

## Assessment Policy and Procedures

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Chapter 1:  
Albanian College Assessment Overview

Albanian College has aligned its Assessment Policy with the requirements and philosophy as established by the programme standards and practices of the International Baccalaureate *Programme Standards and Practices*. The Assessment Policy and Procedures will be reviewed with all staff annual during teacher orientation and be available in the school handbooks.

## **Assessment Principles**

The Assessment Policy at Albanian College recognises that:

- Teaching and learning and the assessment of that learning are interdependent on a fundamental level.
- Students perform differently depending on the context of the learning, their skills, interests, and prior knowledge and can benefit from learning accommodations, when necessary (See Special Educational Needs and Inclusion Policy).
- Students and parents have different cultural experiences and expectations regarding assessment.
- Students must recognize their achievements and identify areas where further development is needed, meaning that it is crucial that they receive timely feedback that is both positive and constructive.
- Assessment should be ongoing, student-centred, criterion-related in Middle Years and Grades 11 and 12, as well as engaging.
- Assessment, recording, and reporting are a crucial and integral part of the teaching and learning process.
- Effective assessment, recording, and reporting promotes a partnership between students, teachers, parents, leadership, other schools, and universities.
- Assessment that results in improved student learning and provides opportunities for a range of learning requires a range of appropriate approaches.

Assessment is done:

- To facilitate student learning and reflection on that learning.
- To assist in communicating with students and their parents about progress or areas of improvement.
- To enable teachers to develop better pedagogy by reflecting on the outcomes of assessments and to adjust instruction according to individual students' needs for the next activity and/or unit of learning.

## **Language of Assessment**

Assessment throughout the school will be conducted in English, with the exception of non-English-language-acquisition courses and Albanian-language courses, in which assessments will be conducted in that language, in English, or in both languages (see Language Policy).

Individual student's language profiles will inform decisions made regarding the language of formative and summative assessments at the different grade levels.

### **The Role of Assessment In Planning Teaching and Learning**

Albanian College believes that we must begin with the end in mind when it comes to planning teaching and learning. For this reason, teachers design their final summative assessments for a unit before they plan learning experiences for their students. This approach is called "backwards planning." This practise of identifying desired end-of-unit outcomes in the beginning allows teachers to conduct pre-assessments to determine each student's prior knowledge and skills. Using the pre-assessment data, teaching approaches are then adjusted to best meet each student's learning needs for that unit. Further formative assessments are employed on a regular to continue to gauge student progress and needs. In this way, Albanian College teachers offer individualized support for each student as opposed to a "one size fits all" approach.

### **Forms of Assessment**

Assessment can have multiple forms including, but not limited to:

- End-of-Term assessment
- Essays
- Exams
- Journal entries
- Oral presentations
- Observations
- Peer assessments
- Performance assessments
- Practical or experimental assessments
- Research
- Data analysis
- Discussion
- Problem solving
- Homework (see Homework Policy)
- Presentations
- Projects
- Portfolios
- Quizzes
- Reflection assessments
- Self-assessments
- Tests
- Written assessments

These and other types of assessment are categorised as formative and summative assessments (see below).

### **Formative and Summative Assessment**

Assessment at Albanian College is conducted in two forms, formative and summative. Formative assessments take place before and during a unit of learning and provide information that teachers use to adjust their instruction to individual student's needs throughout the unit. Formative assessment takes place on a continuous basis and may occur as often as every lesson.

Once the unit is complete, summative assessments are conducted to measure each student's final skill and knowledge levels related to the concepts of the unit.

Unlike traditional assessment approaches that rely on students using rote memorisation to demonstrate mastery of facts and information, assessment at Albanian College is founded on students demonstrating mastery of concepts and essential ideas and is criterion-related. Such a focus allows students to transfer their learning to a broad range of situations as opposed to acquiring knowledge that is only pertinent in a narrow context.

#### *Formative Assessments*

"Formative assessment represents the process of gathering, analysing, interpreting, and using the evidence to improve student learning and to help students to achieve their potential. It is one essential component of classroom practice and needs to be integrated into the curriculum."

*Source: Guidelines for developing a school assessment policy in the Diploma Programme, p. 1, 2010*

- Provide information that is used to plan the next stage in learning
- Help identify what the student already knows and can do
- Aim to promote learning by giving regular and frequent feedback
- Help improve knowledge and understanding
- Foster enthusiasm for learning
- Encourage thoughtful reflection
- Inform student goal setting

#### *Summative Assessments*

"Summative assessment is concerned with measuring student performance...to judge levels of attainment." The school is aware, "of the principles and practices that the IB uses to conduct summative assessment. Summative and formative assessments are, therefore, inherently

linked and teachers must use their knowledge of IB summative assessment expectations and practices to help students improve performance in a formative way.”

