



# RUSSIAN INTERNATIONAL SCHOOL « GALAXY »

INQUIRY ★ DISCOVERY ★ MODERNITY

## **Diploma Programme Assessment Policy**

### **Section I: Purpose, Philosophy, Principles, & Aims of Assessment**

Assessment in RIS GALAXY is a valuable and attainable measurement of work progress attained by a Student against specific assessment and learning objectives and required criteria. Also, it involves of all stakeholders within RIS GALAXY administration, Ministry Secondary Education and the inspector of the Douala 5 District.

Regarding our purpose of Assessment, our philosophy is to:

- ✓ Ensure that all assessment practices align with the standards, practices and content of the International Baccalaureate Programme
- ✓ Provide consistency of teaching and learning in the IB Programme
- ✓ Provide distinction between formal IB assessments and the supporting formative and summative processes that the school implements
- ✓ Empower and set a platform for students to achieve better results.
- ✓ Set up standards to measure Students level of attainment;
- ✓ Describe how RIS GALAXY records, reports and communicates assessment results

- ✓ And to Measure Teachers progress in teaching through reflection in workshops and meetings – what works and what doesn't work.
- ✓ Serve as a guideline for assessment practices for students, teachers, administrators and parents
- ✓ To corroborate assessment components in different subject areas are differentiated in order to promote students' competencies and results;

The assessment policy for the DP programme is made available to all members of the school community via a description of the process of assessment on course outlines as well as discussion of assessment practices within classes and at parent-teacher conferences. A copy of the policy is also posted on the school website.

## **Section II: Assessment Practices**

### **Formative Assessment**

Formative assessment is the ongoing process of obtaining and interpreting evidence to monitor progress in student learning. It takes place daily and weekly as teachers follow up students' lessons, participation, input and students level of achievement. Teachers collect data to provide descriptive feedback that is clear, specific, and meaningful in a timely manner, in order to support improved learning and to adjust instruction to enhance learning and achievement. Formative assessments also provide opportunities for students to assess their own work, and that of peers, to help students identify their strengths and weaknesses, and develop strategies for improvement. Examples of formative assessment include; oral presentations, debates, quizzes, homework, coursework, class discussions, experiments, field work and reports, progress group work, portfolio write-ups, team projects in team collaborated activities. All of these help students for summative assessments.

### **Summative Assessment**

Summative Assessment is gathering and interpreting evidence to assess students understanding of the course material. Summative assessments measure achievement based on

established criteria used to assign a value to represent the quality of student learning at the end of a period of learning. Assessments are done in a tightly controlled environment and under strict supervision. Such assessments include: tests, essays, class exams, mid-term exams, end semester exams, mock exams, presentations, extended essays, final exams just to name a few.

It also helps the teachers to determine the Predicted Grade (PG) of students that is communicated to the IBO in April. In all forms of Assessment practiced in RISS Galaxy, the Academic Honesty Policy is vigorously applied. Summative Assessments are used to inform students' achievement to students, teachers, parents/guardians, and others.

RISS- Galaxy's IBDP academic year has two semesters and two exams are written in each semester. The mid semester exams are taken in October and March and end of semester in December and May for DP1. DP2 students will have monthly exams in September, October, December, January and Mock in March.

### **IB Assessment (Internal/External)**

RISS-GALAXY aligns its assessment policy to that of the IBO as it exposes students to rubrics, scales, specimen questions and mark schemes from IB assessments. RISS Internal Assessments (IAs) takes into consideration attendance, classroom work, class participation, presentations and homework that may be a reflection of students' effort as a component of their learning. This will help the students to be prepared for the IB standard exams they will face when they complete their external assessments. The IB has both Internal and External Assessments, which are completed during a two-year period.

#### **➤ Internal Assessment**

The Internal Assessments form a key component of the total IB score of each subject. Teachers in the program will provide supervision for this assessment, mark them and then submit the results to the coordinator, who in turn enters the results on IBIS, to generate the samples that are later sent to IB examiners.

Depending on the subjects, the internal assessment accounts for between 20 to 30 percent of the final results of the subject.

➤ **External Assessment**

IB external assessments are assessments that are completed by students at RISS GALAXY overseen by the teachers, and marked by external IB examiners. Final examinations are the main means of external assessment, but work such as the Extended Essay, Written Assignment papers, and TOK essays are also externally assessed.

RISS GALAXY students write IB examinations in May. The dates for IB examinations are set by the IBO and given to students in advance during registration. IB exams are conducted under a tight, controlled supervision with IBO regulations. IB external assessments typically make up about 70% of the students' final course grade, but the exact percentage varies from course to course.

In respect to this RISS Galaxy takes the engagement and responsibility to notify the students, guardians and legal representatives by mail, and hand their timetable to them, not later than 10 days prior to the examination.

In case there is any unforeseen contingency in the schedule, RIS Galaxy will be notified by the IBO and the School will notify the candidates as soon as possible.

If any of our students would not show up for any subject at any time that a session is going on, the student who is now a candidate shall be marked absent and reported to the IBO.

Predicted Grades which are requested by the International Baccalaureate Organization and Universities will be calculated based on the student's achievement in mock and other school assessments in the IB class.

The IB exams are marked in accordance with their Assessments objectives, Assessment Guides and Marking Schemes, determined by the IBO.

