

Month/Year completed: May 2020	Policy: Assessment	Code:
Developed by: CP Coordinator, Principal		Updated: May 2020
Montreux International School philosophy	<p>All assessment at Montreux International School is designed to meet student needs regarding their finalised CP outcomes, to provide effective feedback to enhance student learning and understanding and to be robust in order to contribute to student learning and understanding. Assessment is an integral and continuously evolving process that needs to meet individual student needs and which supports learning by all members of the community.</p>	
Montreux International School assessment guiding principles	<p>At Montreux International School, we believe that:</p> <p>Assessment builds a picture of students’ understanding, knowledge, skills and attitudes, as well as showing students’ progress in relation to Approaches to Learning and the IB Learner Profile. Assessment improves the learning experience for the individual and defines the next steps in their learning.</p> <p>Learners:</p> <ul style="list-style-type: none"> ● Have criteria that are known and understood in advance ● Analyse their learning and understand what needs to be improved ● Demonstrate the range of their conceptual understandings, their knowledge and their skills ● Synthesize and apply their learning ● Base their learning on real-life learning that can lead to other questions to ask or problems to solve ● Produce quality products or performances ● Highlight their strengths and demonstrate growth for further understanding ● Express different points of view and interpretations ● Promote reflection, self- and peer-evaluation ● Sit assessments and receive feedback on these assessments which prepares them for the IB internal and external assessments that they will complete throughout the programme at Montreux International School. <p>Teachers assess using a range and balance of assessment tools and strategies in a context which is both relevant and motivating for students. Assessment forms an integral part of the planning/assessment/ reporting cycle and monitors the progress of student learning and achievement. It also determines the effectiveness of teaching, informs curriculum and assessment review.</p> <p>Teachers:</p> <ul style="list-style-type: none"> ● Plan and build assessment into the learning ● Identify what is valuable to know ● Include collaboration between the student and the teacher or among students 	

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| | <ul style="list-style-type: none">● Take into account different cultural contexts and different ways of learning and knowing so as to promote international mindedness● Produce evidence that can be reported on and understood by all members of the community● Use assessment to inform every stage of the learning and teaching process in relation to the Approaches to Teaching and Learning in the Career-related and Diploma Programme subjects● Identify children’s areas of interest to facilitate future learning experiences.● Promote reflection, self- and peer-evaluation● Moderate student work within and across Year group/subject levels: Moderation includes the act of developing common formative and summative assessments to ensure consistency in assessment of knowledge, skills, and concepts within a Year group and content area. Furthermore, moderation of completed assessments ensures consistency of scoring practices as measured against internal standards and benchmarks, with a focus on the career-related study and the unique assessment in line with the Swiss Education Group and their accreditation of the career-related study at Montreux International School. This is an expectation of all teachers. |
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DIPLOMA and CAREER-RELATED PROGRAMME Implementation	
<p>Key Features of Assessment in the Diploma and Career-related Programmes, adapted from the Career-related Programme Assessment Procedures (IB, 2020)</p>	<ul style="list-style-type: none"> • Assessment is criterion-related assessment. This method of assessment judges students’ work in relation to identified levels of attainment, rather than in relation to the work of other students. • There is a difference between formal assessments required by the IB and school-based assessments that are used to prepare students for final DP assessments. • Assessment is based on the most accurate demonstration of student performance, rather than just averaging attainment grades over a reporting period. • The examination of student understanding at the end of the course is based on the whole course and not just aspects of it. • Students must be able to recall, adapt and apply knowledge and skills to new questions and contexts.
<p>Assessment Must Align With DP and CP Requirements</p>	<p>As articulated by the CP Assessment Procedures (2020), assessment in the DP and CP is meant “to support curricular goals and encourage appropriate student learning. Assessments are based upon evaluating course aims and objectives and, therefore, effective teaching to the course requirements also ensures effective teaching to the examination and other formal assessment requirements. Students need to understand what the assessment expectations, standards and practices are and these should all be introduced early, naturally in instruction as well as class and homework activities.” (Adapted 2020)</p>
<p>Formative Assessment in the DP and CP</p>	<p>Formative assessment is defined by the IB (2010) as “the process of gathering, analysing, interpreting and using the evidence to improve student learning and to help students to achieve their potential. It is one essential component of classroom practice and needs to be integrated into the curriculum.”</p> <p>The IB (2010) explains the role of formative assessment in student learning and teacher planning by stating that: <i>Teachers are responsible for designing and providing formative assessment structures and practices that help students to improve their understanding of what constitutes excellence and where their own work stands in relation to this. Formative assessment is also important for the teacher, as it should provide detailed feedback on the nature of the students’ strengths and limitations. The emphasis here - a key component of learning how to learn - is on making the student a better judge of their own performance and then helping them to develop strategies to improve. Formative assessment focuses on assessment as an essential learning process. Assessment instruments primarily designed for formal assessment at the end of the course should also be adapted and used formatively as part of the learning process.</i></p> <p>Given that the purpose of formative assessment is to improve student learning, all formative assessments should be returned to students prior to any summative assessment being completed. A student receiving their formative assessment after a summative has been completed largely defeats the scaffolding purpose of the formative assessment.</p> <p>When assessing formative assignments teachers may include annotations on student work or have students use guided self or peer assessment. Guiding</p>

