to students.
- Teachers should give students opportunity to reflect on the assessment and how to improve their work in future, allowing them to take responsibility for their learning.
- Results will be recorded in the ManageBac Gradebook.

### *Role of parents*

- Parents are encouraged to log in to ManageBac on a regular basis to monitor their child's progress.
- Parents should adhere to and support the assessment policy and procedures.

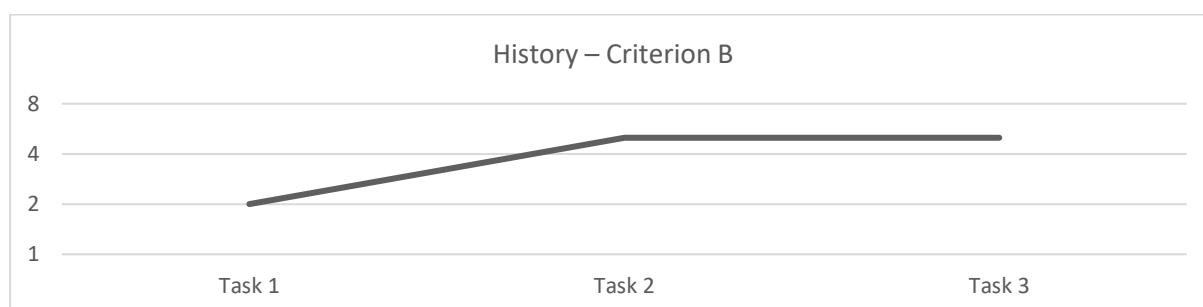
### *Role of students*

- Students are encouraged to give their best in each assessment and participate in reflection on their progress.
- Students should be responsible for checking the calendar on ManageBac and reading task instructions carefully.
- Students should complete assessment tasks in time and properly submit them, honoring the school's academic integrity guidelines.

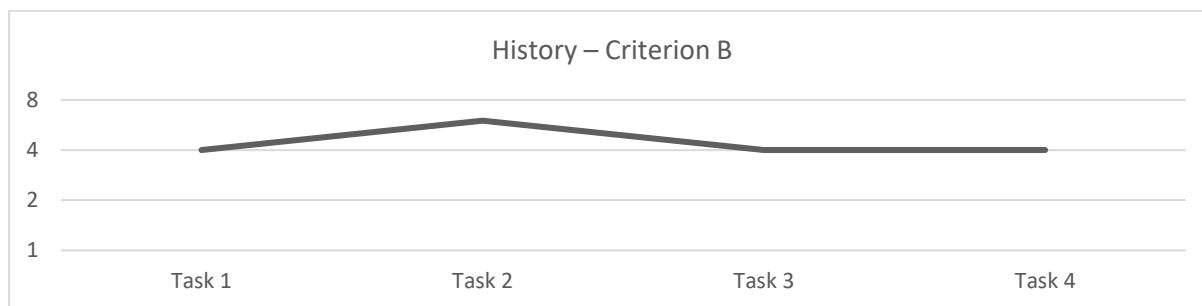
### *End-of-term grades*

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 teacher will decide which achievement level reflects the current level of a student's progress for each criterion. For example, if for criterion B in History a student has been awarded first a "2", then a "5" on two occasions, the teacher may judge that a "5" actually reflects the level the student has reached (whilst an average of the three scores would mean a "4").



Or if a student has been awarded a "4", then a "6", then again a "4" on two occasions, the teacher may judge that even though the student did better in one exceptional instance, they have not yet demonstrated being able to work consistently beyond a *satisfactory* level and thus a "4" best reflects their overall quality of work.



Then, the total of the four scores a student has achieved in each subject is converted into a 1-7 final grade, 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.

## Reports

Formal reports are issued four times a year: an interim report, issued in October and April, and full reports issued in January and June.

## Effort grade

All reports include an "Effort grade" for each subject, indicative of a student's attitude and participation in and outside of class as perceived by their respective teachers. Teachers' judgement is based on the following rubric.

Grade	Explanation
7 - Outstanding	<ul style="list-style-type: none"><li>• Always focused and engaged on learning in class</li><li>• Always meets all deadlines for class and homework</li><li>• Always well organised, arriving on time to lessons with all equipment, ready to begin learning</li><li>• Shows outstanding collaboration skills in the lesson</li><li>• Works independently</li></ul>
6 - Very good	<ul style="list-style-type: none"><li>• Consistently focused and engaged on learning in class</li><li>• Meets all deadlines for class and homework</li><li>• Consistently well organised, arriving on time to lessons with equipment, ready to begin learning</li><li>• Very collaborative in the lesson</li><li>• Works independently most of the time</li></ul>
5 - Good	<ul style="list-style-type: none"><li>• Usually focused on learning in class</li><li>• Usually meets deadlines</li><li>• Usually well organised and on time, but very occasionally fails to bring all equipment or be on time</li><li>• Good collaboration skills</li><li>• Works often independently</li></ul>
4 - Adequate but not consistent	<ul style="list-style-type: none"><li>• Is inclined to do what is required rather than be fully focused on extending their learning, and does not always invest sufficient effort to make really good progress</li><li>• Meets most deadlines but work is not always as thorough as is required to make genuine progress</li><li>• Is normally organised, but might be late to class sometimes or fail to bring all equipment</li><li>• Sometimes needs help to work independently</li></ul>
3 - Requires occasional support to sustain effort	<ul style="list-style-type: none"><li>• Not very focused or engaged on their learning when in class</li><li>• Fails to meet deadlines more frequently</li><li>• Is not always organised, and may quite frequently arrive late to class or without equipment</li></ul>
2 - Requires constant support to sustain effort	<ul style="list-style-type: none"><li>• Rarely focused or engaged on their learning when in class</li><li>• Consistently fails to meet deadlines more frequently than is acceptable</li><li>• Rarely organised, and may quite frequently arrive late to class or without equipment</li></ul>
1 - Minimal effort	<ul style="list-style-type: none"><li>• Never focused or engaged on their learning when in class</li><li>• Always fails to meet deadlines more frequently than is acceptable</li><li>• Never organised, and may quite frequently arrive late to class or without equipment</li></ul>

### *Academic progress appreciation*

The first interim (or progress) report of the year includes an "Academic progress" appreciation for each subject, only as an indication of whether there is any significant gap in a student's learning, or on the contrary to highlight that a student's knowledge and performance is going beyond expectations at this stage of the program.

### *Reflections*

Reports also include reflections by each student's "Homeroom Advisor" and/or by the program 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. Also, at the end of each term the students engage in a self-reflection that is included in the full report: they write about the achievements that they are proud of, the progress they made in relation to the targets they have set themselves, their goals moving forward, etc.

### *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.

- Supervisors will then determine a profile of achievement for each student by determining the appropriate level for each criterion.
- The process of internal standardization takes place involving both the supervisors and all the MYP teachers, to ensure that similar standards have been applied to all students.
- The program coordinator will validate the final levels for each criterion: these will 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

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.*

## 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.

For 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.

### *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.

Also, formative assessments weigh 30% of the final grade and summative assessments weigh 70% of the final grade.

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.

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

## 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 no grade other than "0" may be awarded. 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 a "0". 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 IBDP 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 Integrity

If a teacher suspects a student is guilty of academic malpractice, he should refer to the academic integrity policy and apply the corresponding sanctions. In line with the IB's policy and practice, any work which fails to meet academic integrity requirements will not be submitted for external evaluation.

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