



IB Assessment Policy

Updated 2019

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Introduction

“Assessment...is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there” (Assessment Reform Group, 2002).

At AICJ assessment is used to inform both teachers and students. Teachers are expected to utilise information gathered about students' progress to inform and adapt their approaches to teaching to accommodate the needs of all students. Through being assessed, students are expected to be able to recognise their progress and achievements and understand where they need to improve and how to improve.

This policy intends to establish a framework for assessment across the school's IB course by identifying and explaining the different types of assessment and reporting systems that teachers are expected to follow and employ. The policy must be shared with all stakeholders on the school's IB course.

Purpose of the policy:

- To ensure assessment is fair, valid and consistent for all students.
- To outline recording and reporting procedures on the school's IB course.
- To ensure consistency of assessment procedures.
- To meet requirements for assessments set out in the *Diploma Programme Assessment Procedures*.
- To guide students in achieving the best results possible.

Principles of the policy:

- Procedures are transparent and well publicised.
- Internal assessments and external assessments will be spread over the year to minimise pressure on students and staff.
- Assessment records will be kept to provide evidence for compassionate consideration or an extension.
- Completed student results will be stored in a readily retrievable way.
- Record keeping will allow for regular feedback to students and parents about progress.

Objectives of the assessment policy

The assessment policy aims to ensure that all assessments used across the IB course are consistently fair and accurate and used to improve teaching and learning. To achieve this, it is expected that all teachers will ensure that they:

1. Embed assessment as an integral part of teaching and learning.
2. Share learning goals and objectives with students.
3. Help students to know and recognise the standards they are aiming for.
4. Provide effective feedback to students so that they can recognise areas to improve and how to improve.
5. Actively involve students in their own learning.
6. Involve students in peer and self-assessment.
7. Involve students in reviewing and reflecting on assessment information.
8. Adjust teaching to take into account results of assessments.
9. Use a variety of assessment strategies, including both formative and summative assessments.
10. Recognise the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial to learning.

To ensure that this assessment policy remains appropriate and effective in improving teaching and learning, it will be reviewed annually.

Policy review process

This policy will be reviewed annually according the below timeline:

→	→	→	→	→	→	→	→
July – August	Sept – Oct	Nov – Dec	January				
IBDP Coordinator and Principal review policy.	Suggested changes discussed and agreed with teachers.	Changes finalized and confirmed by school management.	Updated policy implemented.				

Defining assessment

“Assessment - a term used to cover all the various methods by which student achievement can be evaluated. Assessment instruments may include tests, examinations, extended practical work, projects, portfolios and oral work, some

carried out over a prolonged period and sometimes marked by the student's teacher" (IBO, 2004: 3).

Assessment, as recognised above, is a wide-ranging term that may include a variety of measures to gauge student progress. As such, assessment will be used in this document as an umbrella term that encompasses all forms of summative and formative assessments used on the IB course at AICJ.

Summative assessment is referred to as assessment of learning and is the process of testing, evaluating and grading the learning of students at a point in time. Summative assessment often occurs at the end of a term or course, and is used primarily to provide information about how much students have learned and how well the course was delivered.

Formative Assessment is referred to as assessment for learning and is generally carried out throughout the duration of a course or project. Formative assessment is used to aid learning and it may be a teacher, peer or student providing feedback on a student's work. Formative assessment is not necessarily used for grading purposes. The aim of formative assessment is to explicitly show students not only what they have achieved, but also what they need to do to improve and the steps they need to take to achieve this.

Whether summative or formative, it is expected that all assessments employed on the IB course are used as a tool to influence and improve teaching and learning.

Forms of assessment used

Teachers are expected to use a variety of assessment strategies that aid teaching and learning. The descriptions below outline the forms of summative and formative assessments used on the IB course.

Summative Assessment:

During each grade level, students will receive a variety of summative assessments throughout the course of the academic year. These may include:

1. Review quizzes/tests
2. End of unit assessments
3. Projects
4. End of term achievement tests
5. Kanji tests
6. Homework

Results of these assessments must be recorded by all teachers and provided to students to show their current levels of achievement. All summative information must be collated by subject teachers and used as a means of monitoring and evaluating achievement in each subject. These results must be made readily available to the executive management.

