



DIPLOMA PROGRAMME

ASSESSMENT POLICY

Colegiul Național „Andrei Șaguna” from Brașov is a Candidate School* for the Diploma Programme. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Colegiul Național „Andrei Șaguna” believes is important for our students.

**Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit www.ibo.org.*



CONTENTS

PURPOSE	3
SCOPE	3
RELATION TO IB AND SCHOOL PHILOSOPHY	3
TYPES OF ASSESSMENT	4
GENERAL GUIDELINES	5
DP SPECIFICS	5
REPORTING OF ASSESSMENT	6
ACADEMIC INTEGRITY POLICY REVISION.....	6
REFERENCES.....	6



PURPOSE

This Assessment Policy was developed in collaboration with members of the school community of Colegiul National Andrei Saguna (CNAS) Brasov. It recognises the requirement of the school to regularly evaluate students and periodically report the results of the evaluation to the students and their parents. This Assessment Policy will be reviewed annually.

SCOPE

This Assessment Policy is meant to ensure that each student reaches his/her full academic potential in a learning environment that reflects a culture of partnership between teachers, parents and students.

Aims of the policy:

- ❖ To inform and improve teaching and learning
- ❖ To offer a consistent procedure for monitoring and reporting achievement in the school
- ❖ To set the framework for authentic and purposeful collaboration between different subject groups in what concerns assessment procedures

RELATION TO THE IB AND SCHOOL PHILOSOPHY

”In the IB, quality assessments are seen as:

- ❖ relevant—supporting learning objectives and curriculum outcomes
- ❖ meaningful—assessing what is important and not just what is easy to measure
- ❖ authentic—reflecting ways in which our students may encounter these activities in the real world
- ❖ universally designed for learning (UDL):
 - construct relevant—assessing what we intend to assess
 - varied—using a wide range of assessment tasks and activities that will support diverse learners and all types of learning
 - multimodal—encouraging students to express their skills and knowledge in multiple ways, and designing assessment tasks and activities to allow multiple means of representation
 - fair—do not lead to an unintended advantage or disadvantage to any learner
 - inclusive—allowing meaningful engagement of all learners
- ❖ stimulating—extending learning and considering wider student competencies and higher-order cognitive skills
- ❖ valid—balancing important principles, such as construct relevance, fairness, manageability, reliability and comparability, to reach the intended purpose of assessment
- ❖ fit for purpose—designed, implemented and interpreted in a consistent way to fulfil the purposes for which they are intended (assessments with different purposes may be designed, analysed and interpreted in different ways)
- ❖ aligned with IB education philosophy—supporting the IB education philosophy and in line with the ATL and the learner profile.”

(extract from *Teaching and learning informed by assessment in the Diploma Programme*, 2021)



TYPES OF ASSESSMENT

1. formative assessment or assessment *for* learning, whose aim is ‘to provide detailed feedback to teachers and their students on the nature of students’ strengths and weaknesses, and to help develop their capabilities’; it ‘is interested in **why** a student does something’
2. summative assessment or assessment *of* learning, which ‘focuses on measuring **what** the candidate can do, typically to demonstrate the completion of a training programme and/or readiness to progress to the next stage of education’; it ‘wants to know whether they [the students] did the **correct** thing’

(*Assessment principles and practices—Quality assessments in a digital age*, 2019, updated 2021)

1. Formative Assessment

Types of formative assessment at CNAS

- ❖ Observation
 - informal nature
 - takes place regularly in the classroom
 - timely feedback and constructive advice are very important
 - teachers will keep records of these observations to provide an insight into a student's progress over time and to fully inform the learning process
- ❖ worksheets and written classwork
- ❖ questions and answers in class
- ❖ essays and assignments
- ❖ projects
- ❖ portfolios
- ❖ sample exam questions
- ❖ homework

Aims of formative assessment

- ❖ to evaluate what a student has learned in a particular area
- ❖ to provide feedback to students in a timely and constructive manner
- ❖ to provide feedback to teachers on the success of particular teaching methodologies in the learning process
- ❖ to highlight difficulties and shortcomings in the learning process in order to develop intervention strategies
- ❖ to identify students who require extension activities or learning support
- ❖ to encourage and increase the skills of self assessment
- ❖ to keep records of attainment that will inform parents through the school’s reporting process
- ❖ to measure the progress of students over time
- ❖ to act as an indicator of future performance or success
- ❖ to encourage students to take responsibility of their own learning

