



# Assessment Policy

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## 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.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## CAIS MISSION STATEMENT

To cultivate learners with knowledge, skills, integrity and discernment, growing in love for God and service to humanity.

## CAIS VISION STATEMENT

At Christian Alliance International School, we aspire to be the best school *for* Hong Kong, *for* the world, and *for* Christ.

## THE IBDP LEARNER PROFILE

The IB Learner Profile is a set of ten qualities we desire in our students.

IB Diploma students strive to be...

**Inquirers:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Knowledgeable:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**Thinkers:** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**Communicators:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening to the views of other individuals and groups.

**Principled:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Open-minded:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Caring:** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive change in the lives of others and the world around us.

**Risk-takers:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Balanced:** We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and the world in which we live.

**Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses to support our learning and personal development.

## INTERNATIONAL-MINDEDNESS

In line with our school ethos and that of the IBO, we strive to foster an environment of caring individuals who promote a better world through intercultural understanding and respect. Our IB policies on Language, Assessment, Inclusion, Admission, and Academic Integrity are integral in helping us fulfill this aspect of our mission.

## 1. PHILOSOPHY AND PRINCIPLES OF ASSESSMENT PRACTICE

This International Baccalaureate (IB) Diploma Programme (DP) Assessment Policy illustrates the key assessment practices of the IBDP at Christian Alliance International School (CAIS). These assessment practices are complying with the school's mission and the IB philosophy.

Assessment is an important measure to understand the effectiveness of learning and teaching of the curriculum and it is also a means to help students learn through assessment. It is an on-going authentic, specific and purposeful mechanism of providing feedback to students. It helps teachers and students to identify learning needs and areas of growth. Assessment is considered part of the learning process.

The Assessment Policy is designed to meet the school's practices as well as the IB's standards and practices (International Baccalaureate Organization, 2010). Assessment is criteria related, reviewed regularly, and amended appropriately to cater for any change in the DP curriculum requirement or IB policy.

## 2. ADDRESSING ASSESSMENT WITH STUDENTS AND PARENTS

With respect to the school's academic procedures, the following guidelines pertain to communication with parents about student assessment:

- Assessment results should be communicated regularly to parents and students in a meaningful manner (e.g. marked tests discussed with students, online grade book and report card accessed by students and parents, regular parent-teacher interviews).
- Teachers must be prepared to justify to parents or senior leaders on the grades assigned to students.
- Informal reporting (e.g. letters, emails and phone calls) to parents should be used when appropriate.
- If a student is determined to be laggard in academic responsibilities or at risk of failing a subject, the IBDP Coordinator should be informed as soon as possible and contact with parents initiated expeditiously.

## 3. DETAILS OF ASSESSMENT COMPONENTS

### 3.1 Types and frequencies of assessments

There are two major types of assessments: (i) formative assessment, and (ii) summative assessment.

Formative assessment is a diagnostic instrument to gather, analyse, interpret and provide feedback to students to improve their learning. It is also used to measure what a student knows and can do. It is carried out during the teaching and learning process in each unit of study and on a regular and timely basis and through diversified modes such as questioning, group work, classwork, homework, essays, assignments, projects, research studies, self-evaluation, peer assessment, etc. It provides timely feedback to

teachers as well as students on improving teaching and learning. Formative assessment of DP Year 1 and DP Year 2 also serves as a purposeful and timely diagnostic and developmental instrument to provide teachers and students in fulfilling the assessment criteria of Internal Assessment written in the IB subject curriculum guides.

Summative assessment serves to determine the level of achievement in student learning at the end of an important stage in a course of study. It usually takes the form of tests and examinations. The time students are expected to dedicate to a summative assessment should be related to the number and difficulty of curriculum learning outcomes. Excessive summative assessments limit student practice time.

The teaching schedule, assessment schedules and school calendar are designed to consider the submission deadlines of Internal Assessment and the conduct of the External Assessment provided by the International Baccalaureate Organization.

### 3.2 Percentages of marks

The weighting of internal formative assessment and summative assessment of DP Year 1 and DP Year 2 are the same as defined in the IB curriculum guides. The table below shows the assessment components and weightings of internal assessment and external assessment in the curriculum guides. They will be revised when curriculum guides are updated by the IBO.

