



JEWELS INTERNATIONAL SCHOOL OF KINSHASA

IB DIPLOMA PROGRAM

ASSESSMENT POLICY



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IB DP ASSESSMENT POLICY

INTRODUCTION

Assessment is an integral part of instruction, as it determines whether or not the goals of education are being met. It helps us to answer, where our students are standing and, are they learning what they are supposed to be learning. This policy is a frame work for assessment of student learning.

ASSESSMENT PHILOSOPHY

Assessment provides a feedback for both teachers and learners and thereby will get a chance to evaluate and monitor the effectiveness of the program. To make this as an effective one, it should be with clear and known criteria, supportive motivating, and integrated into all stages of learning process. Students and teachers should know what is being assessed, type and purpose of assessment and the criteria for success.

PRINCIPLE :

- Assessment should be 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.
- Students should be allowed multiple opportunities to demonstrate understanding.
- Prior to an assessment, clear criteria should be given.
- Feedback should be timely.
- Assessment should be an ongoing process throughout the learning.

PURPOSE

- To monitor the progress of learning.
- To use data to improve the methods of teaching and learning.
- To motivate students to reflect on their own learning.
- To inform parents about their child's weakness and strength against a set of standards or criteria.
- To identify the areas of growth.
- To determine the needs in different areas.
- To help develop students' capabilities.

ASSESSMENT PRACTICES AND STRATEGIES

PRE ASSESSMENT

If it is relevant teacher can measure the student's previous knowledge by using appropriate strategies.

FORMATIVE ASSESSMENT

Regular assessment will take place

- Results of formative assessment are used by students to monitor their own progress, make adjustments in their learning approaches, reflect on their learning, and set individual goals.
- Formative assessment serves as the foundation for learning and prepares students for the "higher-stakes" nature of summative assessments,
- It helps the teacher to provide timely and specific feedback to students, scaffold next steps, and differentiate instruction in response to student needs.
- The aim is to provide detailed feedback to teachers and their students on the nature of student's strengths and weaknesses and to help to develop their capabilities
- The intention of the teacher must be to set formative assessments that are just the right level of challenge for the student, and to keep adjusting that level as the student progresses.

- It is more important that formative assessment correctly identifies the knowledge, skills and understanding that students should develop, rather than accurately measuring the level of each student’s achievement. Reliability is therefore a much lower consideration for formative assessment than validity (see section 2.6 for explanations of the terms “reliability” and “validity”).

SUMMATIVE ASSESSMENT

Summative assessment, aimed at determining the level of achievement of a student generally at the end of a course of study.

- Summative assessments are planned for in advance.
- Summative assessment occurs at the end of a period of learning when students are given the opportunity to demonstrate what they have learned by applying their knowledge in new and authentic contexts. Summative assessment is used by teachers to make judgments about the quality and quantity of student learning on the basis of established criteria, to assign a value to represent that quality and quantity, and to

support the communication of information about achievement to students, parents, teachers and administrators.

SELF ASSESSMENT

This enables the students to set goals and strategies for personal development.

It help the learners to take responsibility for their own learning.

PEER ASSESSMENT

This will often take place in smaller groups during lessons, and the format can be oral feedback on written work, on class presentations, on drafts for written work.

INTERNAL ASSESSMENT

Internal Assessments are developed, analyzed and graded in accordance with IB Diploma Program guidelines. All internal assessment drafts are discussed individually with the students, both in written and verbal form.

Teachers collaborate to share, evaluate and discuss student work, to ensure that the tasks and interpretation of the grading criteria are accurate, fair, challenging and comparable.

EXTERNAL ASSESSMENT

Final summative external assessments are subject-specific. Written assignments that are required IB assessments are completed independently by students with appropriate guidance per IBDP regulations, and these are submitted with correct and complete coversheets during senior year of the IBDP.

ASSESSMENT STRATEGIES

“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will spend its whole life believing that it is a stupid.”[Anonymous, although often credited to Albert Einstein.]

- Assessment strategy can play a crucial role to evaluate a student.
- Criterion-related, allowing student achievement to be judged against clearly defined pre-determined descriptors.
- Use a broad range of formal and informal assessment strategies throughout their course to allow students to demonstrate their learning.
- Different assessment models applied to each course of study, in which internal assessment carried out by the classroom teacher plays a significant role. Methods of assessment involving direct interaction between teacher and student are particularly helpful here. The different assessment models applied to each course of study, in which internal assessment carried out by the classroom teacher plays a significant role



Various types of Assessment @ JISK:

