



Zhangjiagang Liang Feng International School  
张家港市梁丰双语实验学校



# **DIPLOMA PROGRAMME ASSESSMENT POLICY**

Last reviewed: June, 2021  
Next review: June, 2024

The logo of Zhangjiagang Liangfeng International School is a large, faint watermark in the background. It is circular and contains the school's name in English: 'ZHANGJIAGANG LIANGFENG INTERNATIONAL SCHOOL' around the top and '梁 2017 丰' at the bottom. In the center, there are large Chinese characters '张梁' in a stylized font.

## **The Zhangjiagang Liangfeng International School Mission Statement**

At Zhangjiagang Liangfeng International School, we build confident individuals who are given equal opportunities to discover their strength and interests, regardless of gender, character or skill, with the aim to shape internationally-minded lifelong learners able to

- view the world around them with empathy
- respect differences
- actively contribute to the global society

through inquiry-based acquisition and culture engagement, and collaboration between stakeholders.

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## **1 Philosophy Statement**

We at Zhangjiagang Liang Feng International School believe that the objective of all assessments are to assist teachers to plan and enhance the process of student learning, and not just focus on grades. Therefore the assessment process not only evaluates the student but also the teacher, because it underlines what the student has learned and what and how the teachers have taught.

It is our understanding that data compiled through the assessment is an important tool for teachers, students and parents, and so the effectiveness of an assessment policy and of a teaching/learning program depends on continuous reviewing as it helps us to ascertain strengths and weaknesses of the students. Students sign a Code of Conduct which clearly indicates the importance of academic integrity in their day-to-day class work, homework, internal and external assessments.

## **2 Principles of Assessment in the IBDP**

### **2.1 Characteristics of effective assessments**

Effective assessment is vital in directly helping students acquire that knowledge and those skills, in measuring the extent to which they have done, and in helping teachers plan and adjust their teaching to best support students.

Effective assessment in the IB Diploma (IBDP) and the IB Certificates Programme at LFIS is based on the following:

- Assessment supports the curricular and philosophical goals of the programmes, through the encouragement of good classroom practice and appropriate student learning. Teachers at LFIS receive IB training in order to enhance their ability to teach curriculum. LFIS also monitors teachers on a regular basis to ensure good classroom practice and student engagement.
- Formative assessment is used in all classes at LFIS and aims to give an accurate reflection of student understanding of the IBDP.
- Assessment at LFIS reflects the international-mindedness of the programmes wherever possible and makes appropriate allowance for students working in their second language.
- Assessment at LFIS is based on knowledge, understanding, application, analysis, reflection and evaluation.
- Assessment is criterion-referenced
- The objectives in each IBDP course at LFIS is assessed using a suitable range of tasks.
- The school community is informed about assessment with ongoing communication and reporting of student progress and aims to ensure transparency.

### **3 Assessment Practice**

#### **3.1 How assessment is structured**

IBDP assessment is split between internal assessment (IA) and external assessment (EA). IA is based on lab reports, exhibitions, essays, oral presentations and discussions, reading and writing. EA is based on portfolios, essays and examinations. However, it is important to note that due to the COVID-19 pandemic, the IA for many subjects is being externally assessed.

LFIS assessments are ongoing and formative, as well as summative. Formative assessments may include homework, presentations, group projects, unit tests, question and answer, quizzes and learner portfolios. Subject teachers are expected to set homework regularly and to assess the product of such homework. Summative assessments include the mid-term and end-of-term examinations.

#### **3.2 How often assessment is conducted**

Formative assessment is ongoing and routine to classroom practice. LFIS has four student summative assessment report periods where academic reports are issued quarterly to students and parents. The purpose of these summative assessments is to show current performance, and not an average of performance through the reporting period. They demonstrate how the student is coping with the course as a whole and not just specific parts.

The G11 and 12 assessment calendars are produced to ensure, as best possible that assessments are evenly spread throughout the academic year. These documents also allow teachers and students to plan accordingly.

#### **3.3 How assessment is conducted**

LFIS is committed to using a range of tools to assess ongoing student performance. See 3.1 for the formal methods of summative assessments;

Assessment tasks are designed by teachers to support student learning in relation to the goals of each course. Furthermore, assessment tasks place an emphasis on criterion-related assessment to identify levels of attainment. Academic achievement grades are awarded from 1 to 7 for courses in the six IBDP areas, with the exception of Theory of Knowledge (ToK) and Extended Essay (EE) subjects, which are assessed on an A to E scale while CAS is assessed on authenticated participation and student reflections.

For internal assessments it is expected that teachers break tasks down into smaller manageable pieces to allow for meaningful feedback, assisting students in the

successful completion of the task(s). For tests and examination, it is expected that teachers give prior information as to the nature, structure and relevant content of the assessment, formative feedback, along with an appropriate revision programme. To assist students during their final externally assessed examinations, it is expected that teachers include opportunities to regularly revisit prior learning.

