

IB DIPLOMA PROGRAMME

ASSESSMENT POLICY

Tauragės “Versmės“ gimnazija (049284)

IB MISSION

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 organisation works with schools, governments, and international organisations 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.¹

ASSESSMENT PHILOSOPHY

Assessment is an essential part of the learning and teaching process which, organised properly, leads to improvement and meeting the needs of the learner. The various methods and assessment such as internal, external, formative, and summative are used to maximise teaching practices and improve IB DP students' achievements, provide students with the opportunity to demonstrate their abilities, knowledge, skills, competencies, and social responsibilities. In general, the assessment process is aimed to collect information from a variety of sources to measure student's attainment of curriculum outcomes, provide coherent feedback, guide future instructions, and promote learning and teaching opportunities.

The assessment at Tauragės “Versmės“ gimnazija is aimed to:

- determine the level and progress of the students' achievements, find out the strengths as well as elicit educational needs of each student and, together with the student, parents/guardians, and teaching staff, make decisions about further learning and support needed.
- support learning and provide timely feedback to students and their parents/guardians, improving the quality of the educational process.
- analyse the results and plan improvement in the long-term perspective.
- evaluate the quality of education, identify problems, and initiate the necessary actions needed for improvement.

School's IB DP community members benefit from assessment practices that ensure that the learning and teaching community is accountable for excellence in and out of the classroom and are provided with continuous learning and growth opportunities.

PURPOSES OF ASSESSMENT

School's IB DP community recognises that assessment underlies all teaching and learning. It involves identifying, gathering, and interpreting information regarding students' learning. It is essential to provide feedback to students, parents/guardians on a student's performance, achievement, and progress, and, by

¹ IB mission (<https://www.ibo.org/about-the-ib/mission/>)

implication, to set the direction for further teaching and learning. Its results are regarded as an invaluable source of information, crucial in the process of modifying and refining the teaching-learning cycle.

Assessment provisions at school:

- assessment is based on the modern concept of learning, psychological characteristics of age groups, individual needs of the student, and educational goals.
- students' knowledge and understanding, general and subject abilities, values, competences are evaluated.
- evaluation is intended to support learning - the student receives timely feedback on the learning experience, achievements, and progress, is encouraged to reflect and self-assess.
- the student's individual progress is evaluated - the student's current achievements are compared with the previous ones.

IB DP students of Tauragės “Versmės” gimnazija are assessed in order to:

- optimise learning so that learning happens through the process of and not just prior to assessment,
- monitor and evaluate student progress towards meeting course and IB Diploma Program standards,
- identify underperforming students, recognize growth and achievement, provide support,
- provide meaningful, valid feedback to students, parents/guardians, and administrative staff,
- gather evidence to support teacher reflection on the effectiveness of their teaching,
- inform curriculum review,
- evaluate the suitability of courses,
- develop short and long-term achievement goals for assessment.

School's IB DP teaching and administrative staff recognize that students have different learning styles, cultural experiences, expectations, and needs, so of great essence in terms of assessment is to be aware of a variety of learning styles, use different assessment techniques and methods which would contribute to students' motivation.

PRINCIPLES OF IB DP ASSESSMENT

Diploma Programme assessment includes the following:

- An emphasis is on criterion-related assessment as it 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.
- Within a school, all teachers of a subject must standardize their marking so they are consistent with each other.

The underlying principles of IB assessment are:

- to be valid for the purposes for which they are intended (must be balanced between the conflicting demands of construct relevance, reliability, fairness (that is, no bias), comparability with alternatives and manageability for candidates, schools and the IB).
- to have a positive backwash effect, the design must encourage good quality teaching and learning.
- to be appropriate to the widest possible range of candidates, allowing them to demonstrate their personal level of achievement.
- to be part of the context of a wider IB programme, not considered in isolation, support concurrency of learning and the overall learner experience.
- to support the IB mission, be consistent with principles and practices expected by the IB.

