



# Tehran International School

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Assessment Policy 2020-2021



# IB learner profile

**The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.**

**As IB learners we 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 carefully to the perspectives 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 difference in the lives of others and in 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 with 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 in order to support our learning and personal development.

**The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.**



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## Introduction

Assessment is a vital feature of education. It provides a coherent framework to meet students' educational objectives and monitors their progress which consequently contributes to the efficacy of the learning process. Assessment aids schools and teachers with implementing the curriculum. Furthermore, it enhances teachers focus while identifying problem areas. At Tehran International School (TIS) assessment is carried out consistently throughout the academic year with the purpose of evaluating the knowledge, skill and attitude of the students.

Tehran International School seeks to help each student develop and discover their capabilities and achieve academic excellence. Students' advancement is measured through both qualitative and quantitative assessment. Moreover, teacher observation is considered as a strong tool to guide new learning strategies so that evaluation process for future education is facilitated. An ideal assessment is expected to analyze the potential and long-term effectiveness of instructional efforts in student achievement.

The school's assessment policy aims to ensure all teachers are aware of what is expected of them regarding students' assessment. It also provides guidance and support to teachers with both the development and the assessment administration.

## 1. Assessment Definition

### 1.1. Purpose of Assessment

Teachers make conscious or subconscious judgments on students' performance in every teaching and learning event. Translating these professional judgments into feedback on the quality of individuals' work is what makes assessment a prominent element of the learning process. Additionally, a successful assessment strategy needs to result in improvement in learner's continuous progress.

### 1.2. Principles of Assessment

Assessment results provide substantial and understandable information to students, teachers, parents, and school leaders. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved. According to Assessment principles and practices—Quality assessments in a digital age “Assessment principles are what we think are important in creating, delivering, marking and grading qualifications and assessments. They come from what we think is important about an IB education and the most important principle is that assessments should support education, not distort it.”

TIS strongly believes as assessment is the key element of teaching and learning it needs to be: fair, honest, ambitious, appropriate, consistent, clear, and complying with standard criteria, integrated into all stages of the learning process, supportive, motivating

### 1.3 Assessment Objectives

Assessment objectives include:

- Monitoring the progress of student learning and achievement
- Producing coherent, contextualized and direct feedback not only for parents and students but also for teachers
- Placing students at the centre of teaching and learning
- Inspiring and persuading students
- Determining students' needs, deficiencies and strengths
- Assisting teachers with recognition of students struggling
- Helping teachers address the learning issues immediately and properly

- Enabling teachers to evaluate their own methodology efficiency
- Adjusting teaching strategies with respect to students' level
- Guiding future unit planning and curriculum development

#### *1.4 Assessment and Inclusion*

Students with 'special education needs' are defined as those who have the intellectual capacity to meet all curriculum requirements, but who have individual learning needs and who require special arrangements to demonstrate their level of achievement. Therefore, where standard assessment conditions could put candidates with special educational needs at a disadvantage by preventing them from demonstrating their level of attainment, special arrangements may be authorized by the IB. This approach applies to students with learning difficulties, alongside students affected by temporary, long-term or permanent disability or illness.

Some of the special arrangements related to assessment that may be authorized by the IB are based on the following principles:

- The IB must ensure that a grade awarded to a candidate in any subject is not a misleading description of that candidate's level of attainment, so the same standards of assessment are applied to all candidates, regardless of whether or not they have special needs.
- Special arrangements are intended to reduce the adverse effects of a candidate's special needs when demonstrating his or her level of attainment. The special arrangements requested for a candidate must not give that candidate an advantage in any assessment component.
- The special arrangements described in this document are intended for candidates with the intellectual capacity to meet all assessment requirements leading to the award of the diploma or courses results.

## **2. Types of Assessment**

- Formative assessment
- Summative assessment
- Diagnostic assessment
- Self-assessment
- Peer-assessment
- Continuous assessment

### *2.1. Formative Assessment*

Formative assessment is an essential element of the learning process. It provides detailed feedback on students' strengths and weaknesses and helps students understand what constitutes excellence and where their performance stands in relation to this. Also, it makes students better judges of their own performance and helps them develop strategies for improvement. Teachers at TIS employ various strategies to support formative assessment, such as teacher evaluation, teacher-supported self-evaluation, peer evaluation and the use of assessment criteria.

On-going and regular assessment will take place during the teaching and learning process using a variety of methods to inform teachers and learners about the progress of learning. Formative assessment can for instance be draft assignments, oral presentations, questioning, discussion, visual representations and quizzes.

### *2.2. Summative Assessment*

Summative assessment often takes place at the end of a teaching and learning process or experience and is planned for in advance. The assessment is designed so that learners can demonstrate their knowledge and understanding in authentic tasks and apply their skills. The tasks involved are usually modeled on those mandated by the IB and graded in accordance with IB criteria. These grades count towards semester grades.

Summative assessments can take a variety of forms (including for example tests, mock examinations, lab reports, oral and visual presentations, essays, written assignments, projects, oral examinations. Summative assessments occur at defined periods of the academic year such as assessment weeks and statutory assessments. Summative assessments help teachers in making end of key stage assessments and are also of use in determining the overall progress and achievement of pupils.

### *2.3. Diagnostic Assessment*

All assessments can provide diagnostic evidence; however certain assessment tools can be particularly useful in providing more detailed data, e.g. Single Word Reading Test, Single Word Spelling Test, Phonics Phase Assessment, miscue analysis, etc.

