

ASSESSMENT POLICY IN THE DIPLOMA PROGRAMME

Collège Protestant Français – CPF Montana's Assessment Policy is designed to reflect the DP requirements and the IBO set philosophy. The aim of assessment in the IB is to develop in students the knowledge, skills and attitudes they will need, in relation to IBO's mission statement and the Learner Profile. Assessment is a crucial procedure that enables students to demonstrate their knowledge and skills, as well as enhance their learning by providing feedback. Therefore, it will result in recognizing one's potential in order to achieve personal excellence. Moreover, by giving them the chances to go over their learning and set further goals, they are able to choose the learning style that they prefer. Not only do we need to provide feedback to the students and teachers in order to improve the teaching process, but also to inform the parents about the student's progress trying to become a partner in the learning process.

I/ Requirements

Standard C4 in the IB "Programme Standards and Practices" document outlines the IB requirements concerning assessments.

Standard C4: Assessment

Assessment at the school reflects the IB assessment philosophy.

1. Assessment at the school aligns with the requirements of the programme(s).
2. The school communicates its assessment philosophy, policy and procedures to the school community.
3. The school uses a range of strategies and tools to assess student learning.
4. The school provides students with feedback to inform and improve their learning.
5. The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
6. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
7. The school analyses assessment data to inform teaching and learning.
8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
9. The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay, depending on the programme(s) offered.

II/ CPF Montana's in-school assessments

1. Roles and duties

- Administration:

Set a yearly calendar of specific dates at the end of the previous academic year for:

- parents-teachers meetings
- revision programs submission deadlines
- deadlines for submission of reports
- report cards distribution
- class council deliberation meetings

All these dates are communicated to parents who are also informed of the procedure for booking individual meetings with specific subject teachers. In addition, secondary school staff is also informed of all relevant procedures and deadlines.

The presides over the class councils and approves decision taken by the council regarding promotion and follow up with underachievers.

- Diploma Programme Coordinator:

- Organize mock written and oral examinations for students and invigilators
- Ensure that the End-of-year exam in Grade 11 and Mock Exam in Grade 12 are conducted according to IB procedures and regulations
- Keep track of revision and assessment materials to ensure quality of work
- Inform students and invigilators about examination procedures and regulations, as well as requirements for calculators, data booklets, case studies and authorized material during examinations
- Keep track of all candidates' records and establish improvement plans with academic
- Approve revision materials
- Confirm with subject teachers the skills to be assessed in each assessment and the grades distributions
- Proofread summative and formative assessments
- Follow up students' performances and results with subject teachers
- Put in place with teachers actions to improve results
- Train new teachers on the school's assessment policy
- Prepare End-of-year and Mock exams proctoring schedule and seating plans
- Assign exam schedule dates and times.
- Distribute revision materials and exam schedule to students
- Oversee the assessment standardization process in each department to insure proper grade awarding.

- **Subject Teachers:**

- Prepare formative and summative assessments
- Provide clear and constructive feedback on all assessments to ensure student learning
- Engage the class in self-evaluation and peer assessment tasks
- Clearly state the revision material
- Grade the students' work in accordance with the standard set out by the IB DP coordinator and the subject guide requirements
- Correct assessments with students and explain the grading scheme
- Abide by the school's set deadlines for results' submission on the school's portal
- Keep track of all the results and work of students
- Participate in class council deliberations
- Hand out detailed reports about students' performances
- Evaluate class performance in summative assessments and report it to the IBDP Coordinator
- Standardize summative assessments and IB Internal Assessments within the subject group and the IBDP Coordinator before announcing them

2. Grading and Evaluation System

The final average's distribution throughout Grades 11 and 12 is as follows:

	TERM I	TERM II	TERM III	END-OF-YEAR EXAM	MOCK EXAM	FINAL AVERAGE
Grade 11 - DP 1	20%	20%	20%	40%	-	100%
Grade 12 - DP 2	30%	30%	-	-	40%	100%

The subject's average per term is a combination of formative and summative assessments.