In align with those principles, the school's IB DP administrative and teaching staff recognize that assessment plays a vital role in the cycle of planning, teaching, assessing, reporting, reflecting, and continually meeting IB assessment standards.

ASSESSMENT EXPECTATIONS OF SCHOOL'S IB DP COMMUNITY MEMBERS

For effective assessment IB DP students are expected to:

- demonstrate a broad range of conceptual understanding and skills,
- demonstrate critical, analytical thinking abilities,
- utilise a variety of learning styles and intelligences,
- participate in self-assessment and reflection,
- analyse their own learning and perform self-reflection on their strengths and areas for improvement,
- set goals for their own learning.

For effective assessment IB DP students' parents/guardians are expected to:

- monitor evidence of student learning,
- provide opportunities of support to students and teachers,
- actively collaborate with teaching and administrative staff to meet student's learning needs and encourage appropriate student learning.

For effective assessment IB DP teachers are expected to:

- introduce the assessment expectations, standards, and practices of IB DP course and particular subject, the cycle of assessment in and out the class at the very beginning of school year,
- design and provide formative assessment structures and practices that help students to improve their understanding of what constitutes excellence and where their own work stands in relation to this,
- use assessments to inform and improve instructions,
- use their knowledge of IB summative assessment expectations and practices to help students improve performance in a formative way,
- engage students in self-reflection on their own practice,

- recognize students' different learning styles and develop assessments to utilize these styles,
- recognize students' level of English language competency and consider this when developing assessment,
- make students aware in advance of the criteria required for producing a quality product,
- assess in a context that is meaningful, relevant, and motivating to students,
- analyse data to identify patterns in student performance and needs,
- provide timely and clear feedback that is constructive towards future learning,
- maintain detailed assessment records.

For effective assessment IB DP administrative staff are expected to:

- support teachers in maintaining assessment skills and in developing new assessment strategies,
- provide time for teachers to plan and reflect,
- provide training on data analysis and use,
- use student achievement data to set school-wide, departmental, and individual goals,
- maintain detailed assessment records and use these to provide achievement information to students and parents/guardians in a timely and ongoing manner as well as at formal reporting times.

IB DP ASSESSMENT PROCEDURES

IB DP assessments are based upon evaluating course aims and objectives and, therefore, effective teaching to the course requirements also ensures effective teaching to the examination and other formal assessment requirements. Students as well as their parents/guardians need to understand what the assessment expectations, standards and practices are and these should all be introduced early.

In IB assessments, generally the marks are used as an indication of overall performance (compensation model) and then the analysis of how candidates with this number of marks performed is conducted to determine a boundary point (grade boundary) where students with more than that number of marks are awarded a particular grade.

Diploma award

The IB diploma is awarded based on performance across all parts of the DP.

Each subject is graded 1–7, with 7 being the highest grade. The IB DP grading scale is a numerical system from 7 (excellent) to 1 (very poor performance). A 4 is considered a satisfactory grade.

These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.

TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.

CAS is not assessed but must be completed in order to pass the diploma.

The overall maximum points from subject grades, TOK and the EE is therefore 45: $((6 \times 7) + 3)$.

The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

The additional requirements for the award of the diploma:

CAS requirements have been met.

There is no “N” awarded for TOK, the EE or for a contributing subject.

There is no grade E awarded for TOK and/or the EE.

There is no grade 1 awarded in a subject/level.

There are no more than two grade 2s awarded (SL or HL).

There are no more than three grade 3s or below awarded (SL or HL).

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.

Coursework undertaken by candidates during the DP course is subject to either external assessment or internal assessment (IA) and moderation.

Internal Assessment

Internal Assessment allows some of the student assessment to be carried out by teachers over the duration of the course. Teachers mark individual pieces of work and this grade counts as a percentage of the student’s overall IB score. A sample of the teacher-marked work is sent to a moderator who then evaluates the teacher’s application of the grading rubrics.

The yearly deadline calendar for both IB DP school years states the completion of internal assessments and is monitored by IB DP teachers and IB DP calendar. This document is agreed by all IB DP teachers and introduced to students and parents/guardian in February of the Year 1. It is designed to spread out the workload of the IB Diploma program over two years and provide a timeline for students to follow.