Formative Assessment:

Students will receive a variety of formative assessments throughout the course of the academic year. These may include:

1. Presentations
2. Practicals
3. Oral presentations/tests
4. Portfolio/coursework
5. Essays

To ensure that assessment for learning occurs, formative assessments used at AICJ must include the key characteristics detailed below:

1. Sharing learning goals/objectives with students

Teachers must:

- Share learning objectives at the beginning of the lesson and, where appropriate, during the lesson in a manner accessible for all students.
- Use learning objectives as the basis for questioning and feedback at the end of the lesson.
- Evaluate feedback in relation to the achievement of the lesson objectives to inform the next stages of planning.

2. Helping students know and recognise the standards they are aiming for

Teachers must:

- Show students work which has met the assessment criteria, and provide explanation why the work was successful.
- Give students clear success criteria that relate to the learning objectives.
- Model what work should look like. For example, by exemplifying good writing structure on the whiteboard.
- Ensure that there are clear, shared expectations about the presentation of work.

3. Involving students in self-assessment

Teachers must:

- Give students opportunities to discuss what they have learned, and what they have found difficult, using learning objectives as a focus.
- Encourage students to collaboratively discuss and focus on how to improve.
- Ask students to demonstrate their thought processes. For example, by asking them to explain how they found the answer to a problem.
- Give time for students to reflect upon their learning.
- Identify the next steps of learning with students.

4. Providing feedback which leads to students recognizing their next steps and how to take them

Teachers must:

- Provide oral and written feedback whenever possible, in a manner that is accessible for students.
- Ensure feedback is constructive rather than simply positive, identifying what students have done well, what they need to improve and how to improve.
- Identify the next steps for individual and groups, as appropriate.

5. Having confidence that every student can improve

Teachers must:

- Identify small steps to enable students to see their progress, thus building confidence and self-esteem.
- Encourage students to explain their thinking and reasoning within a secure and positive classroom ethos.

6. Involving both teachers and students in reviewing and reflecting on assessment information

Teachers must:

- Reflect with students on their work; for example, through storyboard steps taken during an investigation.
- Choose tasks appropriately to provide quality assessment information.

- Provide time for students to reflect on what they have learned and understood, and to identify where they still have difficulties.
- Adjust planning and evaluate the effectiveness of tasks, resources etc. as a result of assessment.

Procedures for monitoring teaching and course delivery

- a) Teaching according to IB subject guides is the responsibility of the teacher in charge of the relevant subject.
- b) IB teachers will review unit planners annually to ensure that the courses have documents which are current, relevant and comply with IB requirements.
- c) Evaluation of course delivery will be carried out by the IBDP Coordinator and Principal who will report their findings to the management. Teacher evaluations will be used as a part of this process.
- d) All new subjects offered must be presented to and approved by the school.
- e) The management systems on the IB course will be reviewed by the IBDP Coordinator and Principal periodically.

Procedures for scheduling assessments

- a) The dates of course deadlines for all summative assessment items must be given to the IBDP Coordinator when asked for.
- b) The IBDP Coordinator should monitor assessment deadlines and, if necessary, arrange meetings with teachers to avoid and resolve any clashes of assessment deadlines and use of resources. If the timing of assessments appears likely to cause significant difficulties for students, the IBDP Coordinator will request appropriate deadline changes to be made.
- c) These subject dates will be put on the school database in the IB Diploma folder, and will be made accessible to students in print and electronic formats.
- d) Check points must be given to students when long assignments are set.
- e) Students should be informed about the importance of meeting deadlines and supported in organizing themselves accordingly.

Procedures for recording assessment data

- a) All formative assessment results must be recorded and kept by the subject teacher. Assessment grades must be given to the IBDP Coordinator when asked for.

- b) Internal assessment grades may be required when an application for compassionate consideration has been made and must therefore be made available to the IBDP Coordinator.
- c) Teachers must have a well-organised electronic markbook containing students' assessment grades.
- d) Subject teachers must set a minimum of two formative assessment tasks per month for each student and record assessment grades in their markbook.
- e) The IBDP Coordinator will review teachers' markbooks each term.