The End-of-year Exam and the Mock Exam grades represent the effort of the student during one and single exam.

- **Grading and Equivalence:**

Local Grade /20	IB DP Grade /7	Description	Percentage Range
18 – 20	7	Excellent	95 - 100
16 – 17.9	6	Very Good	90 – 94.9
14 – 15.9	5	Good	85 – 89.9
10 – 13.9	4	Passing	70 – 84.9
8 – 9.9	3	Unsatisfactory	50 – 69.9
5 – 7.9	2	Failing – Weak	40 – 49.9
0 – 4.9	1	Failing- Unable to meet academic requirements	0 – 39.9

Promotion Policy:

In order to be promoted to Grade 12, an IB DP Year 1 student should fulfill the following requirements:

1. Scoring a minimum of 10/20 (4/7) overall.
2. Scoring a minimum of 10/20 (4/7) on each subject
3. Getting the promotion approval of the End-of-Year Class Council.

Graduation Policy:

In order to be Graduate from High School, an IB DP Year 2 student should fulfill the following requirements:

1. Scoring a minimum of 10/20 (4/7) overall.
2. Scoring a minimum of 10/20 (4/7) on each subject
3. Completing the Extended Essay, CAS and TOK requirements.

Qualifying Exams:

A student ending up the IB DP Year 1 with a final average:

- 8/20 (3/7) on the subject's final average will be given the chance to sit for a qualifying exam.
- Subjects of the qualifying exam (s) will be assigned by the concerned teachers during the End-of-Year Class Council.

Failure:

- student scoring 5/20 (2/7) or below on the Final Average will be asked to repeat his/her class.

3. Inclusive Assessment Arrangements

In reference to the school's Special Educational Needs policy, CPF Montana provides assessment accommodations to the students who have identified special educational needs. Mainstream teachers suggest the types of accommodations needed for individual students based on their previously identified needs, their classroom performance and individualized objectives. Accommodations are outlined in each student's Individualized Education Program (IEP).

Moreover, the IB provides a vigorous list of assessment arrangements that can be provided at the school level, and that do not need prior approval. Relevant staff works with students and teachers to find the best possible blend of assessment arrangements. The DPC processes any paperwork and documentation to support those accommodations. A student may be referred for psychological-educational testing when the classroom teachers and the relevant staff determine a need for greater clarity regarding the student's learning processes.

III/ DP Internal and External IB Assessments

In addition to the school's internal assessments, the IB assesses student work as direct evidence of achievement against the stated goals of the DP courses. The IB uses both external and internal assessment in the DP. The grades awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on TOK and the EE.

1- External Assessment

Examinations form the basis of the assessment for most courses. They include:

- essays
- structured problems
- short-response questions
- data-response questions
- text-response questions
- case-study questions
- multiple-choice questions

The Diploma Programme Coordinator's responsibilities include, but are not confined to:

- registering the candidate using his or her personal code
- checking the candidate's personal and subject registration details

- communicating with the IB on behalf of the candidate and his or her legal guardians
- advising the IB of any adverse circumstances or inclusive access arrangements affecting the candidate
- maintaining the security of examination papers
- ensuring that the examinations are conducted according to IB procedures and regulations
- ensuring that the written examination(s) is (are) taken on the dates scheduled by the IB, unless by prior agreement with the IB
- sending examination material promptly to the scanning center allocated to the school according to IB instructions.
- Preparing the exam schedule and the invigilation rota
- Supervise the IB Official Exams
- investigating any instance of alleged academic misconduct
- communicating results to the candidate
- offering the opportunity for an enquiry upon results.