	<p>students through this process is essential so that expectations of the criteria are not misunderstood or misapplied. In terms of quantifying formative assessment teachers may take a variety of approaches including making note of assessment completion, adapting the assessment criterion (as suggested by the IB) or in some cases it may be appropriate to use the general subject grade descriptors. Sometimes a grade out of 7, in Diploma Programme subjects, may be used to quantify the degree to which the assessment was completed. No matter how feedback is provided on the assessment, what is important is that an indication of the degree to which the task has been completed is recorded. Because formatives are created to prepare students for success on summative assessments, the extent to which formatives have been completed can inform possible reasons for student success or struggle on summative assessments. All formative assessments will be marked (with feedback and/or a grade) within one calendar week of receipt by the teacher.</p> <p>Any formative assessment (including homework) should be posted on ManageBac no later than 5:00 PM the day it is assigned with a clear deadline stated for submission/completion. If the formative assessment is not posted by 5:00 PM there is no expectation that the assessment will be completed for the next day.</p>
<p>Summative Assessments in the DP and CP</p>	<p>The IB (2010) explains the link between formative and summative assessments as follows:</p> <p><i>Summative assessment is concerned with measuring student performance against Diploma Programme and CP assessment (Career-related study, Personal and Professional Skills, Service Learning, Language Development and the Career-related study criteria to judge levels of attainment. Teachers must be aware of the principles and practices that the IB uses to conduct summative assessment. Summative and formative assessments are, therefore, inherently linked and teachers must use their knowledge of IB [and Career-related study] summative assessment expectations and practices to help students improve performance in a formative way.</i></p> <p>The due dates for summative assessments should be discussed with students prior to posting them and no summative should have less than one (calendar) week lead time for students to prepare. All summative assessments should also be listed on the assessments calendar in ManageBac. Teachers will plan collaboratively, working toward the goal of no more than two summative assessments on a given day for any student.</p> <p>Summative assessments must be returned to students with feedback no later than two (calendar) weeks after the due date of the assignment. Where appropriate, encourage students to re-write if they wish to improve their grade.</p> <p><u>The “Best-Fit” Approach to Assessment in the CP and DP</u></p> <p>The best-fit approach relies on teachers using criterion-related assessment practices effectively. When assessing a student’s work, teachers should assess each descriptor strand individually (starting with level 0) until they reach a descriptor that describes an achievement level that the work being assessed has not attained. The work is therefore best described by the preceding descriptor. Once this has been completed for each descriptor strand being assessed, an</p>

	<p>overall picture of the student’s achievement will emerge.</p> <p>Where it is not clearly evident which overall level descriptor should be awarded, teachers must use their judgment to select the level descriptor that best matches the student’s work overall. The “best-fit” approach allows teachers to select the achievement level that best describes the piece of work being assessed. It is important to remember when doing so that a student does not have to achieve against all of the individual descriptor strands in a band level to be awarded an overall level in that band.</p> <p>If the work is a strong example of achievement in a band, the teacher should give it the higher achievement level in the band. If the work is a weak example of achievement in that band, the teacher should give it the lower achievement level in the band.</p> <p>Moderation of Summative Assessments</p> <p>As much as possible, all summative assessments will be moderated prior to grading. Montreux International School views moderation as both excellent PD and a method of facilitating accurate assessment. In addition, as noted by the IB (2010) “Teacher collaboration is essential where more than one teacher is involved in teaching the course, schemes of work must be developed collaboratively.”</p> <p>All summative assessments must be moderated in the following manner: Teachers should exchange a “low”, “medium” and “high” sample for a colleague(s) to moderate. Teachers should not reveal to their colleague the grades they have given the samples, this will ensure a more authentic moderation process. Following discussion of the moderation, teachers should enter the original grade and the moderated grade the “assessment” tab in the ManageBac unit planner in the “Describe the process for standardization of marking and moderation?” space.</p> <p>Teachers may complete the moderation process during a common free time or during PD time designated for the purposes of moderation.</p> <p>It is an expectation that all grades, both formative and summative are updated on ManageBac immediately upon completion of marking/feedback. When recording summative grades on ManageBac, teachers will place the 1-7 grade in the grade column and the raw score for the assessment in the “comments” box. The only exception being Career-related study assessment where a 1-7 grade may not be appropriate.</p>
<p>Late Summative Assessment Procedures</p>	<p>When assessing students at Montreux International School it is important for teachers to be able to provide students and their parents with a grade that, as much as possible, reflects their ability in a course. It is also important for students to meet reasonably established timelines to complete their assessments. In order to achieve this goal, the following procedures for the submission of summative assessments has been established:</p> <ol style="list-style-type: none"> 1. Teachers will post the due date of summative assessments on ManageBac

with at least one (calendar) week lead time for students to complete the assessment.

2. Submission of the assessment by students on the due date. If a deadline cannot be met, in order for the work to be evaluated, students must: provide a doctor's note, or provide a note from a parent explaining special family circumstances, or have established an extension with the teacher at least two days in advance. Such extensions will be given at the teacher's discretion.
3. DP and CP students must adhere to published summative/IB deadlines. Students must also NOT work to externally published IB or Career-related study deadlines as these will not be reflective of the process and time taken to assess, annotate, moderate and input or upload the student work by teachers. Students who do not meet IB deadlines will follow these steps:
 - First offense: Detention(s) until the assessment is completed
 - Second offense: Meeting with the CP Coordinator and possible parent meeting to discuss behaviour concern
 - Third and subsequent offense(s): Serve an in-school suspension until the assessment is completed, as authorised by the Principal. Parents will be contacted. Students must make up all worked missed during the suspension.
4. Repeated failure to meet deadlines will result in narrative comments addressing these concerns in report cards and letters of recommendation to other schools, colleges, and universities.

Late Assessment Protocol in the Diploma Programme

Late assessments are a disciplinary issue and zeros/no grade should not be included in student's progress unless first discussed with the Career-related Programme Coordinator.

Should a student not complete a summative assessment on time (this includes summative drafts) teachers should:

- Speak with the student to find out why the assessment has not been submitted.
- If the assessment is pending, once received, log the infraction in the SIS regarding the tardiness of the assessment.
 - o Note: in the case of pending assessments, any arrangements with students should not exceed 24 hours.
- If the assessment is not pending or is not received as promised, explain to the student that you will be emailing parents (always copy the student in on the email) and that the student will be required to remain at school until 4.30pm each day until such time as the assessment has been completed. Record this on the SIS.
- If a student fails to attend after school for the assessment, check with the student to see if there was a miscommunication or another legitimate reason as to why they did not show. In cases where there is not a legitimate excuse, escalate the incident to the CP Coordinator. The CP Coordinator will discuss the situation with the student to see if support is required or consequences need to be imposed. The CP Coordinator will subsequently record the incident on the SIS.
- If there is a second incident of a late submission of an assessment, report

	<p>it to the CP Coordinator who may contact parents for a meeting where you as a teacher may be included. The CP Coordinator will record their actions in the SIS.</p> <ul style="list-style-type: none"> · Further incidents of late assessments will be reported to the CP Coordinator who will forward the incident(s) to the Principal, who will, if warranted, initiate in-school suspension where students will complete the assessment until it is completed to standard. A formal letter will be sent to parents regarding the suspension and a record of the suspension will be recorded on the SIS. · Any subsequent incidents of late assessments will necessitate a parent meeting with the Principal to determine the best way forward. <p>Note: Any issues of academic honesty, however small, need to be recorded on the SIS. Significant instances of academic dishonesty should be referred to the Principal.</p>
<p>Avoiding Late Assessments</p>	<p>Teachers will discuss due dates with students before they are set. Taking the time to have students decide on a due date for a summative assessment may result in students having greater ownership of a due date and are more likely to submit the assessment on time. Also, teachers will find that there is less debate or discussion regarding the so-called fairness of due dates.</p> <p>Students need sleep and help with time management. The Career-related Programme Coordinator and school counselors will work with students on time management both individual and as a whole group. By balancing homework requirements teachers may be able to help students manage their time better and get the kind of rest they require in order to hand assessments in on time and strive toward greater success.</p>
<p>Testing</p>	<p>Teachers are not to leave tests to be administered by a substitute teacher in their absence. This is not good practice and is not permitted at Montreux International School.</p> <p>All testing should be done using CP/DP style assessments that test CP/DP content or meet the Career-related study assessment requirements. Whether scaffolding a component of a CP/DP assessment or completing a DP-style exam, all DP summative assessments should result in a 1-7 IB grade and all Reflective Project first and final drafts should be given a grade consistent with A-E, the possible outcomes as a part of the assessment structure of the Reflective Project. Career-related study assessments will be given the appropriate grade that is consistent with the Career-related study assessment criteria.</p> <p>Teachers need to be cognizant that the marking schemes provided in the DP subjects and Reflective Project are meant for the end of the Programme and will need to consider this in the early part of the Programme. Teachers may use portions of the IB mark scheme at the beginning or modify the assessment. However, as teachers move toward the end of Year 12, the expectation is that students should be getting closer to being assessed with full CP/DP assessments using full CP/DP grading criteria.</p> <p>If possible, testing should only be done during classes, this way we can ensure</p>

	<p>that students will have no more than one test each day. The class also gives teachers the opportunity to simulate IB testing conditions. If teachers need to have a test run into lunch hour our another class, please notify students in advance that they will have a shorter lunch or the teachers that will be affected by students arriving late so they can adjust their lesson accordingly. No teacher should be surprised by having several students arrive late because of a test, nor should this be a regular occurrence.</p> <p>Students should be taught how to clear calculators (and show the cleared calculator to the teacher) or put the calculator in test mode prior to tests. Equally all teachers should also be able to clear calculators and only cleared calculators, in test mode will be permitted for examinations either internal or external (as per IB rules). Regular checks will be done to see that the appropriate applications are on calculators. The calculator clearing process should not be a surprise to students or teachers at any exam time.</p> <p>Teachers will help prepare their students by giving the appropriate reading time and expecting students to abide by the usual exam rules (see the most up to date “notice to candidates” available used during exams).</p> <p>All summative assessments must be moderated prior to grading. Moderation is excellent PD but also makes for accurate data. As noted by the IB (2010) “Teacher collaboration is essential where more than one teacher is involved in teaching the course, as schemes of work must be developed collaboratively.”</p> <p>Using old DP questions can be both helpful and harmful. Expect that students have studied the question banks or previous papers. Cutting and pasting questions may encourage students to memorize answers instead of learning to understand the content; teachers will take the time to adjust questions.</p>
<p>Examinations</p>	<p>There are three types of exams at Montreux International School: Year 12 Final Exams held during the final term of Year 12, Year 13 Mock Exams and the World Exams at the end of the two-year programme which take place during the month of May.</p> <p><u>Year 12 Final Exams</u></p> <ul style="list-style-type: none"> ● The purpose of the Year 12 Final Exams is to assist students in getting used to the examination process including the instructions, exam booklets and the exam rules. ● Exams will be representative of the time taken to complete the World Exam and will follow the structure explicitly. I.e. if a Paper 1 (1 hour 30 Minutes) and a Paper 2 (2 hours) are the World Exam structure then the Final exams will represent the structure and time span of the exams exactly. ● These exams are cumulative of all of the Year 12 content as this is reflective of IB guidelines for school assessment policies (IB, 2010). ● Students will not be given a specific indication as to what is on the exam but rather guidance in general terms. ● Teachers of the same course must have the same exam and mark scheme. ● All teachers should be prepared to offer a different exam for students that are absent the day of the exam or have a conflict with another exam.

- All Year 12 Final Exams and Year 13 Mock Exams will need to be prepared 3 weeks in advance of the start of exam week (not 3 weeks from the day of the exam). This will give Team Leaders time to proofread and edit and return exams for any necessary changes. Do not photocopy any exam until the CP Coordinator has expressly approved the exam.
- Teachers will be responsible for copying the correct number of exams and clearly labelling them as per the exam instructions that will be sent out prior to the exams. All cover sheets, writing booklets and graph paper will be provided.
- The role of the exam in determining a final Montreux International School grade: As with all reports, teachers will look at student work in the various assessment components (Paper 1, 2, Internal Assessments, etc.), with the most recent work taking precedence when making a decision. In the case of the end-of-year exams they will carry the most weight when determining a final grade, but previous test performance and scores non-exam assessment components will also be considered. Ultimately, the grade descriptors for each course are used to determine final grades. The grade descriptors are located within the course syllabus of each of our DP courses and each CP component.

Year 13 Mock Exams

- The purpose of Mock Exams is to do a “mock” or trial run of all of the exams that students will see in May during the World Exams.
- Many of the Papers will be completed during our Mock Exam schedule, however, several may also be completed during class in the weeks leading up to the Mock Exams.
- Together with the relevant Internal or External Assessment, teachers will fill out a Google document that demonstrates how these assessments have led to a predicted grade. Teachers will also take into consideration that a student may have performed poorly on a Final Exam and their performance throughout the course of the year means they should be given the benefit of the doubt in this regard – again, best-fit is the appropriate method of arriving at a course grade.
- As much as possible, Mock Exams will be administered exactly as they will be in May.
- Mock exams need to be graded and returned to students as part of the review and preparation process for World Exams, within 2 weeks of the exam date.
- Teachers will wait until the exam session has concluded before posting grades on ManageBac or sharing marks with students. There are times when a grade that is lower than expected and can cause more stress on students at a time when they are already emotionally drained.
- Teachers will keep students’ Year 12 Final Exams and Year 13 Mock Exams for 6 months. Teachers can share results or copies with students but all originals will be kept with the teacher or handed over to Team Leaders if a teacher is