Procedures for ensuring the authenticity of assessments

- (a) The teacher in charge will identify the authenticity issues relating to each internally assessed task.
- (b) The teacher in charge will develop procedures in accordance with the school's *Academic Honesty Policy* to address any issues relating to the authenticity of students' work. These procedures may include:
 - Checking projects at various stages of completion
 - Simultaneous assessment of students
 - Isolating classes of students who are assessed prior to other classes.
- (c) According to IB requirements all students will be asked to sign a declaration of authenticity for internally assessed work, TOK and the extended essay.

Procedures for reporting

Grade 10 (Pre-IB)

Prior to beginning the IB Diploma Programme, the below reporting procedures will be followed from April to December of grade 10:

Academic Year (April – March)		
→ Term 1	→ Term 2	→ Term 3
<ul style="list-style-type: none"> • Scorecard and report card issued following end of term examinations. 	<ul style="list-style-type: none"> • Scorecard issued following midterm examinations • Scorecard and report card issued following end of term examinations. 	<ul style="list-style-type: none"> Scorecard and report card issued following end of term examinations.

Scorecards will be issued to parents and students four times during an academic year and report cards will be issued at the end of each term (three times in an academic year) as shown in the above table.

A scorecard is a summative norm-referenced report detailing students' current achievement levels. Scorecards are for feedback purposes only and will not be centrally stored by the school. Report cards are similarly summative norm-referenced reports that detail students' current achievement levels. However, report cards grades will contribute towards students' final term grades and be centrally stored. To calculate grades for both scorecards and report cards, marks of midterm or end of term achievement tests will be recorded by teachers. Overall percentages recorded by teachers will be converted into a grade out of 10 following the example below:

Conversion table (from out of 100 to out of 10)

Score	Grades
95~100	10
85~94	9
75~84	8
65~74	7
55~64	6
45~54	5
35~44	4
25~34	3
15~24	2
0~14	1

The weighting of assessments and boundaries for conversion will be decided by the subject teacher and approved by the head of department. An example report card is provided in the appendix.

IB Diploma

Once students commence their IBDP studies in January of grade 10, the below reporting procedures will be followed:

	→	→	→	→	→	→
	Mid March		Early July		Mid October	Early December
Year 1	ATL report		Written Report & Parent-teacher conference		ATL Report	Written Report & Parent-teacher conference

	→	→	→	→	→
Year 2	Mid March	Early July	November		
	ATL report	Written Report & Parent-teacher conference	Final IBDP examinations		

Approaches to learning (ATL) reports will be issued in October and March. ATL reports will provide formative feedback, relating to students approaches to learning, combined with a summative grade reflecting students' current achievement levels. An example ATL report is provided in the appendix.

Written reports will be issued following end of term examinations in July and December. The purpose of written reports is to provide detailed formative feedback alongside students' current achievement levels. Teachers written comments must identify and explain students' strengths, areas for improvement and provide suggestions as to *how* students can improve their performance. Written reports will be explained to parents during the corresponding parent-teacher conferences held in July and December with the aid of a translator when necessary. An example written report is provided in the appendix.

Following the issuing of both ATL and written reports, students will be required to complete a self-comparison report. The purpose of this report is to encourage self-reflection amongst students in relation to their approaches to learning and achievement levels. To facilitate this, students must reflect on progress made in relation to previous and current achievement levels and identify areas for development and strategies to improve. Self-comparison reports will be completed with the support of both subject and homeroom teachers. Homeroom teachers will be responsible for ensuring that students maintain a record of their self-comparison reports for future reference. An example self-comparison report is provided in the appendix.

It is the responsibility of teachers to ensure that both formative and summative feedback provided on all reports is fair and accurate in reflecting student achievement. For this to occur, it is an expectation that all teachers are familiar with and accurate in applying the assessment criteria in their relevant subject areas. Both ATL and written reports will be stored centrally in the IB folder on the school database and made readily available to school management.

The recording and reporting procedures outlined in this policy will be reviewed annually by the IBDP Coordinator and Principal.

