



SCUOLA  
RUDOLF STEINER  
DI LUGANO ORIGLIO



Scuola Rudolf Steiner di Origlio

# Assessment Policy

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## 1. Principles of IB Assessment

The principle underpinning IB assessment is that it is an essential part of the learning process, engaging students in learning how to learn. IB Diploma assessment supports the curricular and philosophical goals of the program by encouraging good classroom practices and promoting appropriate student learning. This policy reflects the principles of the Scuola Rudolf Steiner di Origlio IB years, which are central to the IB Mission Statement and Learner Profile. We recognize that teaching, learning, and assessment are fundamentally connected, and thus, criteria for success and methods of assessment must be delineated.

## 2. Student Assessment Approach

- **Criterion-Referenced:** Student work is judged against identified achievement levels rather than other students' work.
- **Inclusivity:** All students can learn and be assessed.
- **Facilitation:** Teachers act as facilitators rather than directors of learning.
- **Informative:** Assessments are critical tools for developing effective teaching and providing valuable information to support student learning.
- **Diverse Methods:** A variety of assessments can and should be used for different purposes.
- **Alignment:** Assessments should support curricular goals and align with the IB program's standards, practices, and philosophy.
- **Collaboration:** Assessment practices involve all stakeholders, including teachers, students, parents, and administrators.
- **Understanding Criteria:** Students must understand the assessment criteria to achieve their learning goals.
- **Self and Peer Assessment:** Students should have opportunities to assess their work and that of their peers.



### 3. Assessment Practices

Types of assessments used at Scuola Rudolf Steiner di Origlio include multiple methods to ensure fair, meaningful, and consistent opportunities for students to demonstrate mastery of concepts and skills. These assessments include, but are not limited to:

- Multiple-choice quizzes and tests
- Short and extended responses
- Essays and research papers
- Projects and portfolios
- Class discussions and group presentations
- Individual oral commentaries
- Multimedia presentations
- Skits and performances
- Problem-solving teams and group critiques
- Historical and experimental investigations
- Sketchbooks and studio work
- Fieldwork and response journals
- Reflection logs

Our assessment practices honor multiple forms of intelligence and foster critical and creative thinking, with an emphasis on higher-order cognitive skills that support inquiry-based, constructive learning.

### 4. Grading and Marking

- **Assessment Standards:** Marks are given at the beginning of each course and applied to formative tasks. Summative results are analysed to shape formative assessments.
- **Completion Requirement:** Both formative and summative items must be completed for students to progress to the next academic level.
- **Grading Scale:** The school uses a grading scale along with IB assessment rubrics, allowing for a maximum of 7 points per subject. TOK and Extended Essay marks range from A (maximum) to E (minimum), with "N" indicating work that cannot be evaluated.
- **Minimum Scores:** To obtain the IB Diploma, students must achieve at least 24 points, including 3 bonus points.



## 5. Diploma Requirements

To qualify for the IB Diploma, students must fulfill all assessment components for each of the six subjects and meet additional Diploma requirements, except under specific conditions:

- **CAS Requirements:** Students must complete the Creativity, Activity, Service (CAS) requirements successfully.
- **No "N" Grades:** Students must not receive an "N" grade in Theory of Knowledge (TOK), the Extended Essay (EE), or any contributing subjects.
- **No Grade E:** Students must not receive a grade of E in Theory of Knowledge (TOK) and the Extended Essay (EE).
- **Total Points:** Students need to accumulate at least 24 points overall.
- **Grade Limitations:**
  - No grade 1 in any subject/level.
  - No more than two grades of 2 in any subjects (Higher Level or Standard Level).
  - No more than three grades of 3 or below in any subjects (Higher Level or Standard Level).
- **HL and SL Points:**
  - Students must achieve at least 12 points in Higher Level (HL) subjects.
  - Students must achieve at least 9 points in Standard Level (SL) subjects.
- **No Academic Misconduct:** Students must not have any record of academic misconduct as determined by the Final Award Committee.
- **Maximum Points:** The highest possible score is 45 points, including 3 bonus points for Theory of Knowledge (TOK) and the Extended Essay (EE).

**University Requirements:** Swiss universities typically require a minimum of 32 points, excluding bonus points. Some universities, such as ETH Zurich and EPFL, may require up to 38 points, excluding bonus points.

These requirements ensure that students have not only a breadth of knowledge across various subjects but also the skills and ethical standards necessary for academic success and personal development.

## 6. Recording and Reporting

- **Record Keeping:** Teachers record grades in a standard record book. Written and oral feedback affirms progress, diagnoses need and evaluates achievement.
- **Report Cards:** Issued every semester, with possible in-person follow-ups or intermediate reports as needed.
- **Parent/Teacher Conferences:** Scheduled twice a year, with additional consultations as necessary.



- **Assessment Review:** The DP coordinator and IB Team review final grades to determine if a student remains in the Diploma course. Students may appeal decisions, resulting in conditional admission contracts reviewed regularly. ( complaint policy and procedure)

## 7. Homework

Homework tasks are designed to practice a range of cognitive skills identified in course outlines. Regular review promotes positive results in assessments, and peer assessments and class discussions are constructive instruments in homework review. The school's Academic Honesty Policy applies in case of malpractice.

## 8. Policy Implementation, Evaluation, and Review

The IB Team meets often to discuss assessment criteria and best practices. The policy is reviewed annually and is available in written form and on the school's website. This policy is evaluated regularly and revised as necessary.