Teachers are required to submit Internal Assessment marks to *IBIS* and, as a sample of internally assessed coursework is required for moderation, teachers upload coursework on *eCoursework* in a timely manner. The dates for submitting are included in the deadline calendar in align with IB Assessment procedures.

If no work has been submitted by the candidate, or if the work cannot be authenticated, “F” should be entered on *IBIS* for the candidate’s IA mark and predicted grade for the subject/level concerned.

External Assessment

External Assessment refers to work that is conducted and overseen by teachers, and then graded externally by examiners. End-of-course exams are the primary means of external assessment, but it also includes work such as the Extended Essay, Lithuanian A: Literature essay (HL students), and the TOK essay and exhibition.

External Assessment dates are fixed by the IB and adhered by the school. The school’s IB DP Examination schedule is published to students and parents/guardians as soon as the final version of examination schedule is confirmed by IB.

Predicted Grades

A predicted grade is the teacher’s estimation of the grade the candidate is expected to achieve in the subject. A predicted grade should be based on:

- all the evidence of the candidate’s work.
- the teacher’s knowledge of IB standards.

Predicted grades are required for all subjects, including TOK and the EE.

Each year the IB provides a school a customized distribution of predicted grades for each subject, based on previous actual performance at the school. Using this distribution, teachers are required to make the prediction as accurately as possible, without under-predicting or over-predicting the grade. Only with the IB recognition and permission, it is possible to distribute the exceeded grade for exceptional students. Supporting evidence of student performance may be requested by the IB in such cases.

For schools and candidates that take examinations, the IB do not usually request evidence if the predicted grade distribution is exceeded. However, the IB reserves the right to request supporting evidence of predicted grades in exceptional circumstances.

Predicted grades are used for grade award meetings when considering a subject’s grade distributions and the performance of individual candidates. A check on the appropriateness of results is made by comparing awarded grades with predicted grades. If there are significant discrepancies, further reviews may be conducted. Predicted grades are not used in calculations for candidates affected by adverse circumstances, including candidates with incomplete assessment for one or more components for whom calculations are made using global or school averages.

Teachers predicting grades should use the following scales.

Grades are awarded to candidates in each subject on a scale of 1 to 7, with 7 being the highest grade.

Grade	7	Excellent performance
	6	Very good performance
	5	Good performance
	4	Satisfactory performance
	3	Mediocre performance
	2	Poor performance
	1	Very poor performance

For TOK and the EE, the grades are on a scale of A to E, with A being the highest grade:

Grade	A	Excellent performance
	B	Good performance
	C	Satisfactory performance
	D	Mediocre performance
	E	Elementary performance

The school does not release predicted grades to candidates unless it is required by a university or college application procedure.

Exams

IB exams at Tauragės “Versmės” gimnazija are conducted in strict accordance with IB regulations.

Exams are written in the gym which meets all requirements of the Conduct of examinations booklet. Exam invigilation is performed by administrative and teaching staff. All invigilators must undergo a training exercise to review exam procedures and policies. Teachers whose exam is being conducted and parents whose children are examining are not allowed to invigilate. Teachers whose exams are being conducted are required to remain away from the premises until the exam is finished. Security of exams is the responsibility of the IB DP coordinator and school’s administration.

Mock exams are conducted during January and February for the DP2. The mock exam calendar is set by the IB DP coordinator in conjunction with teachers and administration.

Term grades, end of year grades and mock exam grades are available in the electronic diary platform TAMO (<https://dienynas.tamo.lt>) which is used by school as official tool for assessment of students, communication within all school’s community members. It is the responsibility of students and parents/guardians to check the grades once available on TAMO and take some actions for improvement if needed.

Records of total grades and final DP score achieved by each student is noted on the Diploma Results Document issued by the IB on July 5. Those, alongside the IB Diploma is copied and placed in individual student files as a record of achievement.

