

Assessment Policy of Herderschule – IB Programme:

I. Philosophy & Principles

We recognize that learning, teaching and assessment are interconnected. Proper assessment can guide instruction and provide detailed feedback on students' strengths and limitations. We are guided by the following assessment principles:

- Assessments should be designed to support, encourage and improve student learning
- Assessments should be differentiated to account for the diverse backgrounds of learners
- Assessments should reflect the international-mindedness of the program wherever possible
- Assessments should be designed using a variety of strategies and tools to support student learning
- Assessment feedback should be designed to help students make better judgements of their own performances and to help them create strategies for improvement
- Assessment feedback should provide students with prompt and accurate information regarding their achievement levels and what they can do to improve
- Assessment process should be a shared process and an ongoing collaboration between teachers, students and parents
- Assessment information should be clearly communicated to students prior to the beginning of an assessment so that students have a complete understanding of what is expected of them

II. Assessment Practices

Formative Assessment

Formative assessments are an essential part of the learning process. It is an ongoing process teachers use to monitor the progress of student learning. Teachers can use formative assessments to provide clarifications for misinterpretations, to obtain a better understanding of the students' learning process and to provide opportunities to extend learning experiences. A variety of formative assessments can be used in order to scaffold student development of content knowledge and skills.

Formative assessment can also provide detailed feedback regarding students' strengths and limitations. Helping students learn how to learn is an important element. Feedback from formative assessments can aid teachers in assisting students to become a better judge of their own performances and to develop ways to improve.

Summative Assessment

The formal Diploma Programme assessments which consist of internal assessments and external assessments are evaluated by criterion-referenced rubrics established by IBO. These summative assessments measure student performance against specific assessment criteria to judge levels of attainment for each subject group.

The assessments include a variety of tasks, such as essays, research essays, oral interviews, written assignments, mathematical and scientific investigations, and fieldwork projects that take place over a two year period. The majority of the assessments are assessed externally and are sent to an external examiner towards the end of the course in May. Some of the assessments are assessed internally which requires teachers to assess student work according to IB established standards. The teacher scores are then confirmed or moderated by an external moderator.

Grading

The grading scale and policies are used along with IB assessment rubrics as specified in each of the subject guides.

Throughout the two years of the programme, teachers use the IB grading scale as a formative assessment tool in order to provide students with feedback regarding their achievement levels.

The following grade scales are established by IBO:

IB Diploma Programme scale for individual subjects Assessment scale for Theory of Knowledge and Extended Essay:

7- excellent

6 – very good

5 – good

4 – satisfactory

3 – mediocre

2 – poor

1 – very poor

A – excellent

B – Good

C – Satisfactory

D – mediocre

E – elementary

N – no grade

At the end of the two year programme, students are assessed by internal assessment and external examination in their subject groups and receive final IB grades 1-7.

To achieve the IB Diploma, students must:

- Must achieve at least 24 points (out of 45 points) from their combined grades in six subjects and
- Theory of knowledge essay (no E grade or N marked)
- Extended Essay (no E grade or N marked)
- Creativity, Activity, Service completion