2- Internal Assessment

Teachers are expected to complete the internal assessment requirements in line with the IB Subject Guides. These assessments include:

- oral work in languages
- fieldwork in geography
- laboratory work in the sciences
- Experimental studies
- investigations in mathematics
- artistic performances
- TOK essays

The DPC is responsible for:

- Communicate the internal assessment final deadlines
- observing that the materials for assessment are submitted to meet the deadlines specified in DP Assessment procedures
- confirming the authenticity of work submitted by the candidate

- Oversee the standardization process of all written IAs to ensure fairness and accuracy in grading
- submitting predicted grades and internal assessment marks for each subject by the required deadline
- ensuring that the candidates' coursework is marked by the subject teacher(s), according to the approved criteria and markscheme(s)
- uploading samples of the marked coursework for moderation according to IB instructions

3- Use of IB Criteria and Diploma Points Matrix

- All IBDP teachers are expected to grade the assessments based on the assessment criteria included in their Subject Guide.
- The IB Matrix is used to determine the number of points earned from TOK and the EE.

The diploma points matrix

May 2015 onwards

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

IV/ Award of the IB Diploma

The specific criteria to be awarded the IB diploma are clearly stated in the “General regulations: Diploma Programme” document:

Article 13: Award of the IB diploma

13.1 All assessment components for each of the six subjects and the additional IB diploma requirements must be completed in order to qualify for the award of the IB diploma, except under the conditions stipulated in articles 23 and 24 of these regulations.

13.2 If a diploma candidate is awarded a grade E for TOK or a grade E for the extended essay, the candidate must achieve 28 points or more to be eligible for the diploma. However, if a candidate is awarded an E for both TOK and the extended essay requirement, the candidate will not qualify for the diploma regardless of the total number of points achieved.

13.3 The IB diploma will be awarded to a candidate whose total score is 24, 25, 26 or 27 points, provided all the following requirements have been met.

- a. Numeric grades have been awarded in all six subjects registered for the IB diploma.
- b. All CAS requirements have been met.
- c. At least a grade D has been awarded for both TOK and the extended essay.
- d. There is no grade 1 in any subject.
- e. There is no grade 2 at higher level.
- f. There is no more than one grade 2 at standard level.
- g. Overall, there are no more than three grades 3 or below.
- h. At least 12 points have been gained in higher level subjects (candidates who register for four higher level subjects must gain at least 16 points at higher level).
- i. At least 9 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 6 points at standard level).
- j. The candidate has not been found guilty of malpractice by the IB Organization.

13.4 The IB diploma will be awarded to a candidate whose total score is 28 points or above, provided all the following requirements have been met.

- a. Numeric grades have been awarded in all six subjects registered for the IB diploma.
- b. All CAS requirements have been met.
- c. Grades A (highest) to E (lowest) have been awarded for both TOK and an extended essay, with a grade of at least D in one of them.
- d. There is no grade 1 in any subject.
- e. There is no more than one grade 2 at higher level.
- f. There are no more than three grades 2 at standard level.
- g. Overall, there are no more than three grades 3 or below.

- h. At least 11 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 14 points at higher level).
- i. At least 8 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 5 points at standard level).
- j. The candidate has not been found guilty of malpractice by the IB Organization.

13.5 A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB diploma. The examination sessions need not be consecutive.

(ibo.org)

This policy was written in May 2019 in reference to the following documents:

- *Guidelines for developing a school assessment policy in the Diploma Programme - 2010*
- *Assessment policy principle and practices - Quality assessments in a digital age*
- *General regulations: Diploma Programme - March 2011*
- *Diploma Programme Assessment Procedures - 2019*
- <https://www.ibo.org/programmes/diploma-programme/assessment-and-exams/>

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Policy Reviews:

- June 2019: Mr. Anis Nassif (President of PPFL), Manal Sammak (Director of English Section), Lara Chamoun (Former Diploma Programme Coordinator) – Anjel Lublubjian (IB Diploma Programme Coordinator),
- September 2019: Mr. Anis Nassif (President of PPFL), Mr. Bruno Jacquier (General Director), Manal Sammak (Director of English Section), Anjel Lublubjian (IB Diploma Programme Coordinator), English Section Teachers

Next Review: May 2020