*Source: Guidelines for developing a school assessment policy in the Diploma Programme, p. 1, 2010*

Summative assessments are managed differently in each of the three programmes of the school.

### **Academic Honesty and Assessment**

“Academic honesty is an essential principle of the IB’s academic programmes that enhances the organization’s credibility and position as a leader in international education. As stated in the IB learner profile, all members of the IB community strive to be “principled”, acting with “integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities”. In all their studies for the Diploma Programme, students must demonstrate academic honesty and avoid any form of academic misconduct.”

*Source: Academic honesty in the Diploma Programme (brochure)*

Albanian College recognises the importance of students submitting authentic, original work in both formative and summative assessments. This requires that students avoid misconduct. Misconduct can prevent a student from:

- Successfully completing formative and summative assessments, including Exhibition, Personal Project, and Extended Essay (see Consolidation of Learning).
- Re-enrolling at Albanian College in repeated and/or extreme cases
- Receiving an IB diploma or an individual course certificate.

(See Academic Honesty Policy)

### **Special Educational Needs (SEN), Inclusion, and Accommodations**

“The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put candidates with learning support requirements at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive assessment arrangements may be authorized in these circumstances.”

*Source: Candidates with assessment access requirements, p. 1, 2009*

Albanian College works to include and accommodate students in assessments. It is recognised that some students have needs and require accommodations, such as:

- Additional time

- Internal deadline extensions
- Shortened or otherwise modified assignments
- Specialized testing environment
- Appropriate and customised seating
- Rest periods
- Word processing
- Assistance with practical work
- Interpreter for hearing impaired
- Specialised preparation of written assessment materials such as enlarged font
- Accessibility aids, such as:
  - Magnifying device
  - Noise buffer
  - Colored overlay
  - Sound-amplification device

(see Special Educational Needs and Inclusion Policy)

### **Student Language Profile**

As part of the admissions process, families will provide information to allow the school to develop a language profile for each individual student (See Admissions Policy and Language Policy). Information gathered will include:

- Mother-tongue language(s)
- History of exposure to languages other than mother-tongue
- English-language phase level
- Choice of additional language to be learned at the acquisition level

A student's language profile will inform the school regarding necessary assessment accommodations, such as:

- Modification and/or definition of command terms and other instructions
- Translations and/or use of translation devices or dictionaries
- Use of additional visual aides
- Support provided by a teaching assistant
- Additional time for completion of assessments
- Customised formatting of written assessment materials to highlight key terms and concepts

Student language profile information will be maintained by the programme coordinator and accessible to teachers and will be updated annually.

### **Albanian Ministry of Education Examinations**

The Albanian Ministry of Education requires students to be examined in Grades 9 and 12. Albanian College students are currently required to take these examinations, regardless of nationality, according to Albanian law.

Grade 9 examinations are required in the subjects of:

- Albanian language
- Mathematics
- Albanian history and geography
- English

Exams are conducted in Albanian, with the exception of the English language exam. These examinations are used by government schools to monitor student and school success.

Grade 12 assessments are required in the subjects of:

- Basic Albanian language and literature
- Basic mathematics (in Albanian language)
- A foreign language, usually English

Grade 12 students must choose two of the following subjects for assessments, related to their intended course of study at university level:

- Advanced mathematics
- A second foreign language
- Advanced Albanian language and literature
- Chemistry
- Physics
- Biology
- History
- Geography
- Economics
- Technology
- Citizenship
- Psychology
- Philosophy
- Sociology

The Albanian Matura (diploma) is awarded to students who successfully complete their Grade 12 examinations. It is anticipated that the Albanian Ministry of Education will recognise the IB Diploma as an equivalent and alternative route to university admission by the time of IB Diploma authorisation.

## **IB Grading Scale and Albanian National Grading System**

In the Middle Years and Grades 11 and 12, Albanian College reports numerical, final grades according to the IB grading scale of 1 to 7, with 1 being the lowest level of achievement and 7 being the highest. In contrast, the government-established system in Albania is based on a scale of 1 to 10, with 1 being the lowest level of achievement and 10 being the highest. Given their cultural context and educational backgrounds, many parents of students in the school use the Albanian scale as a point of reference to help them interpret the grades awarded to their children in Albanian College.

Although Albanian College does not convert the grades from the IB scale to the Albanian scale on any school-issued reports, the following comparison table has been developed to bring clarity to how the two systems may be associated with one another:

Albanian Grade	AC Grade
1 to 4	1
5	2
6	3
7	4
8	5
9	6
10	7

## **Assessment Practices**

ManageBac, an online database for school-related information, is used in all divisions to host many elements of the reporting process, including ongoing feedback on formative and summative assessments, as well as to generate term reports. Parents and students may access assessment feedback and reports through ManageBac throughout the academic year. More information on ManageBac is available in a specially-designated area of the School's Handbook. Information on ManageBac and term reports may be found below.