Bibliography

Assessment Reform Group. (2002, January). *Assessment for learning: 10 principles*. Retrieved January 12, 2014, from Assessment Reform Group: http://assessmentreformgroup.files.wordpress.com/2012/01/10principles_english.pdf

International Baccalaureate Organization. (2004). *Diploma Programme assessment: Principles and practice*. Cardiff: International Baccalaureate Organization.

Appendix

Appendix 1: Example Senior High School Report Card

[学習の記録]									
教科名	科目名	1学期		2学期		3学期		学年 評価 (3段階)	取得 単位数
		評価 (10段階)	欠 課	評価 (10段階)	欠 課	評価 (10段階)	欠 課		
国語	国語総合	3		5	4	4	4	2	6
地理 歴史	世界史A	5		8		6		3	2
公民									
数学	数学I	3		4	2	6	2	2	4
	数学A	4		5		5	1	3	2
理科	物理基礎	5		7		5		3	2
	化学基礎	5		3		4	1	2	2
保健 体育	体 育	7		9	2	7	2	4	3
	保 健	7		7		7		4	1

教科名	科目名	1学期		2学期		3学期		学年 評価 (3段階)	取得 単位数
		評価 (10段階)	欠 課	評価 (10段階)	欠 課	評価 (10段階)	欠 課		
芸術	音楽I								
	美術I								
	書道I	8		7		7	2	4	2
外国語	英語I	4		5				3	4
	英語II					4	1	2	2
家庭 情報									
	情報A	5		6	1	6	2	3	2

総合	授業への参加	ディスカッションに時々積極的に参加していた
	授業態度・関心	関心は十分ありアクティビティに時々積極的であった
	課題への取り組み	課題への取り組みは十分適切であった

[出席の状況]				
	1学期	2学期	3学期	年間
特別欠席	0	0	4	4
出席すべき日数	59	81	41	181
欠席日数	0	2	3	5
出席日数	59	79	38	176
遅刻日数	1	2	1	4
早退日数	0	0	0	0
欠席の理由等		体調不良	インフルエンザ	

Appendix 2: Example ATL Report



AICJ Junior & Senior High School



APPROACHES TO LEARNING REPORT

「^{アプローチ}学習の方法」評価報告

Student's Name: _____ Class: _____ Reporting Period: _____

Subject 科目	Level レベル	Teacher 教師	G-Good (良) 学習の自己管理 (整理整頓)	S-Satisfactory (可) 提出期限の 遵守	Works Cooperatively 学習における 協働性	Attention in lessons 授業中の 注合力	Participation in lessons 授業中の 参加度	Positive, active approach to subject 科目の勉強に 対する積極性	Academic Improvement 学業成績の向上が みられているか	Current IB Grade 現在の 成績
Japanese A										
English B										
Economics										
Biology										
ESS										
Mathematics										
TOK										N/A
EE						N/A	N/A			N/A
CAS						N/A	N/A		N/A	N/A

Date issued: _____

Appendix 3: Example Written Report

AICJ Junior and Senior High School IB Diploma Programme

Reporting period:

Student Name:

Class:

Student ID:

Japanese A SL	Attainment:	Effort:
English B HL	Attainment:	Effort:
Economics HL	Attainment:	Effort:
Chemistry SL	Attainment:	Effort:
Physics HL	Attainment:	Effort:
Mathematics SL	Attainment:	Effort:
Extended Essay	Attainment:	Effort:
Creativity, Action & Service	Attainment:	Effort:
Theory of Knowledge	Attainment:	Effort:

Date issued: _____

Achievement grades		Effort grades	
7: Excellent	3: Mediocre	A: Excellent	D: Satisfactory
6: Very good	2: Poor	B: Very good	E: Mediocre
5: Good	1: Very poor	C: Good	F: Poor
4 Satisfactory	N/A*: Not applicable		

Appendix 4: Example Self-comparison Report

AICJ Student Self-comparison Report

Subject	Previous grade	Current grade	Where I need to improve	What I need to do next
Japanese				
English B				
Economics				
Chemistry/Physics				
Mathematics				
Music				
TOK				
EE				
CAS				

Student signature: Homeroom teacher signature:

Date: