

ASSESSMENT – IB DP GUIDELINES

Approver: Board

Owner: Principal

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PRINCIPLES OF ASSESSMENT IN THE IB DP

Context

Our mission at Melbourne Montessori School is to:

- provide excellence in Montessori education
- provide an enriched and welcoming learning community that embodies the Montessori principles of respect for self, respect for all others including the development of intercultural understanding; respect for the environment as well as respect for our country's freedoms and democratic principles
- nurture, inspire and support each child's individual development
- foster the growth of self-confidence, independence, self-discipline, an inquiring, active mind and personal and social responsibility
- foster children's innate love of learning and to make their introduction to education a joyful and purposeful start to a journey of life-long learning.

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognising our common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB Learners strive to be Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced and Reflective.

Effective assessment in the IB Diploma (IBDP) at MMS is based on the following:

1. MMS is committed to providing assessment which supports the curricular and philosophical goals of each IB DP subject, through the provision of excellent classroom practice and relevant student teaching and assessment.
2. MMS is committed to using a range of broad-based assessment methods to determine a student's ability and level of conceptual knowledge, application, analysis, reflection, creativity and evaluation through employing eg. peer evaluation, self evaluation, conferences, rubrics, presentations, IT-based formats, lab reports etc.
3. It is important that the student understands how excellence can be demonstrated in each course and that the assessment tasks reflect the measure of these expectations.
4. MMS is committed to using formative assessment in all subjects to help inform both teacher and student about the strengths and areas for improvement in each student's understanding of

the IB DP curriculum. The intention is that a student develops the ability to independently reflect and analyse his/her own achievement levels and to learn how to improve from this assessment onwards.

5. MMS is committed to using summative assessment in all subjects and aims to record an accurate reflection of student understanding in the IB DP curriculum.
6. MMS is committed to giving regular and timely feedback on each student's work and to working with students to enhance their learning and development of skills within each subject.
7. MMS is committed to reporting assessment regularly to students, parents and other stakeholders, where appropriate. The use of Managebac will enhance this ability.
8. MMS is committed to timetabling collaborative planning sessions, so that teachers can develop common assessments for subjects within departments.
9. MMS is committed to timetabling internal assessment through the IB Coordinator and in collaboration with teachers of other subject areas so that students are not expected to complete numerous assessments at the same time.
10. MMS is committed to analyzing and reflecting on assessment tasks and methodologies regularly so that teaching and learning can be constantly reviewed and improved across the school.
11. MMS is committed to providing ongoing professional development to further enhance teachers' skills in all areas of assessment.
12. MMS is committed to informing the school community about the assessment policy, methods and practices with ongoing communication and the reporting of student progress.

ASSESSMENT PRACTICE

How do we assess?

Assessment tasks are designed by teachers to support student learning in relation to the aims, expectations and goals of each course. The brief for projects or final tasks will explain a range of criteria which need to be attained for each student to demonstrate deep understanding and skills in the course. It is important that the student is very clear about the aims, expectations and goals during instruction as well as during classwork and homework.

Assessment feedback needs to inform the student about their level of understanding and about the means they can undertake to improve their understanding.

Teachers must keep records of student results scores of formative assessment during the two years of the IB DP using Managebac. Further information regarding criteria-based feedback is to be kept as part of a student's folio of work.

Each term, each student and their parents/guardians will meet with their Advisor or Careers Counsellor for an Education Career Planning Meeting. The purpose of these meetings are:
To discuss the student's educational profile and to ensure that subject selection and career aspirations align with the student's performance.

To continue the discussion around the student's IB pathway including academic performance, progress with the core requirements, preparation for exams and progress socially and emotionally.

Internal assessment (IA)

For IB DP, internal assessment is based on reports, projects, portfolios, essays, oral and written tests and presentations, reading and writing etc set by the teacher and marked by a teacher at MMS before being moderated by an external moderator. Consideration will be given to ensure deadlines and allow for development of drafts, conference feedback, checks that the work is authentically that of the student, the marking of final pieces of work and preparation of moderation samples in a timely and organised way. Students are expected to demonstrate deep and consistent knowledge and skills at the end of a course of work, rather than sit intermittent tests on single aspects of the work.

External assessment (EA)

For IB DP external assessment is based on unit tests, semester, mock examinations and final examinations. Final IB Exams will be administered in strict accordance with IB Guidelines and MMS codes of conduct. Academic achievement grades are awarded from 1 to 7 for courses in the six IB DP subject areas. Exceptions to this are Theory of Knowledge (TOK) and Extended Essay (EE) subjects, which are assessed on an A to E scale.

How is assessment supported?

Managebac: The MMS learning management system, Managebac, will be used by teachers to share access to assessment criteria and teaching and learning support documents for all courses. IB DP teachers are required to produce and share an assessment calendar for each course they teach. Where there are multiple classes of the same course taught by different teachers, they should use the same assessment calendar.

Assessment Calendar: The Year 11 and 12 assessment calendars are produced to maximise the even spread of assessments throughout the academic year. These documents also allow teachers and students to plan accordingly.

Feedback: It is expected that students receive timely feedback or justification on the grade awarded. Feedback should normally occur no later than two school weeks after the completion of the assessment task to ensure the feedback has maximum impact on learning.

Deadlines: Draft submission deadlines should generally be set to coincide with a timetabled lesson in order to allow teachers to check whether submission has taken place and to act accordingly to deal with non-submission.

Drafts: In the event of a student failing to meet a final submission deadline, the draft version of the work will be used for final submission. It is, therefore, essential that every effort is made to secure an acceptable draft of work. Such effort includes (but is not limited to) 'chunking' of work, appropriate time allocation and regular 'checkpoints' in the lead up to submission.

Revision programs: To assist students during their final externally assessed examinations, it is expected that teachers include opportunities to regularly revisit prior learning.

Documents for students:

1. IB Calendar. A two year Calendar of Summative Assessment deadlines (draft and final dates) and other key school and IB specific dates. This calendar is co-ordinated by the IB Co-ordinator with input from all teachers.
2. Semester Planners are produced by subject teachers; each semester outlining course content and assessment (formative and summative) final due dates.
3. Mock Exam Schedules. IB Mock Exams Schedules will be produced by the IB Coordinator for end of Semester 1, Year 12 and mid-Term 3 Year 12 and distributed to students at the beginning of relevant term.
4. Submission arrangements for core. These will be issued to students to manage submission of TOK, EE and for the finalisation of their CAS submission. These three documents are issued to coincide with submission.
5. IB Academic Honesty Policy.

RECORDING AND REPORTING OF ASSESSMENT INFORMATION

Teachers record assessment information in their own section of Managebac. Assessment information about a student's performance is required to be available on an ongoing basis. Parents may view student assessment via Managebac.

MMS has continuous assessment opportunities through Managebac and also two student report periods at the end of the semester when formal academic reports are issued to students and parents. The report includes the subject attainment grade, effort grade and a comment from the student's homeroom teacher. This comment is related to their social and emotional development, plus their involvement in the school's extra curricula activity programs.

Archived information is available to appropriate teachers or coordinators and parents upon request.

Linked with the IB publications:

The Diploma Programme: From Principles to Practice
Approaches to teaching and learning across the Diploma Programme
Handbook of Procedures
Guidelines for developing a school assessment policy in the DP