	<p>leaving at the end of a school year.</p> <p><u>World Exams</u></p> <ul style="list-style-type: none"> • Students may opt out of World Exams, if they are completing a modified version for the CP but should check with the counsellor to ensure there are no university implications. Any withdrawal from World Exams after October 1 may incur late fees. Montreux International School is a CP school and World Exams are part of the assessment process. • During the final 4 weeks of classes prior to World Exams, there will be no new content taught or assessments completed. Instead, teachers will have a robust plan for helping students review in preparation for exams. • Most of the relevant exam results information are released by July 9. The CP Coordinator will typically send results to subject teachers shortly thereafter. Detailed results, including IA feedback will be sent out at the beginning of the school year. • Early in September, all World Exam results are analysed for areas of strength, areas where students struggled, hypotheses as to why students struggled and implementing plans to help students perform better. • Whole school and subject specific results are charted to compare to results from previous years. Predicted grade accuracy is also charted and analysed to assess the degree of accuracy. All of this charting and analysis will be shared with teachers and used as part of professional development. 															
<p>Assessing Students With Special Educational Needs (SEN)</p>	<p>Diploma and Career-related Programme teachers must implement the recommendation of each SEN student’s Individual Education Plan (IEP) to its fullest extent. The IEP is developed based on the accommodations permitted and approved by the IB as a result of educational psychology or medical reports and testing. Testing provisions indicated in the IEP will extend through to World Exams, in this way students will be testing throughout the programme in the same way they will be testing at the end of the programme. See the SEN policy for further details on approaches to teaching and assessment for SEN students.</p>															
<p>Assessing Students with English as an Additional Language (EAL)</p>	<p>Teachers must read the Montreux International School Language Policy to determine school policy, expectations and approaches to assisting students who are English Language Learners.</p> <p>Some scaffolding may be needed as students progress throughout programme. However, all teachers should be reminded that our students with EAL will not have accommodations in the same way as our SEN students do. Please note that a basic translating dictionary is permitted for examinations in groups 3 to 6.</p>															
<p>Reporting in the Diploma Programme</p>	<p>Montreux International School reports using the IB grading scale of 1-7 for all DP classes. Grades for PPS, Service Learning, Language Development will follow the below grading, except for the Reflective Project which is graded on an A-E scale. This is also how grades may be reported to universities.</p> <table border="1" data-bbox="523 1872 1493 2087"> <tr> <td>Component</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Service Learning</td> <td>Satisfactory</td> <td>Good</td> <td>Very Good</td> <td>Excellent</td> </tr> <tr> <td>Personal and Professional Skills</td> <td>Satisfactory</td> <td>Good</td> <td>Very Good</td> <td>Excellent</td> </tr> </table>	Component					Service Learning	Satisfactory	Good	Very Good	Excellent	Personal and Professional Skills	Satisfactory	Good	Very Good	Excellent
Component																
Service Learning	Satisfactory	Good	Very Good	Excellent												
Personal and Professional Skills	Satisfactory	Good	Very Good	Excellent												

Language Development	Satisfactory	Good	Very Good	Excellent
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With the exception of The Reflective Project, traditional letter grades, GPAs and certainly percentage grades are not applicable at Montreux International School (arriving at a percentage grade based on IB markbands is at best highly inaccurate and at worst discouraging for students). The career-related Study course is graded according to the grading expectations set-out by the Swiss Education Group.

Reporting at Montreux International School

Arriving at a Grade

Montreux International School reports grades for PPS, Service Learning, Language Development will follow the above grading, except for the Reflective Project which is graded on an A-E scale. This is also how grades may be reported to universities.

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Arriving at a grade for a report will be primarily based on summative assessments, though formative assessments will also help to inform teachers of student progress, especially when it is difficult to decide between two grade levels. For this reason it is important for teachers do as much testing using CP/DP style assessments as possible.

When determining a best-fit grade for reports, the above grades for core CP components will always be used. Much like the IB’s Grade Award Meetings, report grades should ultimately be based on these grades. See above for a full description of the best-fit approach to assessment.

The role of the exam in determining a final Montreux International School grade for DP Subjects: As with all reports, teachers will look at student work in the various assessment components (Paper 1, 2, Internal Assessments, etc.), with the most recent work taking precedence when making a decision. In the case of the end-of-year exams they will carry the most weight when determining a final grade, but previous test performance and scores non-exam assessment components will also be considered. Ultimately, the grade descriptors for each course are used to determine final grades. The grade descriptors are located within the course syllabus of each of our courses.

Incomplete Grades: should a student fail to submit a summative assessment that prevents a teacher from providing an accurate reflection of student performance an “I” will be entered for the report grade. Both students and parents should be made aware well in advance of the report that an “I” is a possibility should the assessment not be submitted. Students must never be penalized with a zero in