Subject and level	Assessment components	Duration	Weighting
Theory of Knowledge	Essay on a prescribed title		67%
	Exhibition		33%
Extended Essay	Essay		82%
	Reflections		18%
Creativity, activity, service	Portfolio		100%
English A: Literature HL	Paper 1: Guided literary analysis	2h 15m	35%
	Paper 2 Comparative essay	1h 45m	25%
	Higher level (HL) essay		20%
	Individual oral	15m	20%
English A: Literature SL	Paper 1: Guided literary analysis	1h 15m	35%
	Paper 2 Comparative essay	1h 45m	35%
	Individual Oral	15m	30%
English A: Language and Literature HL, Chinese A: Language and Literature HL	Paper 1: Guided textual analysis	2h 15m	35%
	Paper 2: Comparative essay	1h 45m	25%
	Higher level (HL) essay		20%
	Individual oral	15m	20%
English A: Language and Literature (SL), Chinese A: Language and Literature (SL)	Paper 1: Guided textual analysis	1h 15m	35%
	Paper 2: Comparative essay	1h 45m	35%
	Individual oral	15m	30%
Chinese B (HL)	Paper 1: Writing	1h 30m	25%
	Paper 2: Listening and Reading	2h	50%
	Individual oral assessment	12-15m	25%
Chinese B (SL)	Paper 1: Writing	1h 15m	25%
	Paper 2: Listening and Reading	1h 45m	50%
	Individual oral assessment	12-15m	25%
Spanish ab initio (SL), French ab initio (SL)	Paper 1: Writing	1h	25%
	Paper 2: Listening and Reading	1h 45m	50%
	Individual oral assessment	7-10m	25%
Economics HL	Paper 1: Extended response	1h 15m	20%

	Paper 2: Data response	1h 45m	30%
	Paper 3: Policy paper	1h 45m	30%
	Portfolio	20h teaching	20%
Economics SL	Paper 1: Extended response	1h 30m	30%
	Paper 2: Data response	1h 30m	40%
	Portfolio	20h teaching	30%
History HL	Paper 1: Source-based	1h	20%
	Paper 2: Essay	1h 30m	25%
	Paper 3: Essay question	2h 30m	35%
	Historical investigation	20h teaching	20%
History SL	Paper 1: Source-based	1h	30%
	Paper 2: Essay	1h 30m	45%
	Historical investigation	20h teaching	25%
Psychology HL	Paper 1: Short answer and essay	2h	40%
	Paper 2: Question choice	2h	20%
	Paper 3: Short answer	1h	20%
	Experimental study	20h teaching	20%
Psychology SL	Paper 1: Short answer and essay	2h	50%
	Paper 2: Question choice	1h	25%
	Experimental study	20h teaching	25%
Biology HL	Paper 1: Multiple choice	1h	20%
	Paper 2: Short and extended Q's	2h 15m	36%
	Paper 3: Short and extended Q's	1h 15m	24%
	Individual investigation	10h teaching	20%
Biology SL	Paper 1: Multiple choice	45m	20%
	Paper 2: Short and extended Q's	1h 15m	40%
	Paper 3: Short and extended Q's	1h	20%
	Individual investigation	10h teaching	20%
Chemistry HL	Paper 1: Multiple choice	1h	20%
	Paper 2: Short and extended Q's	2h 15m	36%
	Paper 3: Data and practical Q's	1h 15m	24%
	Individual investigation	10h	20%
Chemistry SL	Paper 1: Multiple choice	45m	20%
	Paper 2: Short and extended Q's	1h 15m	40%
	Paper 3: Data and practical Q's	1h	20%
	Individual investigation	10h	20%
Physics HL	Paper 1: Multiple choice	1h	20%
	Paper 2: Short and extended Q's	2h 15m	36%
	Paper 3: Data and practical Q's	1h 15m	24%
	Individual investigation	10h	20%
Physics SL	Paper 1: Multiple choice	45m	20%
	Paper 2: Short and extended Q's	1h 15m	40%
	Paper 3: Data and practical Q's	1h	20%
	Individual investigation	10h	20%
Design Technology SL	Paper 1: Multiple choice	45m	30%
	Paper 2: Data and practical Q's	1h 30m	30%
	Individual investigation	40h	40%
Design Technology HL	Paper 1: Multiple choice	1h	20%
	Paper 2: Data and practical Q's	1h 30m	20%
	Paper 3: Extended Q's	1h 30m	20%
	Individual Investigation	60j	40%
Mathematics: Analysis and Approaches HL	Paper 1: Short and extended Q's	2h	30%
	Paper 2: Short and extended Q's	2h	35%
	Paper 3: Problem solving Q's	1h	20%
	Individual Exploration		20%
Mathematics: Analysis and Approaches SL	Paper 1: Short and extended Q's	1h 30m	40%
	Paper 2: Short and extended Q's	1h 30m	40%
	Individual Exploration		20%

