

CBC International Schools-Hefei IB DP Assessment Policy

CBC Hefei - is a candidate school* for the Diploma Programme. This school is pursuing authorization as an IB World School. IB World Schools share a common philosophy- a commitment to high-quality, challenging, international education- that we believe 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 (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted.

CBC Hefei Mission statement:

We are dedicated to preparing our students for success in a rapidly changing world by providing a supportive learning environment that promotes:

- inquiry and collaboration within the classroom
- recognizes and respects individual differences within the school community
- celebrates community involvement
- and allows students to position themselves as individuals in a global world

General Assessment Philosophy

Our assessment philosophy follows that of the IB in that the purpose of Assessment and Evaluation is to inform and improve both student development and learning as well as teaching practice. At CBC-Hefei we strive to ensure that Assessment processes are timely, transparent, varied, and consistent while remaining aligned with the requirements of the DP programme.

Objectives of the Assessment policy

- To provide a statement of the philosophy and principles that underpin assessment practices at CBC-Hefei
- Outline assessment practices and procedures for CBC-Hefei and IB DP grade reporting
- Outline links between the assessment policy and other documents (Inclusion Policy, Language Policy and the Academic Honesty Policy)
- Outline the roles and responsibilities for implementing, reviewing and communicating the assessment policy

CBC-Hefei Teaching and assessment practices:

- CBC-Hefei teaching and learning practices/procedures include a variety of assessment, evaluation and reporting strategies that best promote student holistic development and learning.
- Assessment is the process of gathering information that accurately reflects how well a student is achieving the curricular expectations in a course.
- Evaluation is the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality.
- Reporting is the process of communicating students' achievement of the curriculum expectations and the demonstration of ATL (or, in our current BC system, the Core Competencies) through written comments reflecting these competencies on report cards.

To ensure that assessment, evaluation, and reporting are fair, valid and reliable, and that the process provides for the improvement of learning for all students, teachers use formative and summative practices and procedures that:

- Provide multiple opportunities for students to demonstrate their learning
- Use a range of strategies and tools to assess student learning
- Are fair, transparent, and equitable for all students
- Support the inclusion of all students, including those with inclusive access arrangements (see CBC-Hefei inclusion policy)
- Support students as language learners (see CBC-Hefei Language policy)
- Are designed to support curricular goals/outcomes
- Are communicated to students/guardians at the beginning of terms/courses as appropriate
- Provide timely continuous accessible feedback to students that informs and improve their learning (weekly on Schoology.com, each quarter via reports)
- Foster student ATL development
- Promote academic honesty (see CBC-Hefei Academic Honesty Policy)
- Provide opportunity for the school to analyse assessment data to inform teaching and learning

Faculty collaboration:

DP faculty will regularly engage in external and internal professional development to improve their teaching practices. DP faculty meet regularly to:

- Share assessment ideas and current practices including working towards developing standardized assessment instruments that can be used across the curriculum thereby allowing students to gain confidence using them
- Conduct peer observations
- Collaborate on the internal assessment calendar (see coursework calendar) to ensure time for feedback on drafts, check that the work is authentic, mark final submissions and prepare moderation samples before deadlines

Assessment practices at CBC-Hefei: School-Based Assessment

- The IB DP internal and external assessments will determine the student's final grades at the end of the 2- year program.
- A variety of CBC-Hefei school-based student assessments, in addition to IB internal and external assessments, will be used as a measure of student development and achievement throughout the 2 year program and contribute to the students' report card marks each term (four times per academic year).
- Assessment strategies employed by CBC-Hefei teachers can be broadly classified as being diagnostic, formative and summative with the following descriptors and purpose:

Diagnostic Assessment: Assessment that occurs when instruction begins. It explores the questions 'what do I already know?' and 'what do I want to know?' with the purpose of determining prior knowledge to inform instruction and assessment plans.

- Eg. KWL charts: What I already know, what I would like to learn, what I have learned. Brainstorming/concept mapping

Formative Assessment: Represents the ongoing process of gathering, analysing, interpreting and using assessment evidence to improve student learning and to help students to achieve their potential. The purpose is to allow the teacher/student to monitor students' progress and to provide beneficial ongoing feedback that continues to inform teaching/learning strategies.

- Eg. Think-Pair-Share, Exit-cards, strategic questions the "why's" and "how's", One-Minute Papers, Self- evaluations

Summative assessment: occurs at the end of the learning cycle and is designed so that the students can demonstrate their levels of course outcome attainment.

- Eg. End of topic tests, final projects or portfolios, achievement tests, standardized tests

Assessment practices at CBC-Hefei: IB DP Internal and External Assessments

The single most important aim of Diploma Programme assessment is to support curricular goals and encourage appropriate student learning.