	<p>their report grade for non-submission of work.</p> <p>The follow note must be included in the teacher or advisor’s comments if an N/A is included in a report due to non-submission: “Due to NAME OF STUDENT not completing one or more summative assessments, it is not possible to provide an accurate grade in NAME OF COURSE at this time”. As well, a “BE” should be entered in the self-management ATL.</p> <p>N/A (Not Available) Grades: an N/A is applicable if there is a recent/mid-year arrival to the school, or because of a course level change. In either of these cases the ATL and grade should be designed as an N/A with the following comment: “Due to NAME OF STUDENT recent entry to this course, we have not collected enough data to determine a grade for this quarter. A grade will be provided on the next report.”</p> <p>These comments will make it evident to reading partners, Team/Grade Leaders and SLT why an “N/A” or “I” has been selected as the student’s grade.</p> <p>Approaches to Learning (ATLs) will be reported on using the following descriptors:</p> <ul style="list-style-type: none"> ● Exceeding expectations (EE) ● Meeting expectations (ME) ● Approaching expectations (AE) ● Below expectations (BE)
<p>IB Internal Assessments</p>	<p>All IB Internal and External Assessments are scheduled prior to the start of the school year. There is little room for alteration in these dates. Teachers ensure these dates are clear to students as well. Assessments have been spaced out to ensure students are not overwhelmed by IAs (or the Reflective Project and other core component assessments) at any point in the year. All IA/ Reflective Project scores will be communicated to students and posted in ManageBac.</p> <p>Adapted from the 2020 Handbook of Procedures for the Diploma Programme: The teacher(s) must assess candidates’ work using the IB assessment criteria for the respective subject and level. Grades must be awarded within the range of minimum and maximum marks available without using fractions, decimal places or estimates.</p> <p>The involvement of teachers in the assessment and grading of their students is an important part of the Diploma Programme assessment process. This involvement occurs in two ways:</p> <ul style="list-style-type: none"> ● Teachers submit marks for internal assessment on the work done by candidates for a subject and level. ● Teachers predict the grade they believe each candidate will attain in the forthcoming examination session for a subject and level. <p><i>Teachers will write comments on all candidates’ work submitted for internal assessment to indicate how marks have been allocated. These comments are very helpful to the moderators who read this work.</i></p> <p>In addition to submitting marks and predicted grades, coordinators are required to submit a sample of the work that has been internally assessed by teachers, for</p>

	<p>the purpose of moderation.</p> <p>The process of moderation involves two stages. Firstly, a check is made that teachers in each school are applying the given assessment criteria for internal assessment in the standard way expected in all schools offering the Career-related Programme or Diploma Programme. This is done by a moderator (external examiner) who reviews the marking of a sample of candidates' work from each school.</p> <p>Final internal assessments are collected by subject, not by teacher, and are sent for moderation as school samples, not class samples.</p> <p>Secondly, in cases where a difference in interpretation or use of the criteria is identified, an adjustment is made to the teacher's marks for the relevant subject and level. This adjustment is carried out by the IB and is based on the differences between the marks awarded by the teacher(s) and the marks awarded by the moderator for the same pieces of work.</p> <p>As a result of moderation a teacher's marks may be lowered, raised or remain the same. Montreux International School does not release the moderated scores of internal assessments.</p> <p>The IB reserves the right to request additional sample work or the work of all candidates for internal assessment in any subject, for the purpose of moderating marks, at any time before the issue of results. Therefore, the CP coordinator must ensure that all candidates' work and associated materials are retained until the issue of results.</p> <p>At the beginning of each school year, teachers will be provided with the moderator's report for their IAs and the subject component breakdown to see if raw scores have been adjusted as part of the moderation process.</p>
<p>Communicating, Implementing and Reviewing the Montreux International School Assessment Policy</p>	<p>This policy will be communicated to students and parents.</p> <p>Teachers new to the Diploma and Career-related Programmes are introduced to the requirements and expectations of the DP and CP at Montreux International School at the start of the school year and fortnightly during the school year as part of several SS professional learning sessions. The various policies of Montreux International School are communicated to new teachers in this manner.</p> <p>The policy is reviewed by the CP Coordinator and the Principal on a yearly basis with the new Assessment Policy communicated to students and teachers at the beginning of each school year or as needed.</p>
<p>Sources</p>	<ul style="list-style-type: none"> ● International Baccalaureate Organization. (2010). Guidelines for developing a school assessment policy in the Diploma Programme. Cardiff, UK: IBO. ● International Baccalaureate Organization. (2020). Career-related Programme Assessment Procedures Cardiff, UK: IBO. ● International Baccalaureate Organization. (2015). Approaches to teaching and learning in the Diploma Programme. Cardiff, UK: IBO.