



IB DP Assessment Policy

Assessment at CGS is implemented as an evaluation tool to identify what students have learned. It has two main *goals*:

- To help students reflect on their progress
- To help teachers evaluate to what extent the educational objectives are met by the program both in terms of curriculum and instruction

At CGS we see assessment as a collaborative effort. Students, teachers and parents contribute to this procedure. Assessment is used to inform planning, teaching and learning in order to help students develop their skills and capabilities.

Assessment is guided by the following **principles**:

- Assessment accounts for diversity in learning styles
- Different assessment methods should be used
- Assessment methodologies should be applied in conjunction with the specific criteria of each subject
- Students must understand assessment criteria

Assessment is both **formative** and **summative**.

Formative assessment is ongoing and it should mainly investigate knowledge, skills and understanding students must develop. Additionally, it should account for different learning styles and be used to enhance teachers' practice and planning.

Activities for formative assessment, depending on the subject, should include:

- Presentations
- Debates
- Written assignments
- Practical work
- Exhibitions
- Examinations
- Tests

Summative assessment mainly measures student achievement according to specific criteria which students know beforehand. It is organized (see *Reporting System*) in a way to help students and teachers measure their performance and prepare for the formal IBDP examinations.

Reporting System and Examination Sessions

Year 1

DP Year 1 is divided into three terms: Fall, Spring and Summer Term. Students sit examinations at the end of the Fall and Summer Term but receive a Student Report at the end of each term.

Year 2

Before the beginning of each Academic Year, in early September, the IB2 students have the opportunity to improve their academic performance by sitting retake exams.

DP Year 2 students sit Fall Term examinations and then Mock examinations in March. For the Mock examinations teachers use past IBDP examination papers and grade using the scale 1 to 7 (lowest to highest) as well as the boundaries published by the IBO. In Year 2, students receive a Fall Term student report only.

For both years, the written examinations are modeled on the format and material of the formal DP examinations.

Marking

Examination results are always reported using the 1 to 7 grading scale. In some subjects, teachers give marks in both percentages and the 1-7 scale. The grade criteria for each subject are published in IB Subject guides and are available upon request from teachers.

The final term grade is dependent not only on the exam grade but also on the overall academic performance of the student throughout the whole term. The academic performance is assessed according the IB assessment objectives for each subject.

The work habits of the student (effort, homework and behavior) are descriptively assessed, but do not contribute to the overall term grade.

Student-Parent Meetings

Throughout Year 1 and Year 2, the school organizes seven Student-Parent Meetings where parents and students meet individually with teachers to receive feedback, Student Reports and discuss on student progress.

Promotion to the second year of the IB DP

Students advance to DP Year 2 upon meeting the following criteria:

- Submit work assigned in all subjects according to the CGS DP Calendar
- Achieve a Summer Term total score of 24 and above
- Satisfactory participation in the CAS programme

- Conform to “CGS Rules & Regulations”
- The number of absences allowed by the Ministry of Education is not exceeded

Student Responsibilities

The student's role in assessment:

- To hand in homework, written assignments, projects, etc. on time
- To present their work in an appropriate and neat manner
- To keep the deadlines as they appear in the “*DP Internal Deadlines Calendar*”

Teacher Responsibilities

- To inform students on the assessment criteria of their subject
- To inform students on the assessment criteria of all work assigned
- To design formative assessment activities to help students understand what is expected and how they progress
- To incorporate the results of formative assessment activities into their everyday planning
- To rigorously mark student work and return it on time
- To provide feedback to students on a systematic basis throughout the year
- When more than one person is involved in teaching a course, teachers collaborate by sharing ideas, observing classes, designing lessons, etc. Final Internal Assessments are also prepared in collaboration.

The DP Coordinator, in cooperation with the DP Deputy Coordinator, are responsible for the overall supervision and implementation of the DP assessment policy. They are also responsible for reviewing the policy at the end of every academic year and/or revising it as necessary. Finally, the DP and Deputy Coordinator are responsible for assigning a mentor teacher (usually one of the Subject Group coordinators) to any new teacher in the CGS DP.