IB DP coordinator is responsible to share with teachers the reports formed by *IB Insights* which provide enhanced internal and external assessment in-detailed data which highlights and targets areas to improve learning and teaching. To discuss the reports and make some insights for improvement the meeting of school’s IB DP teaching and administrative staff is organized.

Students and parents/guardians are made aware of the IB DP assessment criterion by:

- teachers’ direct instructions on course curricula, scope and sequence, assessment.
- informational meetings with the IB DP Coordinator offered for grade 9 and 10 students.
- individual meetings with potential IB DP students and parents/guardians.
- school’s website ([TB DP ugdymo programa | Tauragės „Versmės“ gimnazija \(versme.org\)](#)), informative material (policies, brochure, handbook).

FORMATIVE AND SUMMATIVE ASSESSMENT

The assessment at school is used for a variety of different purposes. The intended purpose for the assessment has a major impact on how it is designed. For doing assessment IB DP teachers use formative and summative types of assessment.

For formative assessment, the aim is to provide detailed feedback to the IB DP teachers and their students on the nature of students’ strengths and weaknesses and to help develop their capabilities. Types of assessment such as direct interaction, for example a discussion, between teacher and student are particularly vital. The intention of the teacher must be to set formative assessments that are at just the right level of challenge for the student, and to keep adjusting that level as the student progresses. Also, it is very important for school’s teachers to correctly identify the knowledge, skills and understanding that students have not

yet developed, rather than to measure accurately the level of each student's achievement. The balanced approach to these concepts leads to assessment validity.

Summative assessment focuses on measuring what the candidate can do, typically to demonstrate the completion of a training programme and/or readiness to progress to the next stage of education. The intention is to know whether students did the correct thing, to measure the quality of teaching, to support further teaching and make a benefit to school's assessment procedures.

INCLUSIVE ACCESS TO ASSESSMENT

Regarding assessment, all-inclusive access arrangements authorized by the IB are considered at school.

The school follows the standards which state 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.
- the arrangements requested for a candidate must not give that candidate an advantage in any assessment.
- the inclusive access arrangements described in this document are intended for candidates with the aptitude to meet all assessment requirements leading to the completion of the programme.
- in the case of internal assessments, marks must always be awarded based on the candidate's work in accordance with the assessment criteria. Under no circumstances must teachers consider other factors such as the candidate's challenges or difficulties.
- a subject result means the candidate has met the objectives of that subject and they have been able to demonstrate what was being assessed. This means there is no need to grant an exception for the assessment because the student was capable of completing it.

Therefore, a request for exemption, which would still yield a subject result, must only be submitted after careful consideration and only where inclusive access arrangements and reasonable adjustments cannot be applied. The IB will use its discretion and only grant exemptions as a very last resort and in exceptional cases. Also, no exemption can be granted for language subjects; all students, including those with specific learning challenges, are required to study two languages without any exception.

Maintaining integrity of the assessment is the responsibility of school's administrative staff and teaching staff where appropriate. Any issues that arise from the nature of the inclusive access arrangements, or any unforeseen difficulties encountered by the candidate during the assessment procedures are communicated by IB DP coordinator to the IB in align with the procedures.

ASSESSMENT APPEALS PROCEDURE

IB DP candidates and their parents/guardians are able to submit an appeal to the IB to re-evaluate a decision affecting a candidate for the Diploma Programme. The procedures for each type of appeal are set by IB and should be followed by the school's IB DP community.

Appeals are possible against:

- when a school has reason to believe that a candidate's result(s) are inaccurate after all appropriate enquiry upon results (EuR) procedures have been completed.
- a decision upholding academic misconduct, but not the penalties imposed for misconduct.
- a decision in respect of adverse circumstances.

- a decision in respect of inclusive assessment arrangements after all appropriate procedures have been completed.
- an administrative decision not covered by one or more of the foregoing circumstances that affects the results of one or more candidates.

All enquiries upon results must be submitted by the IB DP coordinator on behalf of the candidate and the outcomes of enquiry upon results (EuR) requests are sent to the DP coordinator as the IB do not communicate the outcome to anyone other than the DP coordinator.