Visual Arts HL	Part 1: Comparative study	20%
	Part 2: Process portfolio	40%
	Part 3: Exhibition	40%
Visual Arts SL	Part 1: Comparative study	20%
	Part 2: Process portfolio	40%
	Part 3: Exhibition	40%

### 3.3 Assessment rubric and marking criteria

Teachers are required to give the relevant assessment rubric and marking criteria to students at the beginning of DP Year 1. These assessment rubric and marking criteria should cover those in the IB curriculum guides.

The grading and marking of formative and summative assessments will be based on the assessment rubric and marking criteria. The descriptions of grades follows those set by the IBO (International Baccalaureate Organization, 2017). Since Grade Boundaries vary by year, subject, and levels (HL/SL), each teacher will use the most recent year's boundaries as established by the IBO.

This following table serves as an example.

IBDP Grades	Grade Boundaries	Description
7	80 – 100	Excellent
6	70 – 79	Very good
5	60 – 69	Good
4	45 – 59	Satisfactory
3	30 – 44	Mediocre
2	15 – 29	Limited
1	0 – 14	Very limited

### 3.4 Standardization of assessments

All formative and summative assessments are required to align with the latest IB curriculum guides. There are two folds of standardizations: internal standardization and external standardization. Internal standardization refers to the process in arriving at a common standard in a subject to all students within the school. External standardization refers to the process in which the common standard is in line with the latest standard in the IB curriculum guides. These are the practices in school on both types of standardizations.

#### *Process for standardization of students' work*

- Students are expected to strive to work to potential in completing assignments and in preparation for formative and summative assessments. Students are required to follow the following guidelines:
  - Submit honest and original work. Plagiarism and cheating are not allowed and involve serious consequences. Refer to Academic Honesty Policy.
  - Written tests and examinations are taken on scheduled dates and times. Students are expected to write a make up examination on the day of return to class after an absence.

- If a student has a pattern of missing classes wherein a summative assessment is given, school leadership may request a doctor's note and/or parent consent.
- Teachers are expected to provide to students the following:
  - Course outlines
  - Clear assignments graded upon reasonable standards (e.g. the rubrics of IB's internal assessments and external assessments) communicated in advance
  - Clearly stated due dates
  - Timely written feedback on schoolwork to enable students to improve (graded tests and smaller assignments should be returned within 3-5 days; major assignments within 2 weeks of submission)
  - Appropriate workloads
  - Accountability and reasonable consequences for students in line with school guidelines
  - Homework based on prior class instruction that students should be able to manage independently
  - Checking of homework completion
- Students and their parents have the right to appeal mid-term and final examination marks subject to the following criteria:
  - Appeals on behalf of students who are under 16 must be made by parents on behalf of the child
  - Students 16 or older may appeal independently
  - Appeals must be made in writing with grounds to the Head of School within 14 days of the release of marks
  - Appeals will be considered by the Grades Appeal Committee who will gather information and make recommendations to the Head of School
  - The Grades Appeal Committee consists of a minimum of three members including but not limited to IB Coordinator, Assistant Principal of the Grade Level and Subject Teacher
  - The decision of Head of School is final

#### *Internal standardization*

- Subject teachers are required to give the curriculum guides and assessment criteria to students at the beginning of DP Year 1.
- Subject teachers are required to ask students to submit to IBO the necessary assessment components (e.g. internal assessments, TOK essays and reflection forms, CAS portfolio, extended essays and reflection forms, etc) mentioned in the curriculum guides.
- If there is more than one teacher to teach the same subject of the same grade, the scope, the level of difficulties and the standards of the assessment should be equivalent. The assessment criteria should be in line with the curriculum guides.
- The Senior Management responsible for the subjects are required to inspect the assessment tools to make sure that the assessments and their marking criteria across all involved students are equivalent.