#### 2.4. Self-assessment

Reflection and self-assessment are fundamental elements of the assessment process. Self-assessment is useful both during a learning experience, in enabling the learner to set goals and strategies for personal development, and at the end of the learning experience, in helping the learner to take increasing responsibility for their own learning. Self-assessment clearly comes in particular relevant at the end of year one and during year two when students must examine their strengths and weaknesses in light of the coming exams. This will be done in talks with their subject teacher, counselor and IB coordinator.

#### 2.5. Peer-assessment

Peer assessment may happen as part of the teaching and learning process. Examples of peer assessment in the Diploma Programme will be based on clear criteria given by the teacher and often mediated by the teacher. This will often take place in smaller groups, and the format can for instance be as oral feedback on written work, on class presentations and on drafts for written work. This is very much in line with the learner profile attributes of open-mindedness, communication and critical thinking.

#### 2.6. Continuous Assessment

All members of the community take an active part in this process in order to maintain and improve the quality of teaching and learning.

### 3. Assessment in Diploma Programme

According to the IB document *Diploma Programme Assessment: Principles and Practice*, assessment in the program is high-stakes and criterion-related based on the following aims:

- DP assessment should support the curricular and philosophical goals of the program, through the encouragement of good classroom practice and appropriate student learning.
- The published results of DP assessment (subject grades) must have a sufficiently high level of reliability, appropriate to a high-stakes university entrance qualification.
- DP assessment must reflect the international-mindedness of the program wherever possible, must avoid cultural bias, and must make appropriate allowance for students working in their second language.

- DP assessment must pay appropriate attention to higher-order cognitive skills (synthesis, reflection, evaluation, analysis, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding, application).
- Assessment for each subject must include a suitable range of tasks and instruments or components to ensure all objectives for the subject are assessed.
- The principal means of assessing student achievement and determining subject grades should be the professional judgment of experienced senior examiners, supported by statistical information.

### 3.1 IB Assessment Method

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.
- A distinction between formal IB assessment and the supporting formative processes that schools need to develop for themselves
- 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.

In IB Diploma Programme formal examinations are held twice during the first year; a mock exam is held mid-year in the second year and the external exams are held in May.

### 3.2 Grading Scales

IB students will be assessed based on the following grade boundaries.

7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Mediocre
2	Poor
1	Very Poor (Grade 1 is failing grade)

Each boundaries is defined in the following table in details.

Grade		Descriptor
<b>Grade 7</b>	Excellent	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
<b>Grade 6</b>	Very good	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is a consistent evidence of analysis, synthesis and evaluation where appropriate. The student demonstrates originality and insight.
<b>Grade 5</b>	Good	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
<b>Grade 4</b>	Satisfactory	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis and evaluation.
<b>Grade 3</b>	Mediocre	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
<b>Grade 2</b>	Poor	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
<b>Grade 1</b>	Fail	Minimal achievement in terms of the objectives.

The TOK course and the Extended Essay are graded according to the following scale:

<b>A</b>	Excellent
<b>B</b>	Good
<b>C</b>	Satisfactory
<b>D</b>	Mediocre
<b>E</b>	Elementary (failing grade)
<b>N</b>	No grade

The following matrix illustrates how the Theory of Knowledge and the Extended Essay will be accumulated to build one final mark.

		Theory of knowledge					
Extended essay		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No Grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

### *3.3 Predicted Grades*

Final Diploma Programme grades for each student are predicted twice in DP2, for two separate purposes. Between October and February, teachers predict grades on an individual basis to assist with student applications for university. Students are informed of their total predicted grade, and, where necessary, of individual subject predicted grades.

Teachers can change these predicted grades following the outcome of the mock examinations in February. In March, teachers again predict grades for students, in all subjects, including TOK and the EE, this time in response to an IB requirement to provide such grades prior to the final exams.

Students can apply for further education in some universities without grades and the grades will be reported to the institutions either through IB results service if the students inform the IB coordinator of which institutions they have applied to, or by the students themselves when the results are released in July.

### *3.4 Internal and External Assessment*

Formal assessment in the Diploma Programme is defined as assessment directly contributing to the final qualification. Because of the high stakes nature of this assessment process, determining students' possible pathways to further education, it is essential that teachers and students fully understand how formal assessment is conducted. Most formal assessment is external and includes examinations or work completed during the course and then sent to an external examiner. Some formal assessment is internal, requiring the teacher to mark the work before it is moderated by an external moderator.

In order to ensure that the internal and external assessment tasks mentioned above are appropriately and effectively distributed across the two-year Diploma Programme as a means of reducing student stress, a calendar of internal assessment deadlines is created each year by the DP Coordinator and agreed to by all DP teaching staffs. This calendar will be available electronically and the students will be informed about the upcoming deadlines regularly by teachers and the IB coordinator.

### *3.5 Award of IB Diploma*

As mentioned in the DP General Regulation, 2014:

- 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.
  - 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.
  - The maximum point total available is 45 points. Each subject area is graded on a scale of 1 (lowest) to 7 (highest). Bonus points may be earned based on the quality of the student's Extended Essay and TOK Essay. The matrix for Diploma candidates submitting work from May 2015 on is below.

## Resources

- Academic Integrity, IBO, October 2019
- Assessment Principles and Practices—Quality assessments in a digital age, IBO , 2018
- General Regulations: Diploma Programme, IBO, 2014
- Guidelines for Developing a School Assessment Policy in the Diploma Programme, IBO, 2010
- IB Diploma Grade Descriptors