## **Assessment Policy Review Process**

The Assessment Policy will be reviewed on an annual basis, as indicated in the Policy Review Policy (see Policy Review Policy). The steps of the review process will be indicated in the annual calendar which is shared with the school community. Additionally, the Student Government and Parent-Teacher Association guidelines (see Student Government Guidelines and Parent-Teacher Association Guidelines) include further details about the roles played by members of each group with regards to this review process.

The Assessment Policy review will incorporate input from parent and student committees, teachers, programme coordinators, Heads of Primary and Secondary, and Directors who will each have assigned responsibilities. These responsibilities include:

- Teaching Staff
  - To compile assessment data and student-generated evidence of achievement of Assessment Policy-related principles.
  - To reflect on assessment data and student-generated evidence of achievement of Assessment Policy-related principles.
  - To review the existing Assessment Policy and feedback from students and parents on its implementation provided by the programme coordinator and give feedback regarding suggested updates for the subsequent academic year.
- Programme Coordinators
  - To facilitate the review process undertaken by the teaching staff.
  - To reflect on assessment data and student-generated evidence of achievement of Assessment Policy-related principles.
  - To share input from students and parents with teaching staff to inform the divisional policy review process.
  - To review the existing Assessment Policy and feedback from students and parents on its implementation provided by the head of division and give feedback regarding suggested updates for the subsequent academic year.
  - To collaborate with coordinators of other programmes to ensure a smooth continuum across programmes and divisions.
  - To inform the Head of Primary and/or Head of Secondary of the degree to which the evidence reviewed demonstrates appropriate implementation of the Assessment Policy.
- Heads of Primary and Secondary
  - To oversee the entire process to ensure thoroughness and accuracy of procedure.
  - To share input from students and parents with programme coordinators to inform the divisional policy review process.
  - To collaborate with Heads of other divisions to ensure consistent application of the Assessment Policy across programmes and divisions in the continuum.
  - To inform the Director of the degree to which the evidence reviewed demonstrates appropriate implementation of the Assessment Policy.
  - To develop an appropriate timeline for completion of necessary tasks in alignment with the most recent version of the Assessment Policy.
  - To inform the Director of the results of the Assessment Policy review process.
- Director
  - To gather reflective input from students and parents regarding the Assessment Policy and its implementation to date.
  - To compile and share input from students and parents with division heads to inform the divisional policy review process.

- To compile and review the input from students and parents and share it with the Executive Director, along with recommended related actions to be taken.
- To review the reports shared by the Head of Primary and Head of Secondary and to ask for clarification where needed.
- To report the findings to the Executive Director.
- To inform the Parent-Teacher Association of the results of the internal review of the Language Policy.
- Executive Director
  - To review the report shared by the Director and to ask for clarification where needed.
  - To report the findings to the Board of Governors with any applicable recommendations for Assessment Policy adjustment.
- Board of Governors
  - To review the recommendations made by the Executive Director regarding Assessment Policy and to approve any changes agreed upon by the majority of the Board members.

Additionally, this policy will be made available in the Parent and Student Handbook and will be reviewed and commented on by a parent committee and student committee annually.

### **How the Assessment Policy Was Developed**

An Assessment Policy Committee first assembled in October 2014 with the task of developing a draft Assessment Policy. Further development of the Assessment Policy has been ongoing, with input from students, parents, staff, Governors and official and unofficial International Baccalaureate consultants. Revisions have been made and the current Assessment Policy has been submitted to the Board of Governors. All members of the Albanian College community will be encouraged to continue to reflect on the Assessment Policy on an annual basis (see Student Government Guidelines and Parent-Teacher Association Guidelines and Policy Revision Policy).

National assessment requirements, as established by the Albanian Ministry of Education, were taken into account in the development and implementation of the Assessment Policy.

Further development work was carried out referring to the following documentation and guidance:

- *Diploma Programme assessment: Principles and practice, 2015*
- *Diploma Programme: From principles into practice, 2015*
- *Guidelines for developing a school assessment policy in the Diploma Programme, 2010*
- *Academic honesty in the Diploma Programme*
- *The conduct of the IB Diploma Programme examinations, 2016*
- *Candidates with assessment access requirements, 2009*
- *Creativity, activity, service teacher support material, 2015*
- *MYP: From principles into practice, 2014*

- *Extended essay guide*, 2015
- *Grade descriptors*, 2014
- *General regulations: Diploma Programme*, 2014
- *Making the PYP happen: A curriculum framework for international primary education*, 2009
- *Programmes standards and practices*, 2016
- *Guide to school authorisation: Primary Years Programme*, 2016
- *Guide to school authorisation: Middle Years Programme*, 2016
- *Guide to school authorisation: Diploma Programme*, 2016
- *IB Learner Profile*, 2013

Chapter 2:  
Assessment in the Primary Years

In Early Years 1 to Grade 5, assessment takes different forms. The focus is on the development of the child through continuum foci with a culmination in the Exhibition at the end of Grade 5. Diagnostic/pre-assessment, formative and summative assessments (see above) are used by the teacher to drive student learning and support individual growth and progress. Both forms of assessment are used in Units of Inquiry and stand-alone units.