Formative	Ongoing formal and informal assessments provide teachers and students with the necessary information to improve student performance.
Summative	The final assessment of a given unit or course where students demonstrate the mastery level they have achieved. IB DP Final Examinations are also summative assessments. In each IB DP course at JISK, students complete at least three summative assessments during the semester/term. This can include a semester/term or unit exam, a test, essay, presentation, exploration, report etc.
IB DP I.A.	<p>Internal Assessment (IA). These assessments are graded by the JISK subject teacher and moderated by IB DP examiners. IAs usually count for 20-30% of a final IB DP grade (however, in courses/studies such as Visual Arts, they are more heavily weighted).</p> <p>Examples of IAs are as follows: oral work in languages. essay in HL languages (group 1), laboratory work in the sciences, investigations in History and Business Management, exploration in mathematics, Comparative Study, Process Portfolio and Exhibition in Visual Arts.</p>
IB DP External Assessments	<p>Examinations form the basis of the assessment for most courses in the IB Diploma Programme due to their high levels of objectivity and reliability. External examinations are graded by external IB DP examiners external assessments in the IB DP are as follows:</p> <ul style="list-style-type: none"> • multiple-choice questions • Essays • text-response questions • case-study questions • short-response questions • data-response questions •

JISK Mock Examination	To better prepare students for the IB DP Final Examinations at the end of grade 12, all the Pre-IB students, IB Diploma students and IB Diploma Course students will take JISK Mock
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GRADES REPORTING AND GRADING

At JISK International School, students will receive at least three assessment marks per IB Diploma subject during the semester. The final grade of the semester is a calculated average based on classwork, homework, and assessment. This grade will be the **ONLY** grade that appears on the Term Grades and School Transcript.

Subjects have been assigned the scale as mentioned below.	
Grade(s)	Descrip.
N	No grade – no work presented/plagiarized task submitted.
1	Extremely poor (0-15%)
2	Very Poor (16-32%)
3	Poor (33 - 50%)
4	Satisfactory (51-65 %)
5	Good (66 - 80%)
6	Very Good (81 - 90%)
7	Excellent (91-100%)

PREDICTED GRADE

The predicted grade is the teacher’s prediction of the grade the candidate is expected to achieve in the subject, based on all the evidence of the candidate’s work and the teacher’s knowledge of IB standards. predicted grades are also required for theory of knowledge and the extended essay. It is important that each prediction is made as accurately as possible, without under-predicting or over-predicting the grade. Predicted grades are for the exclusive use of grade award meetings when considering a subject’s grade distributions and the performance of individual candidates. A check on the appropriateness of results is made by comparing awarded grades with predicted grades. If there are significant discrepancies, further

reviews may be conducted. Predicted grades are not used for candidates affected by adverse circumstances, including candidates with incomplete assessment for one or more components.

Assessment and Academic Integrity

- All work produced by Diploma Program students is their own, authentic work
- All such authentic work has the ideas and words of others fully acknowledged
- Students understand and obey the rules relating to proper conduct of examinations
- Students understand the difference between collaboration and collusion, and that it is unacceptable to present work arrived at through a process of collusion
- The policy refers to all assignments set and completed in school or at home, ranging from basic pieces of homework to formal assessments required by the IB.

FINAL GRADES FOR Pre-IB

Students must complete all the necessary requirements of the school. If a student has not reached the following requirements by the end of first year then the school has all the rights to not to allow the student continue in the Diploma Program or appear for the final examination.

Mandatory requirements:

- There is no grade N or 1 in any subject;
- There is no grade less than 4 at any subject;
- The student has not been found guilty of malpractice;
- The student has consistently kept task and homework deadlines;
- The student has consistently attended classes.

The student retakes a subject with grade 3 or less during scheduled summer work successfully.

FINAL GRADES FOR Year DP1

If the student has not reached the following requirements by the end of the first IB year, the School has the right to not let the student continue in DP2.

Mandatory requirements

- There is no grade N or 1 in any subject;
- There is no grade less than 3 at higher level subjects;
- Overall, there are no more than three grades 3 or below;
- The student has not been found guilty of malpractice;
- All IB assignments for DP1 have been completed;
- The student has consistently kept task and homework deadlines;
- The student has consistently attended classes;
- CAS requirements have been met.

The student retakes a subject with grade 1; 2; 3 (HL, SSL) or 1; 2; 3 (HL) during scheduled break tasks.

FINAL GRADES FOR DP2

The IA and EA marks are combined by IB and converted into an overall, final grade on the 1-7 scale discussed above. These results are available by the beginning of July. Informally assessed work as discussed above does not contribute toward the final IB grade.

The Predicted grade is the teacher's prediction of the grade the student is expected to achieve in the subject, based on all the evidence of a student's work and the teacher's knowledge of IB standards. Predicted grades are also required for Theory of Knowledge and the Extended Essay and may be used as additional information about students who are subject to special consideration.

After the results have been issued, schools can request re-marks for particular students if they feel the result is undeserved. Schools can also receive a range of different types of feedback on their students' performance.

IB Diploma Grade 12 passing requirements:

- All work must be complete and submitted.
- The candidate's overall score must be at least 24. This score is calculated from the student's final marks in the six core subjects plus any extra points gained from TOK and EE (see the matrix below).

<https://www.plc.wa.edu.au/assets/ib-what-is-2.pdf>

<https://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/assessment-principles-and-practices-2018-en.pdf>

<https://www.edutopia.org/assessment-guide-importance>

<https://www.eliteib.co.uk/Documents/IB/DPAssessmentPrinciplesandPractice.pdf>

[assessment-principles-and-practices-2018-en.pdf](#)

(DP: From principles into practice. April 2015).