LFIS uses the IBDP subject group grade weights and IBDP mark bands (which vary for each course) in all summative assessments. This is done to achieve an accurate reflection of how well the students are doing in their IBDP courses. LFIS applies IBDP mark bands for all courses regardless of whether a student is studying for the full diploma or the IB certificates programme.

Student assessments may be subject to accommodations and/or modifications according to the LFIS Access and Inclusion policy and procedures.

### **3.4 Person(s) responsible for assessment and in what way**

The LFIS principal is responsible for maintaining the structure of assessment across the school, and will hold Heads of Division (including the Diploma Coordinator as Head of High School) to account for the quality of the assessment programmes in their departments.

In the High School, the LFIS Diploma Coordinator is responsible for ensuring that teachers have access to assessment criteria and teaching and learning support documents for all courses, and subject teachers have the same responsibility for their students.

Subject teachers are expected to devise both formative and summative assessments, and to work collaboratively with colleagues where there is more than one teacher in a subject group.

The LFIS diploma coordinator is responsible for ensuring that these assessments are written and administered in a timely and fair manner.

### **3.5 How assessment information is recorded**

Subject teachers are responsible for recording relevant formative assessment data. Summative assessment data is recorded on quarterly reports which are stored in student files maintained by the LFIS Diploma Coordinator. Subject teachers, parents and students may ask to view a relevant file upon request.

### **3.6 How assessment information is analysed and reported**

The subject teacher has the first responsibility to analyse assessment data for each student so that he/she can give feedback to students that informs and improves them. Collaborative analysis takes place among teachers of a subject group with the

aim of improving teaching, and within Student Assistance Teams (see LFIS Access and Inclusion Procedures documents) to help give targeted support to students with inclusive access requirements. The LFIS Diploma Coordinator is responsible for analysing teacher data as a whole as part of the High School evaluation process.

Summative assessment is formally reported to parents and students quarterly. Feedback on formative assessments is given on an ongoing basis to students, and may be made available to parents if a child is on an improvement plan (see LFIS Access and Inclusion procedures).

Subject teachers are responsible for providing students with the opportunity to reflect on their own work and analyse for themselves areas of improvement.

### **3.7 Awarding Semester Grades**

In each subject, the award of a summative semester grade requires the translation of a variety of criteria-referenced grades awarded through each semester into a single 7 (high)-1 (low) grade. Each subject has specific criteria and these criteria are measured on numeric scales, which differ by subject/course. Each subject teacher must have these criteria clearly identified in their curriculum documentation.

### **3.8 How assessments are used to decide entrance to the Diploma Programme at LFIS, and movement between the Full Diploma and the IB Certificates Programme**

Refer to LFIS Admissions Procedures

### **3.9 How often assessment practices are reviewed**

Assessment practices are reviewed every three years, subject to updates by the IBO

## **4 IB Assessments**

IB teachers use a variety of formative and summative assessments to support and encourage student learning. IB assessment is criterion-referenced rather than norm-referenced. This means that student work is marked in relation to clearly defined levels of skill attainment rather than against the work of other students. The levels of skill attainment for each subject are derived from the aims and objectives of the course and established by the International Baccalaureate Organization (IBO). They are designed to be fair to students all over the world. The criteria for achievement are explained to students in each course and are the focus of class and homework activities.

- Internal Assessment

All IB courses have Internal Assessment components (IAs) which are completed by the students during the course and marked by teachers.

IB internal assessments allow teachers to assess some of the students' work during the IB course. Examples include English individual oral language presentations and discussions, investigations in science, and math explorations. LFIS teachers mark the internal assessments and this grade counts as a percentage of the student's overall final IB score. The marks for the internal assessments are submitted to the International Baccalaureate Organization (IBO), along with a representative sample of the work marked by the LFIS teacher. This sample is then sent to an IB moderator who evaluates how the teacher has applied the IB grading rubric. IBO may then adjust the marks of the assignment up or down.

Internal assessments provide students with opportunities to show mastery of skills outside of final examinations. Students receive significant instruction and practice throughout their courses in order to effectively prepare for these challenging tasks.

In each IB subject teachers are given a very specific list of criteria to assess and guidelines about how to mark each criterion. To determine a mark, the teacher chooses the level of achievement that best matches the work being marked. The criteria for achievement are clearly communicated to students well in advance of the internal assessments.

LFIS IB teachers use the LFIS IB calendar to maximize student achievement and minimize student stress. The due dates for IB internal assessments are established in consultation with other LFIS IB teachers in order to spread out the workload of the IB Diploma Programme over the two years and avoid overlap. The dates for internal assessments are posted on ManageBac calendar.

The work in an IA is to be completed independently, without help or assistance from the teacher, a tutor or a parent. IAs, especially orals cannot be redone or marked by another teacher once they have been completed and/or handed in.