### **Diagnostic and Pre-assessments in Primary Years**

In the Primary Years, teachers often implement diagnostic and/or pre-assessments. Pre-assessments take place at the beginning of a unit of inquiry and are used to establish a student's prior knowledge and skill level in varying subject areas. Diagnostic assessments can be similar in nature, but are given at various intervals during the school year to monitor progress in skill levels, such as in reading.

### **Formative Assessment in Primary Years**

In the Primary Years, formative assessment is used to document student growth as well as to improve student performance in learning. It is used as a tool to reflect on learning and teaching so as to allow students and teachers to identify strengths and weaknesses and to adjust and differentiate instructional approaches to support ongoing student growth.

### **Summative Assessment in Primary Years**

- Provides opportunities for a student to demonstrate what has been learned
- May assess more than one of the five essential elements of the Primary Years simultaneously
- Measures understanding of the central idea
- Prompts students towards action

### **Consolidation of Learning**

"IB students demonstrate their learning through a variety of assessments and consolidations of learning, including the PYP exhibition, MYP community project and personal project, the CP reflective project and the extended essay in DP."

Source: *Diploma Programme: From principles into practice*, p. 12, 2015

It is recognised that the Exhibition is a culminating project that exemplifies the consolidation of learning in the Primary Years. Through the Exhibition, students produce evidence of learning and skills. This project is driven by individual interest and involves skills and knowledge learned throughout the Primary Years, including:

- Resource identification
- Collaboration

- Research
- Editing
- Communicating in both written and verbal forms
- Time management
- Media presentation

### **Assessment Responsibilities in Primary Years**

It is recognised that students, teachers and school leaders each have important and interrelated responsibilities with regards to assessment.

#### Student responsibilities:

- To have ownership of their learning, which requires engagement and active inquiry
- To complete all formative and summative assessment tasks assigned
- To practice authenticity in creating their own work for submission for formative and summative assessments and abide by the school's Academic Honesty Policy (see Academic Honesty Policy).
- To successfully complete the Primary Years Exhibition in Grade 5

#### Teacher responsibilities:

- To guide students in completing assessment components for each unit studied in Primary Years in a manner which allows each student to achieve to the highest levels they are capable.
- To collaboratively develop units and assessments that are appropriate to the grade level, language(s) phase, and other learning needs of their students and to complete reflections at the end of the unit and its associated assessments.
- To collaboratively reflect on student assessment data/results with the programme coordinator and teachers of the same, or similar grade level, to inform decisions with regards to future teaching and assessment approaches.
- To record assessment data, where appropriate, in ManageBac.
- To differentiate effectively to allow all students to successfully demonstrate their learning.
- To mark all assessment materials submitted by students in a timely manner and to promptly deliver constructive feedback.
- To ensure that all assessments are the authentic work of the student who is submitting them in accordance with the guidelines dictated by the Academic Honesty Policy (See Academic Honesty Policy).
- To record and report assessment data in ManageBac, where appropriate.
- To properly complete term reports in ManageBac within established timelines and to proofread content and correct errors, when asked by the programme coordinator.

- To share upcoming assessment dates with students and parents with sufficient advance notice through ManageBac, teacher blogs, or other channels.
- To guide the Grade 5 students in successful completion of the Exhibition (Grade 5 teachers only).

Programme coordinator responsibilities:

- To guide teachers and ensure that they are each well-versed in the programme assessment requirements and to guide them in collaboratively developing those assessments.
- To ensure that formative and summative assessments are appropriate for the needs of the students and that they measure what they are intended to measure in relation to student learning and skills.
- To ensure that assessments are marked in a timely fashion and results are shared with students and their parents in a manner which is understandable to them.
- To ensure that, where appropriate, assessment data is recorded and reported in ManageBac.
- To ensure that teachers properly complete term reports in ManageBac within established timelines and to proofread content and correct errors, as needed.
- To monitor that teachers are sharing upcoming assessment dates with students and parents with sufficient advance notice through ManageBac, teacher blogs, or other channels.
- To support, and hold accountable, the Grade 5 teaching team in guiding the Grade 5 students in successfully completing the Exhibition.