### *External standardization*

- The school is required to provide the relevant assessment resources for teachers. These include (i) opening of accounts of Programme Resource Centre in MyIB for all subject teachers, (ii) purchase of marking schemes, and (iii) purchase of the marked scripts and examiners' comments.
- The IBDP Coordinator facilitates subject teachers to review their assessment standards from (i) the moderations made by IB examiners, (ii) examiners' comments on the marked scripts, (iii) subject reports after each examination session, and (iv) the comparison between predicted grades and actual grades.
- The IBDP Coordinator will attend the IB Annual Conference to understand the latest update on the curriculum and assessment trends and implementations.
- Subject teachers are arranged to attend IB workshops of the most recent curriculum guides or other relevant professional development topics. They may be invited to attend the IB Annual Conference to understand the latest update on the curriculum and assessment trends and implementations.
- IBDP Coordinator and subject teachers are encouraged to network with other IB teachers in the same regions or across the region to learn good practices in assessments from peers

## 4. REPORTING OF LEARNING

### 4.1. Recording of student progress

Marked formative assessment and summative assessment will be explained to students for their learning. Marks are recorded in the platform, *Managebac*. Marked formative assessments will be given to students or scanned and uploaded to *Managebac*. Parents and students can access their scores and any uploaded materials in *Managebac* in real time.

### 4.2. Calculating report card grades

In each term, teachers may assess homework, quizzes, tests and projects, for which students will receive feedback. Occasionally, teachers ascribe points to these assessments. The number of point-scored assessments to be recorded in *Managebac* per term per subject is 2-4 (for HL) and 2-3 (for SL). *Managebac* converts student percentage grades to a number from 1-7 by using the Grade Boundaries for that subject. The Grade Boundaries for each subject are set by the IBO and vary slightly from year to year. Report Card grades factor in mid-year and final exams (in DP1), and mock exams (in DP2). Each term grade is cumulative for that Academic Year.

To further aid teachers in determining accurate report card grades, teachers rely on the Grade Descriptors for their subject. These are outlined in the IBO document, *Diploma Programme Grade Descriptors, 2017*.



#### 4.3. Reporting of student progress

Parents and students can access and print out their scores from Managebac. There are four quarters in each year. After Quarter 1 and Quarter 3, there will be a Parent-Teacher Interview for subject teachers to meet parents face-to-face to report the learning progress of the students. After Quarter 2 and Quarter 4, a formal report on formative assessment and summative will be given to parents. Teachers or parents may request a face-to-face interview at any school day if deemed necessary.

#### 4.4. Reflection on learning progress based on assessment data

There are three major channels to help students reflect on the learning progress. First, teachers provide feedback to students about their learning during classes or other school times. Second, teachers understand in more depth the students' learning progress and adjust their teaching strategies appropriately based on the marked formative and summative assessment data. Third, teachers can collaborate with parents in a more holistic manner the strengths and limitations of students through periodic communications and Parent-Teacher interviews.

#### 4.5. Predicted grades

Different from school grade reports, Predicted Grades (PGs) are what the teacher thinks each student will attain after the IBDP exams have been completed in May of Year 2. PGs may be shared confidentially with universities to which a student has applied, should that organization ask for such. In fall of Year 2, the IB Diploma Coordinator gathers the first round of PGs from teachers, at which point parents and students will be invited to arrange a meeting with the guidance counsellor and IB Diploma Coordinator to discuss universities. In winter, a second round of PGs is gathered from teachers, since in some cases a student will have risen or fallen. These first two rounds of PGs help guide students in university selection. In April, a third and final round of PGs is gathered. These are sent to the IB Organization, which they use to monitor the accuracy of school predictions. Teachers are permitted to base their PGs on the following only:

- All evidence of the candidate's work thus far, with weight given to Exams and official IB Assessments
- The grading criteria of each subject component (Internal and External Assessments)

To further aid teachers in determining accurate PGs, teachers rely on the Grade Descriptors for their subject. These are outlined in the IBO document, Diploma Programme Grade Descriptors, 2017.