Assessment practices in the Diploma Programme may be unique for many students and guardians so it is expected that all stakeholders review each course guide for the specific internal and external assessment requirements, as both internal and external assessments determine a student's final IB grade.

Some key features of Diploma Programme assessment include the following:

- An emphasis on criterion-related (as opposed to norm-referenced) assessment. This method of assessment judges students' work in relation to identified levels of attainment, rather than in relation to the work of other students.
- Valuing the most accurate demonstration of student performance, rather than just averaging attainment grades over a reporting period.
- Examining student understanding at the end of the course, based on the whole course and not just aspects of it. Students must be able to recall, adapt and apply knowledge and skills to new questions and contexts.

Preparing Students for IA and EA

In order to best prepare students for successful results on the IB internal and external assessments, it is the duty of teachers to identify all key skills necessary to achieve such success before embedding skill development opportunities into day-to-day lessons.

- An example for Chemistry would include identifying the necessary skills for investigations (IA), and multiple choice, short answer, extended and data-based responses (EA) before providing opportunities to develop in these areas on multiple occasions before the IA and EA.

- An example from Geography would feature practice assessments related to fieldwork practice (IA) and structured and extended responses (EA)

IB Internal assessment: CBC-Hefei subject Teachers assess students' work on single or multiple tasks during the IB course. These marks are submitted to the IBO along with a representative sample of the work marked by the teacher which is then moderated by IB staff to ensure marks awarded are in line with standards.

Internal assessments provide students with opportunities to show mastery of skills outside of final examinations. Students receive significant instruction and practice throughout their courses in order to effectively prepare for these challenging tasks. Examples include, oral commentary, science assessed practicals, mathematics and geography explorations. Through the use of exemplars and providing multiple opportunities to practice the requisite skills for each course, internal assessment will prepare CBC students for the. Official internal assessments in each course.

IB external assessments: Assessments that are completed by students and overseen by teachers that are then sent to the IB to be graded by external IB examiners. Examples include final exams, language written tasks, TOK and Extended essays.

CBC-Hefei internal Grade Reporting

CBC-Hefei utilizes the grading application Schoology.com to maintain transparency and allow students and parents to view student progress in a timely manner for their BC courses, which are assessed by providing percentages each term. We are currently discussing ways that we can use a similar method with IB in order to provide snapshots of progress without confusing students and parents with percentages that do not translate to the IB assessment instruments in each course. A possible way to do this will be to internally assess student work using the IB scale. Another way would involve creating a percentage-based grading system that reflects student ability to display the skills as identified in individual course subject guides and relates to the IB scale without generating percentages that do not translate directly. This will become an action plan item that we will develop with the input of subject teachers in the near future.

Term reports are generated and are accompanied with teacher commentary on student ATL (and BC Core Competencies) development progress.

Theory of Knowledge and Extended Essay

Internal practice assessments using respective assessment instruments will be completed in both TOK and on the EE to ensure that students are fully aware of the requirements for all assessments in these parts of the core.

Awarding of the IB Diploma: Requirements of the IB DP

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.

- CAS requirements have been met (see CAS course outline)
- The candidate's total points are 24 or more.
- There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- There is no grade E awarded for theory of knowledge and/or the extended essay.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- 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).
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.



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The Matrix for TOK and the Extended essay:

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

- A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

Resources for further understanding regarding Assessment IBDP education:

Diploma Programme Assessment procedures 2020
 Programme standards and practices
 Assessment principles and practices—Quality assessments in a digital age
 Guidelines for developing a school assessment policy in the Diploma Programme 2010

Links between the assessment policy and other documents

The Assessment Policy is integrated with the CBC-Hefei Academic Honesty Policy, Inclusion policy and Language Policy. Students with inclusive access arrangements will receive supports per the Inclusion Policy and Language Policies.



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POLICY STATEMENT

As an IBDP candidate school CBC-Hefei is developing a written Assessment policy (working document that will be further refined as student and program components evolve) This document has been prepared by the schools IB Coordinator/DP faculty and with the support of community members. The policy is intended to be reviewed before the initial cohort (September 2021) and biannually thereafter. The policy will be introduced at the commencement of each term and covered as part of a staff induction process as well it will be communicated to the school community via the student/guardian handbook and website. This policy aligns with the CBC-Hefei vision, mission and values as an international school as well as with the values and principles of the IB Diploma Program

Resources accessed in the formation of CBC-Hefei's Assessment Policy

Diploma Programme Assessment procedures 2020

Programme standards and practices 2016

Assessment principles and practices—Quality assessments in a digital age

Guidelines for developing a school assessment policy in the Diploma Programme 2010

International Baccalaureate Diploma Programme Subject Brief Individuals and societies:
Geography First assessments 2019

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