Leadership team responsibilities:

- The leadership team of Primary Years consists of the programme coordinator who is supervised by the Head of Primary, who in turn, is supervised by the school Director (see Organizational Chart).
- The Head of Primary ensures that the programme coordinator fulfils the duties of the position with regards to assessment (see Programme Coordinator Job Description).
- The Director ensures that the Head of Primary fulfils the duties of the position (see Director Job Description).

**Frequency of Assessment in Primary Years**

There must be a number of formative assessments conducted during the course of a unit and at least one summative assessment conducted during the unit or at the unit's conclusion.

**Design of Summative Assessments and Use of Assessment Data in Primary Years**

Summative assessments are determined by the grade-level teaching teams/subject-area department teams, through collaboration, and may take a variety of forms based on the content of the unit being taught. As a result of this collaboration, summative assessments conducted in different classrooms of the same grade level are aligned. At the conclusion of the unit, subject-area department teams reflect on the results of the summative assessments. This student-learning data is used to inform future teaching of that, and subsequent units and to determine appropriate methods of ongoing differentiation of instruction to facilitate accessibility of the curriculum for all students.

The programme coordinator may have input on assessment variety and requirements. A variety of assessments must be administered during the year.

### **Recording: Collecting and Analysing Data in Primary Years**

Primary Years teachers use various strategies to collect, record and analyse data which include:

- Observations made often and regularly of individuals, groups and the whole class and in different contexts to increase validity of the focus.
- Performance assessments that are goal-directed tasks with established criteria that allow opportunities for problem solving. Students may use multiple skills and often arrive at more than one correct answer.
- Process-focused assessments that focus on the learning process and are monitored often and regularly. These could be in the form of learning logs or journals.
- Selected responses that usually take the form of tests, quizzes or inventories. There are generally used to determine and monitor a student's prior knowledge and skill level. This assessment strategy can also be used as a diagnostic or pre-assessment.
- Open-ended tasks that are used to stimulate an original response of students and to determine further learning.

Source: *Making the PYP happen: A curriculum framework for international primary education*, 2009

To record the information of the strategies above, teachers use the following assessment tools:

- Rubrics that feature a list of criteria with level descriptors that inform the assessor and the student what characteristics or signs are sought for each criterion. Students can help to create this tool based on their understanding of levels of work.
- Exemplars that are created using samples of student work to create a scale or set of standards which students may use to further deepen their understanding of the expectations for each level achievement based on the term report level descriptors.
- Checklists that outline criteria against which students are assessed such as information, data, elements or attributes that should be present.
- Anecdotal records of teacher observations of a student's academic or social behaviours.

- Continuums that represent the stages of development in learning and show where a child is in their development by mapping the progression of their learning through time and which may inform further planning of teaching and learning.
- Portfolios that are used to document student learning are collections of student work for each of the Units of Inquiry and in the single-subject areas.
  - Artifacts are collected at regular intervals and the collected work is reflected upon by the student and/or teacher to determine what will be included in the final portfolio.
  - Parents are encouraged to give written feedback on the experience to the teacher allowing for reflection on this process for the following year.

ManageBac, an online database for school-related information, is used to host many elements of the recording process.

### **Reporting in Primary Years**

In the Primary Years, written term reports are provided three times during the year (see School Calendar). Term reports are comprised primarily of anecdotal comments on student learning and development during the reporting term. A rubric descriptor is provided to show approximate placement on the continuum of learning for the level of the child at that particular time in the school year.

The goal of continuum-based reporting is to involve parents, students, and teachers as partners in the learning process.

Written reports:

- Address learner profile attributes
- Transdisciplinary units and subject-specific teaching are included
- All essential elements of the programme are addressed:
  - Knowledge
  - Concepts
  - Transdisciplinary skills (Approaches to Learning)
  - Action
  - Attitudes

Narrative comments:

- Share positives
- Explore specific learning notes
- Identify areas for ongoing focus and growth (based on recorded assessment data)
- Address all subject areas (eg. language arts, math)
- Written in present-progressive tense (“...is demonstrating...”) for Terms 1 and 2 and past tense for Term 3 (“...has demonstrated...” or “...demonstrated...”).

The descriptor chart is as follows:

<b>Notation</b>	<b>Descriptor</b>
Highly Developed (HD)	The learner performs learning outcomes at an advanced level, applying skills with a high level of independence and using knowledge with understanding in a range of authentic situations.
Proficient (P)	The learner performs learning outcomes proficiently, applying skills independently and using acquired knowledge effectively and independently.
Developing (D)	The learner performs some learning outcomes, requiring varying levels of support to develop performance.
Emerging (E)	The learner is working, with continuous support, on achieving the basic requirements of grade level expectations.
N/A	No value is possible at this time as this has not been assessed or no growth is evident due to reasons explained in the comment provided.

### Reporting Learner Profile Attributes

“Student learning and development related to all attributes of the IB learner profile are assessed and reported.”

