



KÖRÖSI CSOMA SÁNDOR

KÉT TANÍTÁSI NYELVŰ BAPTISTA GIMNÁZIUM

1033 Budapest, Szentendrei út 83.

OM azonosító szám: 102648

Tel./Fax: 250-1744, E-mail: info@korosi.hu

Assessment Policy

of

Kőrösi Csoma Sándor
Két Tanítási Nyelvű Baptista Gimnázium

Introduction

Assessment is an integral part of the learning process as it provides feedback to students and teachers about the success of their work together; helps to identify students' learning needs, strengths and weaknesses; and measures the level of the students' achievement. However, all of these purposes of assessment can only be achieved in a supportive school, where both students and teachers respect each other and understand the role of assessment in the school.

In the IB Diploma Programme students are encouraged to take control of their own learning, and therefore, for the most part, the aim of all assessment during the two years of the programme is to support students in reflecting on their progress, performance and understanding, and help them identify the areas for improvement. At the same time, the assessment instruments used also provide information for the teachers, allowing them to revise their curriculum and reflect on their teaching practices.

For the assessment practices to be effective, teachers must be aware that the students enrolled in the programme might come from different cultural and educational backgrounds, and as a result have different educational needs and expectations. Therefore, teachers must explain their expectations clearly and use various forms and instruments of assessment to evaluate students' progress in the programme, and give regular feedback to their students on their performance.

The role of formative assessment:

- provides feedback to students about their strengths and weaknesses
- provides feedback to teachers about their teaching practices
- helps students identify key areas that need improvement
- provides various opportunities for assessment in which the student is involved (for example, self-reflection, peer assessment)

The role of summative assessment:

- measures students' knowledge and understanding at the time of the assessment
- allows students to evaluate their progress
- prepares students for the formal external and internal assessments
- determines students' grades in their report cards
- determines students' promotion to Year 2 of the DP

Assessment practices

Teachers are required to use various forms of assessment.

Teachers must keep record of all assessment activities.

Teachers must inform students about the purpose of the assessment and the expectations in advance.

Summative assessments must be similar to the formal IB assessments. The assessment criteria or markscheme used must also be similar to that of formal IB assessments.

Teachers must plan at least four assessment activities in a semester in standard level subjects and at least six assessment activities in a semester for higher level subjects.

Feedback to students must be informative and supportive, thus enabling students to improve.

Teachers must return work in a timely manner (within no more than 2 weeks).

Inclusive assessment arrangements are provided to all students who require them according to their specific needs. Further information on this matter can be found in the school's SEN policy.

In case of malpractice during a summative assessment activity, the teacher must notify the IB Coordinator and follow the procedure described in the school's academic honesty policy.

Grading

Grading is carried out by subject teachers (except for formal external assessments).

When assessment criteria or markschemes are used teachers must use them in accordance with the IB's guidance.

For all summative assessments, teachers must provide a raw mark, and present it as a percentage. Attainment levels must also be indicated in the IB's 1 to 7 scale using grade boundaries developed by the teacher based on recent IB grade boundaries.

All grades must be recorded in a timely manner by the teachers in the school's online administration system to ensure that parents and students are continuously informed about students' progress.

Students receive a report card at the end of each semester. The report card contains attainment levels and a short written description of the student's progress in all six subjects and TOK, as well as written reports from the extended essay supervisor and CAS coordinator.

Homework

Students in the IB Diploma Programme should expect homework on a regular basis. This might be: research, reading, practice questions and exercises, written assignments, etc. Students are expected to understand the importance of homework in their learning process, and so they are responsible for the completion of their homework on time. They can do it at home after school, or in the designated study hours in their timetables. Teachers are responsible for checking if homework is completed, and in case a student fails to do it on time, the teacher should notify the tutor. If a student repeatedly fails to complete homework, the tutor will inform the parents about this fact. In case of an illness or other unforeseen circumstances, if a written explanation is provided by the parents, the teachers may give an extension to the student.

Formal internal and external assessments

Students in the IB Diploma Programme at Kőrösi are expected to comply with the school's regulations as described in the school's policies, school deadlines and this document, as well as any subject-specific requirements. If a student fails to do so, this might lead to disqualification from the programme.

A candidate has maximum three examination sessions to complete all requirements of the IB Diploma Programme.

The completion of internal assessments is supervised by subject teachers as described in the subject guides. Students must meet the final deadlines set by the school for submission of work (unless there are adverse circumstances). If the student misses the deadline for submission without any acceptable explanation, the school has the right not to accept the work. In this case no grade will be awarded for the student in that subject, and will not receive a Diploma in that examination session. When submitting the final work, the required IB cover sheet must also be completed and signed by the student. Teachers are also responsible for marking internal assessments using the criteria provided by the IB. A sample of the internal assessments is then moderated by external IB examiners.

Except for the formal written examinations, the above rules apply to all externally assessed work submitted by the students. These works are sent (or uploaded) to IB examiners for grading.

For examination sessions the regulations stated in the IB's Conduct of Examinations apply.

In case of absence from a topic test or a missed deadline, the parents must inform the school immediately (by 8 am on the day the assessment is due). If the absence or missed deadline is excused (e.g. there is an acceptable reason provided on time), the student is allowed to submit the task at another time. It is the responsibility of the student to contact the subject teacher and agree on a new deadline. The decision whether the reason provided by the student and parents is acceptable is decided by the IB Team.

In case of absence from an external examination, the student must inform the IB Coordinator

immediately (within one hour from the start of the exam). Documentation must be provided regarding the absence, which will be forwarded to the IB, who will decide if the student can take the exam at a later date or whether a final grade can be awarded based on the work the student has already completed.

Detailed descriptions of the assessment requirements for each subject can be found in the IB Diploma Programme Handbook of the school.

Implementation, evaluation

The responsibilities of the school administration and IB Coordinator:

- ensure that all teachers understand the requirements of the school's assessment policy
- monitor assessment and reporting
- support IB tutors in monitoring students' progress
- provide an IB calendar
- support students and parents in understanding the requirements
- review the assessment policy annually with the help of the IB Team, informed by students and parents

The responsibilities of the IB tutors:

- monitor students' progress
- guide students in their learning process to help them achieve their goals
- prepare report cards for students at the end of each semester with help from subject teachers, EE supervisors and CAS coordinator

The responsibilities of the teachers:

- understand the school's assessment policy
- inform students about the requirements of their subjects, including aims, content and assessment
- give regular feedback to students on their progress
- inform students about summative assessments in advance
- set and check homework
- return marked work to students in a timely manner
- provide information for IB tutors on students' progress for report cards
- work in collaboration with other teachers in the subject group

The responsibilities of the students:

- attend lessons regularly and fully prepared
- participate in formative and summative assessments
- submit work to teachers on time
- accept and follow the school's regulations
- accept and follow the IB's regulations

- be active participants in their own learning process
- ask for help from subject teachers, tutor or IB Coordinator if needed

The responsibilities of parents:

- monitor child's progress, approach to work, attitude
- communicate with subject teachers, tutor or IB Coordinator in case of any concerns or questions
- monitor child's compliance with the school's policies
- provide child with the necessary equipment (books, materials, laptop, internet) and time to complete work

Review

This assessment policy is reviewed annually by the end of August by a committee comprising the following members:

Headmaster
Deputy Heads
IB Team
Parent Council members
Student Council members