



IB Diploma Programme Assessment Policy

The principle underpinning IB assessment is that it is part of an essential learning process, engaging students in learning how to learn. IB Diploma assessment should support the curricular and philosophical goals of the programme, through the encouragement of good classroom practice and appropriate student learning. The students become better judges of their performance and supported in their learning by staff helping them to develop methods for improvement.

This policy reflects the principles of the Scuola Rudolf Steiner di Origlio IB years, which are also central to the IB Mission Statement and Learner Profile. We recognize that teaching, learning and assessment are fundamentally connected. Criteria for success and the methods of assessment must therefore be clearly delineated. We affirm the value of assessment in holistic education and are guided by the following principles:

Students

- all students are able to learn and all students can be assessed;
- teachers should be facilitators rather than directors of learning;
- assessments are critical tools used to develop effective teaching and should provide parents, teachers, and administrators with information to support student learning;
- a diverse range of assessments can and should be used for a variety of purposes;
- assessment should support curricular goals and be closely aligned with the standards, practices and philosophy of the IB programme;
- assessment should be criterion related and student work should be judged in relation to identified level of achievement as opposed to the work of other students;
- assessment practices should be a collaborative effort that involves all stakeholders that is, teachers, students, parents and administrators;
- in order to achieve their learning goals, students must have a good understanding of the assessment criteria;
- students should be given the opportunity to self-assess their work and to assess the work of their peers dependent on prior knowledge and developmental in nature.

Assessment is:

- designed by teachers to incorporate a variety of methods and to be relevant and motivating to students;
- geared toward appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to an international and increasingly complex world;
- criterion-referenced using guidelines established by the IBO and made clear to students by teachers before coursework begins;



- reflective of the attributes and desired outcomes of the IB Learner Profile;
- a valuable aspect of lifelong learning.

Assessment Practices

Types of Assessment used at Scuola Rudolf Steiner di Origlio: we do not require all students to have their knowledge and abilities assessed in the same way every time, understanding that the important thing is to know if a student ‘got it’, not that every student has to show understanding in the exact same way. We honour and validate multiple and often creative forms of assessment. Every summative assessment in every unit offers choice in how a student can demonstrate his or her acquisition of the central ideas, concepts and knowledge of that unit.

Equity in assessment is afforded through fair, meaningful, and consistent opportunities for students to demonstrate their mastery of concepts and skills. Assessments are checked for validity, reliability, and comprehensiveness and include psychometric, essay, and performance tasks across the curriculum.

A wide range of formative and summative assessments includes: multiple-choice style quizzes and tests, short and extended responses, essays, research papers, projects, portfolios, class discussions, group and individual oral presentations, individual oral commentaries, multimedia presentations, skits and performances, problem solving teams, group critiques, historical investigations, experimental investigations, sketchbooks, investigation workbooks, studio work, fieldwork, response journals, and reflection logs.

- An accurate measure of the student’s true achievement is continuously sought to inform teaching and learning.
- Differentiation occurs when it is necessary for students to demonstrate their understanding.
- Multiple forms of intelligence are applied to formative assessments, thus fostering critical and creative thinking.
- Emphasis on higher-order cognitive skills supports inquiry-based, constructive learning.
- On-going class discussions and private conferences take place throughout each course. Peer and self assessments help students to develop effective strategies of knowing as they actively build their understanding of new concepts .

Grading/marking

The marks are given to students at the beginning of each course and are applied to formative tasks. Summative results are analyzed and assist in shaping formative assessments.

Students complete a sufficient variety of assessment items in order to maximize their opportunity to demonstrate what they know and can do. The quality of assessment items completed is consistently measured in accordance with clearly established standards.



Both formative and summative items must be completed in order for students to progress to the next academic level. Students who fail to comply with the designated standards are required to submit the assessments within an established timeframe after conferring with teachers who notify parents and the IB Team. The failure to fulfill assessment requirements results in no credit earned. The persistence of such behaviour will lead to repetition of the course.

The Scuola Rudolf Steiner di Origlio grading scale is used along with IB assessment rubrics as specified in each of the subject guides:

Each of the 6 subject areas allow for a maximum of 7 points.

- 1 Very poor
- 2 Poor
- 3 Mediocre
- 4 Satisfactory
- 5 Good
- 6 Very Good
- 7 Excellent

For TOK and Extended Essay, marks are different (from A (maximum) to E (minimum)

N is a mark that indicates that the work cannot be evaluated.

To obtain the IB Diploma the students should reach of 24 points (incl. 3 bonus points).

Other requirements in order to obtain the Diploma:

All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma, except under the conditions stipulated in articles 18 and 19 of these regulations.

The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- a) CAS requirements have been met.
- b) The candidate's total points are 24 or more.
- c) There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- d) There is no grade E awarded for theory of knowledge and/or the extended essay.
- e) There is no grade 1 awarded in a subject/level.
- f) There are no more than two grade 2s awarded (HL or SL).
- g) There are no more than three grade 3s or below awarded (HL or SL).
- h) The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- i) The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).



- j) The candidate has not received a penalty for academic misconduct from the Final Award Committee.

The maximum of marks that can be reached at the end of the diploma is 45 points (incl. 3 bonus points).

For admission of the Swiss Universities it is required a minimum of 32 points excluding the bonus points. Some Universities (ETH, EPFL) arrive to require 38 points excluding bonus points.

Recording and reporting

In addition, teachers record grades in a standard record book. Feedback, both written and oral affirms progress, diagnoses needs, evaluates achievement.

Report cards are issued every semester. In specific cases, in-person follow ups or intermediate reports may be organized or issued by teachers on a more frequent schedule in agreement with the IB Team. Parent/teacher conferences are scheduled twice a year. As needed, teachers consult with parents on an individual basis.

The DP coordinator with the IB Team discusses whether a student remains in the Diploma course based on final grades and teachers' recommendations. In such a case, the family will be summoned for discussion. Students may appeal the final decision; at this point consultation with the teachers and IB Team occur and a contract is devised detailing a proposal for conditional admission into the level of IB study considered appropriate. The student's status in the course will be reviewed in accordance with the contract; if not respected, the student may be removed from the course, with no further possibility of appeal.

Homework

Homework tasks are designed to provide optimal practice of a range of cognitive skills identified in course outlines. Regular review of homework promotes positive results in formative and summative assessments. Peer assessments and class discussions are constructive instruments in homework review.

Scuola Rudolf Steiner di Origlio has an Academic Honesty Policy. In case of evidence of malpractice, Academic Honesty Policy applies.

Assessment Policy Implementation, Evaluation and Review

The IB Team has meetings on a regular monthly basis during which they discuss assessment criteria as well as best practice and assessment in general.

The policy is reviewed annually by the IB Team. The IB Diploma Program Assessment Policy is available in written form and on the school's website.

This policy is evaluated on a regular basis, and if necessary reviewed and changed.