Source: *Guide to school authorisation: Primary Years Programme*, March 2016

Albanian College recognises the centrality of the IB Learner Profile and the associated attributes to the programme model. Teachers will assess and report how each student is learning and developing with relation to every attribute of the Learner Profile (see Learner Profile in *Programme Standards and Practices*, 2016).

### ManageBac Reports

ManageBac, an online database for school-related information, is used to host many elements of the reporting process, as well as to generate term reports. Parents and students may access assessment reports through ManageBac on an ongoing basis during the academic year. Hardcopy and softcopy versions of reports are distributed to parents at the end of each term and are archived electronically in ManageBac for future student and parent access. Grade reports for students are not released to individuals other than the students and their parents without express written consent from a parent.

### **Conferences in Primary Years**

The first two reports of the year are followed by formal conferences. Parents are encouraged to use this opportunity to discuss their child's progress. Conferences may take the form of:

- Teacher-student
- Teacher-parent
- Student-led
- Three-way

In student-led conferences, students talk their parents through explanations of a chosen collection of work, discussing the progress they have made and the work they still need to do. Three-way conferences are ones in which the student, parent and teacher actively discuss student progress, goals and responsibilities in meeting those goals.

In addition, parents are welcome to conference with teachers any time during the academic year. These conferences can be arranged by contacting the teacher directly via email, or by calling the office and making an appointment. All teachers have designated office hours during the school day, but can also be available to meet with parents before or after school on given days.

### **Academic Issues in Primary Years**

From time to time, students may experience difficulties with meeting the demands of study in Primary Years. Such difficulties often become evident over the course of a term of study with students failing to submit assessments in a timely manner, or at all. Attendance may also be a factor in cases where students accumulate high numbers of absences and, as a result, are unable to complete formative and summative assessments. Teachers are expected to intervene as soon as possible to communicate with students and their parents to rectify situations that may be causing a student to struggle academically. During this process, teachers are also expected to submit process notes to the Head of Primary to inform him/her of steps taken and resulting outcomes.

When repeated teacher intervention does not resolve the issue, the details should be reported by teachers to the divisional leadership using channels that have been established for those communications (see Organizational Chart and Student Monitoring Form). The programme coordinator will then become involved in working with the student, his/her parents, and the teacher to seek resolution.

In addition to these ongoing student-support efforts, at the end of each term, Primary School leadership team members will analyse term report data and identify students who are not performing to set expectations that will allow success in the IB diploma. Actions are then taken to identify methods of support for those students and to involve parents and teachers in seeking solutions.

Students who, despite best efforts at intervention, continue to demonstrate difficulties in performing to set expectations, may be placed on academic and/or behavioural probation (see Academic Policy and Behavioural Policy).

### **Role of the Counselor**

“The school has systems in place to guide and counsel students through the programme(s).”

Source: *Programme standards and practices*, Standard B2 Article 9, p. 17, 2014

It is anticipated that Albanian College will employ a Counselor by the time of IB Primary Years Programme authorisation. The Counselor will:

- Offer emotional and psychological support for students
- Utilise the Personal, Social, and Physical Education (PSPE) Scope and Sequence.
- Teach stress management techniques and skills
- Identify students who may benefit from interventions to improve academic success
- Work with families regarding issues of attendance
- Inform teachers, programme coordinators and school leadership about concerns regarding students

Until this time, academic support and pastoral care will be provided through the combined team efforts of the classroom teachers, programme coordinators, and the Head of Primary.

Chapter 3:  
Assessment in the Middle Years

Assessment in the Middle Years measures holistic growth across all subjects against a continuum of skills development and acquired knowledge.

In Grades 6-10, assessment takes different forms. The focus is on the development of the child through addressing each strand of each criterion of each subject at least twice throughout the year (see IB MYP subject guides). Middle Years assessments, both formative and summative, are criterion-related. The International Baccalaureate (IB) has developed subject-specific, criterion-related rubrics to guide teachers in the development of Albanian College task-specific rubrics for assessments in each course. These rubrics are used to assess the students for individual tasks completed throughout and at the end of units of learning.

Diagnostic/pre-assessment, formative and summative assessments (see below) are used by the teacher to drive student learning and support individual growth and progress. Both forms of assessment are used throughout the course of the academic year.

### **Diagnostic and Pre-assessments in Middle Years**

In the Middle Years, teachers often implement diagnostic and/or pre-assessments. Pre-assessments are conducted at the beginning of a unit of instruction and are used to establish a student's prior knowledge and skill levels in each subject area. Diagnostic assessments can be similar in nature, but are given at various intervals during the school year to monitor progress in skill levels in the subject.

