



The Montessori School *of* Raleigh

REAL-LIFE *learning*WORKS

# **Assessment Policy- The IB Diploma Program**

## **Philosophy of Assessment**

The goal of assessment is to improve student learning and to inform teaching practices in response to gathered information that accurately reflects student progress towards the stated learning outcomes of a course.

Assessment information provides opportunities for students to demonstrate critical thinking abilities, skills, and conceptual understanding. Assessment provides students with the necessary information to analyze their own learning, reflect on their strengths and areas of improvement, and set new academic goals.

Assessment information allows teachers to identify individual student's strengths and areas of concern in relation to the curriculum outcomes. Teachers use assessments to guide instruction and to provide timely and clear feedback to improve future learning.

Assessment information provides parents and guardians with evidence of student learning and information about their children's strengths and areas of concern in relation to the curriculum outcomes. This information can be used to support student progress and achievement.

Assessments should be:

- Varied, using formal and informal formats.
- Consist of both formative and summative assessments.
- Communicated clearly to all stakeholders, including clear criteria for success.
- Address all learning outcomes of the course not just content knowledge.
- Inform instruction, guide learning, and influence curriculum design.
- Prompt reflection in both the learner and teacher.
- Involve students, teachers, parents, and administrators.
- Standardized across subject teachers.

## **IB Assessments**

*-From the IB website*

The International Baccalaureate® (IB) assesses student work as direct evidence of achievement against the stated goals of the Diploma Program (DP) courses. DP assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

- analyzing and presenting information
- evaluating and constructing arguments
- solving problems creatively.

Basic skills are also assessed, including:

- retaining knowledge
- understanding key concepts
- applying standard methods.

In addition to academic skills, DP assessment encourages an international outlook and intercultural skills, wherever appropriate.

Student results are determined by performance against set standards, not by each student's position in the overall rank order.

The IB uses both external and internal assessment in the DP.

#### External assessment

Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability.

They include:

- essays
- structured problems
- short-response questions
- data-response questions
- text-response questions
- case-study questions
- multiple-choice questions – though these are rarely used.

#### Internal assessment

Teacher assessment is also used for most courses. This includes:

- oral work in languages
- fieldwork in geography
- laboratory work in the sciences
- investigations in mathematics
- artistic performances.

“Assessment & exams | Diploma.” International Baccalaureate®. International Baccalaureate®, 2015. 19 Oct. 2015.

<<http://www.ibo.org/programmes/diploma-programme/assessment-and-exams/>>.

## **Process of Reporting**

Student progress is continuously recorded and available to students and families through school-grade reporting system Veracross. These records are available to individual students and parents

During the course of one school year MSR aims to formally report to all parents on four occasions as indicated below:

- October: Quarter Grades and Parent Teacher Student Conferences.  
Parents are invited to meet with their son's/daughter's subject teachers to discuss academic progress to date.
- January: Semester Grades and Commentary.  
A comment from the teacher addressing the student that gives forward strategies based on performance to date that include student targets for improvement with a clear indication of how they may be achieved.

Parents are invited to meet with their son's/daughter's subject teachers to discuss academic progress to date.

- June: Exam Grades/Semester Grades and Commentary.  
A comment from the teacher addressing the student that gives forward strategies based on performance to date that include student targets for improvement with a clear indication of how they may be achieved.

## **Reporting IB Grades**

Marks in IB courses are reported using the IB 1 - 7 scale as described below. The 1-7 marks are based on the IB standardized criteria on levels of achievement in each course. The following conversion table also provides a guideline for comparing IB marks with MSR's letter grade system.

| <b>IB Mark</b> | <b>Description</b>       | <b>Corresponding MSR Letter Grade</b> |
|----------------|--------------------------|---------------------------------------|
| 7              | Excellent Performance    | A+                                    |
| 6              | Very Good Performance    | A/A-                                  |
| 5              | Good Performance         | B+/B                                  |
| 4              | Satisfactory Performance | B-/C+                                 |
| 3              | Mediocre Performance     | C/C-                                  |
| 2              | Poor Performance         | D+/D                                  |
| 1              | Very Poor Performance    | D-/F                                  |

## **School-Based Assessment**

IB teachers also use school-based student assessment in addition to IB internal and external assessments. These school-based assessments are essential for student success and contribute to the student's report card marks. The report card grade each student earns in a particular IB class is not tied directly to the marks earned on formal IB assessments, but is reflective of work completed in preparation for those assessments.

This Assessment Policy was developed by IB staff, students, administrators and Board members at the Montessori School of Raleigh. This policy is published on the school website. Updates will be made to this policy on an annual basis.