The following are available when requested by a coordinator:

- Category 1 re-mark: The re-mark of externally assessed material for an individual candidate.
- Category 1 report: A report on a category 1 re-mark for an individual candidate.
- Category 2A: The return of externally assessed material by component for all candidates.
- Category 2B: The return of externally assessed material by subject/level for an individual candidate.
- Category 3 remoderation: The remoderation of marks for IA by subject/level.

None of the above categories can be requested more than once for the same subject/level.

It is the responsibility of a student and/or parents/guardians to pay a fee for the enquiry upon results service.

LINKS TO OTHER SCHOOL POLICIES

This policy has been produced in alignment with the school's IB DP Language policy and Inclusion policy:

- Language policy – the IB DP teachers recognize students' level of the English language competency and consider this when developing assessment, use a variety of assessment methods and techniques, encourage self-assessment and self-reflection. Formative and summative assessments as well as self-assessment and reflection are used in language subjects to measure the improvement of the students and provide information to parents/guardians. The teachers explain and make sure the student understands the assessment components and the respective assessment criteria fully.
- Inclusion policy – the IB DP teachers are required to foster a curriculum that is creative and differentiated to support all the students in reaching their unique potential, utilize a variety of assessment strategies and methods to determine individual student's needs, but ensure that students with inclusion will follow the same curriculum as their peers, making modification of content or assessment when required and in align with IB Diploma programme regulations. Referring to the IB regulations, all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put students with learning support requirements at a disadvantage by preventing them from demonstrating their level of attainment. allow for differentiated assessment with different entry and exit points be explicit so that the purposes and outcomes of the assessment process are understood by all.
- Academic integrity policy – the IB DP teachers supporting students in their learning should understand their own central role in developing the approaches to learning and reinforce the principle of academic integrity through all teaching, learning and assessment practices. The educational purpose of this policy is to maintain fairness. IB assessments can only be fair if all students are provided with an equal opportunity; and to be valid, they need to provide an accurate reflection of a student's achievement. Any act that undermines this fairness by students engaging in academic misconduct or schools committing maladministration will create a disadvantage for those

who have complied with the rules. Also, to maintain trust and credibility as trust in academic qualifications is fundamental. When a student or a school contravene the principle of academic integrity, that trust pact is broken with the IB as an awarding body accountable for the validity of the assessment process.

ASSESSMENT POLICY REVIEW

This policy is a working document. It is reviewed every 2 years or when the IB policies/regulations change and when it is required due to other circumstances. To ensure it aligns with the school language profile, IB DP procedures and regulations, the policy is reviewed at a general meeting of IB DP teachers, organized by school's IB DP coordinator at the end of the school year. Beforehand, the observations about implementation of assessment procedures are gathered and communicated to the IB DP teaching staff and administrative staff of the school and considered during the review of the policy.

COMMUNICATION OF THE SCHOOL'S ASSESSMENT POLICY

At the beginning of DP Year 1 students and their parents/guardians are presented with the policy provision. The policy is also available on the school website (<https://versme.org/>). New IB staff will be familiarised with the document during orientation.

REFERENCES:

1. *Access and inclusion policy (IBO, February 2022)*
2. *Assessment principles and practices—Quality assessments in a digital age (IBO, November 2023)*
3. *Diploma Programme Assessment procedures 2024 (IBO, November 2023)*
4. *Diploma Programme: Assessment appeals procedure (IBO, July 2023)*
5. *Guidelines for developing a school assessment policy in the Diploma Programme (IBO, 2010)*
6. *IB mission (<https://www.ibo.org/about-the-ib/mission/>)*
7. *Programme standards and practices (IBO, March 2019)*
8. *Tauragės „Versmės“ gimnazijos mokinių pasiekimų ir pažangos vertinimo tvarkos aprašas (patvirtintas direktorės 2023-10-06 įsakymu Nr. V-107)*
9. *Towards a continuum of international education (IBO, 2008)*