### **Formative Assessment in Middle Years**

In the Middle Years, formative assessment is used to document student growth as well as to improve student performance in learning. It is used as a tool to reflect on learning and teaching so as to allow students and teachers to identify strengths and weaknesses. Teaching approaches are then adjusted and differentiated to support ongoing student growth.

As often as possible, formative assessment feedback is anchored in the structures of and the language of the criteria and markband level descriptors featured in the IB subject guides for each subject. Accordingly, teachers refrain from giving feedback, for example, that is based on total points earned out of total possible points or associated percentages. Instead, they remark on the level of achievement of the student on the formative assessment in relation to the descriptors associated with the chosen assessment criteria for the formative task. The purpose behind this is to streamline the feedback process for formative assessments in a way that allows students and their parents to have a clear sense of the student's performance and progress in relation to the assessment criteria that will be used for the final summative assessment for the unit.

### **Summative Assessment in Middle Years**

- Provide opportunities for a student to demonstrate what has been learned
- Measure understanding of the concepts and contents of the unit
- Are criterion-related and may assess up to four criteria and one or more strand of each criterion for each subject
- May prompt students to initiate Service as Action projects
- Must be appropriately constructed and timed to allow students to reach the highest levels of achievement against the markband descriptors.

### **Consolidation of Learning in Middle Years**

“IB students demonstrate their learning through a variety of assessments and consolidations of learning, including the PYP exhibition, MYP community project and personal project, the CP reflective project and the extended essay in DP.”

Source: *Diploma Programme: From principles into practice*, p. 12

It is recognised the Personal Project is a culminating work that exemplifies the consolidation of learning in the Middle Years. Through the Personal Project, students produce evidence of learning and skills. This Project is driven by individual interest and involves skills and knowledge learned throughout the Middle Years, including:

- Resource identification
- Collaboration
- Research
- Editing
- Communicating in both written and verbal forms
- Time management
- Media presentation

Final Personal Project reports are assessed using the associated IB-prescribed assessment criteria. A committee of teachers, supervised by the programme coordinator, will meet to review and standardize Personal Project reports and moderate marks awarded by individual supervisors as needed.

### **Assessment Responsibilities in Middle Years**

It is recognised that students, teachers and school leaders each have important and interrelated responsibilities with regards to assessment.

#### Student responsibilities:

- To have ownership of their learning, which requires engagement and active inquiry.
- To complete all formative and summative assessment tasks assigned within established timelines.

- To practice authenticity in creating their own work for submission for formative and summative assessments and abide by the school's Academic Honesty Policy (see Academic Honesty Policy).
- To successfully complete the Middle Years Personal Project in Grade 10.

#### Teacher responsibilities:

- To guide students in completing assessment components for each unit studied in Middle Years in a manner which allows each student to achieve to the highest levels they are capable.
- To collaboratively develop units and criterion-related assessments that are appropriate to the subject, grade level, language(s) phase, and other learning needs of their students and to complete reflections at the end of the unit and its associated assessments.
- To conduct task-specific clarifications with students for individual criterion-related assessment tasks.
- To collaboratively reflect on student assessment data/results with the programme coordinator and teachers of the same, or similar, grade level and subject, to moderate marking and inform decisions with regards to future teaching and assessment approaches.
- To record and report assessment data and feedback on assessments in ManageBac.
- To differentiate effectively to allow all students to successfully demonstrate their learning.
- To mark all assessment materials submitted by students in a timely manner and to promptly deliver constructive feedback.
- To ensure that all assessments are the authentic work of the student who is submitting them in accordance with the guidelines dictated by the Academic Honesty Policy (see Academic Honesty Policy).
- To properly complete term reports in ManageBac within established timelines and to proofread content and correct errors, when asked by the programme coordinator.
- To share upcoming assessment dates with students and parents with sufficient advance notice through ManageBac, the Assessment Calendar (see Assessment Calendar), and other methods.
- To submit Middle Years assessment materials to the programme coordinator within established timelines in accordance with guidelines established by the IB, where applicable.
- To reflect on data from subject area monitoring reports and apply it to improve teaching and learning.
- To reflect on data from Personal Project moderation reports and apply it to improve guidance provided to students.

#### Programme coordinator responsibilities:

- To guide teachers and ensure that they are each well-versed in the programme assessment requirements and to guide them in collaboratively developing those assessments.
- To ensure that formative and summative assessments are appropriate for the needs of the students and that they measure what they are intended to measure in relation to student learning and skills.
- To ensure that assessments are marked in a timely fashion and results are shared with students and their parents in a manner that is understandable to them.
- To ensure that assessment data and feedback is recorded and reported in ManageBac.
- To ensure that teachers properly complete term reports in ManageBac within established timelines and to proofread content and correct errors, as needed.
- To monitor that teachers are sharing upcoming assessment dates with students and parents with sufficient advance notice through ManageBac, the Assessment Calendar (see Assessment Calendar), and other channels.
- To hold teachers accountable for summatively assessing each strand of each criterion in each subject each year.
- To maintain the overall calendar of assessments and to ensure that students in any grade level do not have more than two summative assessments on any given day (see Assessment Calendar).
- To ensure that the calendar of assessments is readily accessible to, and shared with, teachers, students, and parents.
- To compile assessment samples, ensure that they are prepared properly and complete, and to send them to IB in accordance with the assessment procedures established by the IB, where applicable.