RISS GALAXY will not in any way negatively influence the assessment (internal and external) as imbedded in our Academic Integrity Policy.

### **School Based Assessment**

IB teachers also use school-based student assessment in addition to IB internal and external assessments. These school-based assessments are essential for student success and contribute to our students' report card grades. Report card grades during the course are based on unit tests using past IB exam questions, practice exams and in-class assignments modelled on IB assessments as well as the Cameroon General Certificate of Education (GCE A level) assessments.

Teachers evaluate school-based assignments using the GCE A level and IB rubrics and determine the IB 1-7 scores based on mark bands available in the yearly subject reports provided by the IB. These school-based assessments do not contribute toward the final IB grade, which is awarded by the IBO in July. In the final semester of a course, school-based assessments and the subject-specific grade descriptors are used by the teacher to determine the student's predicted grade.

| <b>SN</b> | <b>Comment</b> | <b>IB LEVEL</b> | <b>PERCENTAGE RANGE</b> | <b>GRADE</b> |
|-----------|----------------|-----------------|-------------------------|--------------|
| <b>1</b>  | Excellent      | 7               | 97-100%                 | A            |
| <b>2</b>  | Excellent      | 7               | 90-96%                  | A            |
| <b>3</b>  | Very good      | 6               | 85-89%                  | B+           |
| <b>4</b>  | Good           | 6               | 80-84%                  | B            |
| <b>5</b>  | Fairly good    | 5               | 75-79%                  | C+           |
| <b>6</b>  | Satisfactory   | 4               | 70-74%                  | C            |
| <b>7</b>  | Fair           | 3               | 67-69%                  | D+           |
| <b>8</b>  | Average        | 3               | 60-66%                  | D            |
| <b>9</b>  | Mediocre       | 2               | 50-59%                  | E            |
| <b>10</b> | Poor           | 1               | 45-49%                  | 0            |
| <b>11</b> | Failing grade  | 1               | 35-44%                  | F            |

|    |        |          |        |   |
|----|--------|----------|--------|---|
| 12 | Failed | ungraded | 00-34% | U |
|----|--------|----------|--------|---|

### **School Grading System**

Assessment in RISS-Galaxy is informed and communicated regularly in the course of the academic year. Parent-teacher interviews are held each semester, providing parents and guardians a time to meet with teachers to discuss their child's progress in each course. As needed, teachers consult with parents and guardians on an individual basis. Also, students led conferences are held twice every academic year in which the students talk about their progress and challenges in the presence of their parents and each of their teachers.

Our exams scripts are marked at the end of each semester by the teachers respecting the criteria provided in the IB guide for each subject.

End semester results will be based on the corresponding grade band 1-7 for all the subjects. The subject grade boundaries released by IB for the May session of the previous year will be used for grading by each subject teacher.

Final grades are filled in by teachers and comments made. Progress report forms will be generated and sent to parents and guardians through mails.

Marks in IB courses are reported using the IB 1 - 7 scale as described below. The 1-7 levels are based on the IB standardized criteria on levels of achievement in each course. This level is reported to students and post-secondary institution using the RISS-Galaxy IB IBDP Report. Our Internal grading system is tough, in a bid to motivate our students to work harder to make top grades in the final IBDP either consciously or unconsciously.

Marks achieved in the IB are graded from 1 being the lowest and 7 being the highest as in Grading System as follows. (Diploma from principles to practice). This inspires our internal grading as it exerts influence on our students to work hard to become high achievers.

## IB Grading System

| <b>SN</b> | <b>COMMENT</b> | <b>MARK</b> |
|-----------|----------------|-------------|
| 01        | Excellent      | 7           |
| 02        | Very Good      | 6           |
| 03        | Good           | 5           |
| 04        | Satisfactory   | 4           |
| 05        | Mediocre       | 3           |
| 06        | Poor           | 2           |
| 07        | Very Poor      | 1           |
| 08        | No Grade       | N           |

The TOK and EE are graded according to the following scale

- A = excellent
- B = good
- C = satisfactory
- D = mediocre
- E = elementary
- N = no grade.

By this, our Teachers, Students and whole school system are aware that to get the IB Diploma, performance per student must be represented as follows:

- When CAS requirements are met.
- The candidate **MUST** earn at least 24 points.
- When a Fail is not awarded for TOK, EE or any subject (HL/SL).
- When a grade E is not awarded for one or both of TOK/EE.
- When the candidate does not score a grade 1 awarded in any subject.

- When the candidate does not score a Grade 2 three or more times in any subject (HL or SL).
- When Grade 3 or below has not been awarded four or more times in any subject (HL or SL), in the Candidates select group of subjects
- When the candidate has earned at least 12 points in HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- When the candidate has gained at least 9 points on SL subjects (for candidates who register for two SL subjects, they must gain at least 5 points at SL).
- When there is no academic misconduct.

### **Development, Implementation, Circulation and Review**

The Assessment Policy was developed through the collaborative effort of the IBDP team and shared among all the students, parents and school management.

This policy will be collaboratively reviewed annually with the head of school and coordinator playing facilitating role of the review.

The policy will be made available in hard copies and will be given to students, parents and member of management. June ending is set as the period for the yearly review.

### **Resources:**

- IB standard and practices (2018)
- Guideline for developing a school assessment policy in the Diploma Program, IB, 2019
- Diploma program: from principles to practice, IB, 2015