Effective formative assessment helps students to understand how to improve their work by:

- ❖ helping them to understand the assessment criteria before an assignment is given
- ❖ telling them what they have done well and what they could improve
- ❖ offering examples of work which meets the assessment criteria

2. Summative Assessment



Types of summative assessment used at CNAS:

- ❖ end of Unit/chapter Tests
 - individual subjects may decide to administer a test on completion of units of work or chapters
 - these tests may take the form of formal tests, but may also be longer pieces of work completed over a period of time (projects, essays)
 - these tests may be given on the Moodle platform of the school (EduAS) or in Google Classroom
 - the results of these tests will be recorded in the students' journal and individual class teachers will record them in their own journal
 - these are meant to inform and develop a strategy for improvement for the IB external assessment
- ❖ Past Papers - Mock Exams (in order to prepare students for the IB external assessment)
- ❖ IB Internal Assessment - specific to each subject from the six subject groups
- ❖ IB External Assessment

GENERAL GUIDELINES

The informal and formal assessments will be dependent on the subject area being assessed and will vary from subject to subject. Certain forms of assessment will be specific to a particular subject, as presented in the IB subject guides.

All forms of assessment will be considered so as to meet the individual needs and differences of all the students in the programme. Classroom strategies such as differentiated assessment, visual aids, hearing aids, increased time and bilingual dictionaries may be used from time to time, as determined by the individual subject teacher.

DP SPECIFICS

Calculation of the overall Diploma points

The IB Diploma Programme is marked out of 45 points. In order to be awarded the diploma, a student must achieve a minimum of 24 points out of the total 45. Each of the 6 subjects that students have chosen from the available ones in our curriculum is marked from 1 to 7 (with specific descriptors for each subject group and the interdisciplinary subject -ESS), with a possible maximum number of points of 42.

Up to 3 bonus points are awarded for the core Theory of Knowledge and Extended Essay. These are marked from A to E (each mark having specific grade descriptors). CAS is not marked, but completion is mandatory to earn the diploma. The total maximum number of 3 points possible to be scored in TOK and EE are awarded based on this matrix:

TOK/EE	A	B	C	D	E/N
A	3	3	2	2	Failing Condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E/N	Failing Condition				

*N= not submitted

*An E in either of the core components (TOK or EE) results in the diploma not being awarded.



This means that the highest score that a candidate can achieve is 45 points. The SL and HL subjects are valued equally in determining the candidate's final points.

Failing conditions

'A candidate can only receive the overall diploma certificate if none of the following nine conditions below applies.

- ❖ CAS requirements have not been met
- ❖ candidate's total points are fewer than 24
- ❖ an N (no grade awarded) has been given for TOK, EE or for a contributing subject
- ❖ a grade E has been awarded for one or both of TOK and the EE
- ❖ there is a grade 1 awarded in a subject/level
- ❖ grade 2 has been awarded three or more times (HL or SL)
- ❖ grade 3 or below has been awarded four or more times (HL or SL)
- ❖ candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count)
- ❖ candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL.)

(extract from *Diploma Programme - Assessment Procedures*, 2023)

REPORTING OF ASSESSMENT

Reporting of assessment should enable parents to be involved in their child's learning, to understand and encourage the progress their child is making, to collaborate with the teachers in order to ensure progress of learning and final exam success.

There are different methods whereby the results of formal and informal assessments will be reported to parents:

- ❖ student written reports - teachers will record all continuous assessment result in the student records
- ❖ teacher-parents meetings - the teachers may decide to contact the parent/guardian directly with respect to the outcome of any assessment undertaken by a student

ASSESSMENT POLICY REVISION

All stakeholders can express amendments electronically, which are later discussed within an annually established focus group, and altered, need be. Review takes place annually or on a need-basis.

Assessment Policy review committee:

Name	Position
Carmen Felicia Tanasescu	Head of School
Ciprian Satala	Deputy Head
Mircea Noru Parpalea	EE Coordinator
Diana Elena Banu	DP Coordinator
Carmina Daniela Vakulovsky	Global Politics Teacher
Adrian Modrisan	Computer Science Teacher
	Parent
	Parent



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