- External Assessment

IB external assessments are assessments that are completed by students at LFIS while overseen by LFIS teachers, but are sent away to be marked by external IB examiners. Final examinations are the main means of external assessment, but work such as the Extended Essay, Language A HL essay, TOK essays and Visual Arts portfolio and comparative study are also externally assessed.

The dates for IB examinations are set by the IBO and given to students a year in advance of their exams. IB exams are conducted in strict accordance with IBO regulations. Practice exams are conducted in January of year 2. Practice exams are an important part of review and exam preparation.

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.

## IB Grading Scale

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

### 4.1 Predicted Grades

In April teachers are required to submit a Predicted Grade (PG) to IB for each student who is writing an Exam in May. The PG is used by IB during the marking cycle in June. A Predicted Grade is a prediction of the mark that the student will achieve in the course. Teachers arrive at the PG by using the IA mark, the results of mock or practice exams and by referring to the Grade Descriptors for each subject. Predicted Grades are a good way for students to assess their strengths and weaknesses in a course and can be very helpful while preparing for the exams.

### 4.2 Requirements for Earning the IB Diploma:

All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma, except under the conditions stipulated in articles 18 and 19 of these regulations.

[http://xmltwo.ibo.org/publications/DP/Group0/d\\_0\\_dp\\_yy\\_vmx\\_1509\\_1/pdf/DP\\_regs\\_e.pdf](http://xmltwo.ibo.org/publications/DP/Group0/d_0_dp_yy_vmx_1509_1/pdf/DP_regs_e.pdf)

The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

- a. CAS requirements have been met.
- b. The candidate's total points are 24 or more.
- c. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- d. There is no grade E awarded for theory of knowledge and/or the extended essay.

- e. There is no grade 1 awarded in a subject/level.
- f. There are no more than two grade 2s awarded (HL or SL).
- g. There are no more than three grade 3s or below awarded (HL or SL).
- h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

#### **4.3 Failing Conditions - effective May 2015:**

1. CAS requirements have not been met
2. Candidate's total points are fewer than 24
3. An N has been given for a course, Theory of Knowledge or the Extended Essay
4. A grade of E has been awarded for one or both Theory of Knowledge and the Extended Essay
5. There is a grade of 1 in any subject
6. Grade 2 has been awarded 3 or more times (HL or SL)
7. Grade 3 has been awarded 4 or more times (HL or SL)
8. Candidate has gained fewer than 12 points on HL subjects
9. Candidate has gained fewer than 9 points on SL Subjects

#### **5 Connection to other policies**

- Academic Integrity Policy – Students will adhere to all requirements of the Academic Integrity Policy while completing assignments, homework, formative assessments, summative assessments, and all IB Diploma requirements including Extended Essay, Theory of Knowledge, and CAS.
- Language Policy – Student language needs will be considered when creating and implementing assessments. Assessments will be differentiated taking into account students' proficiency in English. Teachers will evaluate students based on their content knowledge rather than on their knowledge of semantics and grammar.

- Access and Inclusion Policy –Students with identified learning needs will receive support and accommodations based on their individual needs and guided by the LFIS Access and Inclusion Policy. The support may include additional time for assignments and assessments, modified assignments or other accommodations. The IB Diploma Coordinator meets with these students to discuss Inclusive Assessment Arrangements for formal IB examinations.

## **6 Addressing Plagiarism at LFIS**

Refer to the LFIS Academic Integrity policy.

## **7 Teacher Training**

All IB teachers attend specialized IB workshops which provide training in the teaching and assessing of IB courses. Copies of previous IB exams, mark schemes and annual IB subject reports are provided to teachers to guide their instruction. IB teachers consult IB subject guidelines and relevant resources within the programme resource centre and share best practices with other IB teachers from around the world via the programme community within My IB. Teachers of common IB subjects work together and collaborate on internal assessments.

When required for in-depth review of marks awarded, an enquiry upon results is requested from IBO. This feedback, along with annual subject reports, provides further insight into IBO assessment standards.

## References

Diploma Programme. *General regulations: Diploma Programme*. April 2014.

IB Continuum. *Academic honesty in the IB educational context*. November 2016.

International Baccalaureate. *Academic integrity*. October 2019.

International Baccalaureate. *Assessment principles and practices – Quality assessments in a digital age*. July 2019.

International Baccalaureate. *Guidelines for developing a school assessment policy in the Diploma Programme*. Date unknown.

International Baccalaureate. *Programme standards and practices*. April 2020.

## Appendices

### Appendix 1: Grade 11 IBDP

	Subject Attainment Grade	Student Effort Grade	Subject Teacher Comment
Mid Semester 1 report November	✓	✓	✓
End Semester 1 report January	✓	✓	✓
Mid Semester 2 report April	✓	✓	✓
End Semester 2 report June	✓	✓	✓

### Appendix 2: Grade 12 IBDP

	Subject Attainment Grade	Student Effort Grade	Subject Teacher Comment
Mock 1 report January	✓	✓	✓
Mock 2 report March	✓		