## 4.6. Attendance

Due to high demands of learning in the IBDP, it is critical for students to be in punctual attendance for all classes and activities in the program. Each report card will contain a breakdown of attendance for the term according to the definitions in the table below.

<b>Absent</b>	<b>Absent on the day:</b> Any absence for one period in a day.
<b>Present</b>	<b>Present on the day:</b> When not absent from any class or late for school.
<b>Late</b>	<b>Late for school on the day:</b> When arriving to school late for period one. Late during other periods does not show on the report card.

## 5. IB INTERNAL ASSESSMENT AND EXTERNAL ASSESSMENT DATES

The dates of submission of Internal Assessment depends on the upload submission deadlines set by IBO. In order that students are given enough time to complete the Internal Assessments, almost all Internal Assessments are submitted to teachers in Year 2 from August to March. The IB Coordinator will coordinate with subject teachers their teaching progress to design the best possible submission dates before the end of Year 1. The factors in designing the Internal Assessment submission dates are: (i) in line with the official deadlines in uploading the work to IBIS; (ii) avoiding too many submissions in any week; (iii) taken into account of teaching progress of subjects. The practices of setting these dates will be reviewed regularly.

## 6. ROLES AND RESPONSIBILITIES

(For implementing, evaluating, and reviewing the Assessment Policy)

It is the role and responsibility of the DP Coordinator to (i) give the Assessment Policy to all DP teachers; (ii) evaluate the implementation of Assessment Policy; and (iii) review the Assessment Policy in accordance to the effectiveness of implementation; and latest updates from International Baccalaureate Organization.

## 7. REQUIREMENTS TO RECEIVE THE DIPLOMA

By early June of IBDP Year 2, students will have submitted all required components. Results are released the following July. To pass, students must adhere to the following:

- Not less 24 of 45 points total (maximum 7pts per 6 subjects, plus max 3pts for EE/TOK)
- Completion of CAS
- No “N” (no grade awarded) for TOK, EE, or any subject
- No “E” (failing condition) awarded for TOK or EE
- No grade 1 awarded in a subject
- No more than two grade 2s awarded
- No more than three grade 3s or below awarded
- At least 12 points on HL subjects (for those with four HLs, the three highest grades count)
- At least 9 points on SL subjects (those with two SLs must gain at least 5 points at SL)
- No penalty for academic misconduct from the IB Final Award Committee.

### EE + TOK Scoring Matrix

Extended Essay (EE)	Theory of Knowledge (TOK)					
	Grade	A	B	C	D	E or N
	A	3	3	2	2	Failing condition
	B	3	2	2	1	
	C	2	2	1	0	
	D	2	1	0	0	
E or N	Failing condition					

See IBO, Diploma Programme Grade Descriptors (2017) for descriptions of each letter grade.

## 8. APPROVAL AND REVIEW DETAILS OF THIS POLICY

Approval and Amendment History	Details
Proposer	Peter Chan (DPC), Sep 2019
Original Approval Authority and Date	Principal/HOS, Sep 2019
Last Updated	Ben Myers (DPC), Jan 2024
Notes of Changes (last update)	<ul style="list-style-type: none"> <li>-Major formatting</li> <li>-Addition of EE/TOK Scoring Matrix</li> <li>-Required 2-3 (SL) and 2-4 (HL) assessments for each report card.</li> <li>-Addition of Learner Profile</li> <li>-Addition of International-Mindedness</li> <li>-Addition of Mission and Vision Statements</li> </ul>
Amendment Authority	Daniel Schick (Principal), Jan 2024 Richard Vanderpyl (HOS), Jan 2024

## REFERENCES

International Baccalaureate Organization. (2010). Guidelines for developing a school assessment policy in the Diploma Programme. Retrieved from [https://resources.ibo.org/data/d\\_0\\_dpyyy\\_ass\\_1101\\_1\\_e.pdf](https://resources.ibo.org/data/d_0_dpyyy_ass_1101_1_e.pdf)

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