#### Leadership team responsibilities:

- The leadership team of Middle Years consists of the programme coordinator who is supervised by the Head of Secondary, who in turn, is supervised by the school Director (see Organizational Chart).
- The Head of Secondary ensures that the programme coordinator fulfils the duties of the position with regards to assessment (see Programme Coordinator Job Description).
- The Director ensures that the Head of Secondary fulfils the duties of the position with regards to assessment (see Director Job Description).

#### **Frequency of Assessments in Middle Years**

There must be a number of formative assessments conducted during the course of a unit and at least one summative assessment conducted during the unit or at the unit's conclusion.

For both formative and summative assessments, teachers will schedule the assessments so that a student has no more than two summative assessments on a given day. This is overseen by the programme coordinator who maintains a division-wide assessment calendar within

ManageBac, an online reporting and recording tool (see Programme Coordinator Job Description).

In Grades 6 to 10, each strand of each marking criteria must be assessed summatively twice per year.

### **Design of Summative Assessments and Use of Assessment Data in Middle Years**

Summative assessments are determined by the subject-area teaching teams, which are overseen by a head of department (see Head of Department Job Description), through collaboration, and may take a variety of forms based on the content of the unit being taught. As a result of this collaboration, summative assessments conducted in different classrooms of the same grade level are aligned. At the conclusion of the unit, subject-area department teams reflect on the results of the summative assessments. This student-learning data is used to inform future teaching of that, and subsequent, units and to determine appropriate methods of ongoing differentiation of instruction to facilitate accessibility of the curriculum for all students.

In Grades 6 through 10, each strand of each marking criteria must be assessed summatively twice per year. However, it is not necessary to apply all four criteria in one summative assessment.

When summative assessments take the form of collaborative group projects, the teacher must determine individual student achievement. Levels will not be awarded across a group of students for a collaborative, blended product or project, not even for one strand of one criterion.

Before the teaching of the unit takes place, teachers must conduct task-specific clarification sessions with their students to ensure that all students are aware of the criteria by which their work will be assessed. Teachers will confirm that students have a thorough understanding of the assessment for the unit and a clear understanding of the terminology of the various achievement level descriptors and associated command terms.

When possible, IBDP assessments types are introduced in the Middle Years in order to inform and prepare students for these future assessments.

### **Recording: Collecting and Analysing Data in Middle Years**

Middle Years teachers use a variety of strategies to collect, record and analyze data which include:

- Observations made often and regularly of individuals, groups and the whole class and in different contexts to increase validity of the focus.

- Performance assessments that are goal-directed tasks with established criteria that allow opportunities for problem solving. Students may use multiple skills and often arrive at more than one correct answer.
- Process-focused assessments that focus on the learning process and are monitored often and regularly. These could be in the form of reflections or journals.
- Assessments conducted under test conditions. These are generally used to determine and monitor a student's prior knowledge and skill level or to determine levels of final achievement at the end of a unit of study.
- Open-ended tasks that are used to stimulate an original response of students and to determine further learning.

Albanian College recognizes the value in empowering students to reflect upon their work and the work of their peers to inform their learning. Reflective journals, self-assessments, and peer assessments are tools that are regularly implemented to guide students in this process throughout the Middle Years.

When marking formative and summative assessments against criteria and recording marks, teachers must use the published grading criteria and markband descriptors from the IB subject guide for the associated Middle Years grade level as follows:

- Grade 6 – use Year 1 criteria
- Grade 7 and 8 – use Year 3 criteria
- Grade 9 and 10 – use Year 5 criteria

While task-specific clarifications can be provided to students to specify expectations of performance, when marking each summative assessment, teachers must use the published grading criteria and mark band descriptors from the IB subject guide.

In the case of language acquisition courses, teachers are to use the descriptors associated with the appropriate phase level of the student when marking and recording assessment data as follows:

- Phase 1
- Phase 2
- Phase 3
- Phase 4
- Phase 5

ManageBac, an online database for school-related information, is used to host applicable elements of the recording process.

## **Reporting in Middle Years**

The goal of both assessment and term reporting is to provide information regarding students' progress in terms of learning objectives at specific intervals, in order to provide guidance about future areas of focus for further growth. When determining term marks, teachers use both data collected and professional judgments that are informed by "...the achievement levels of students over the course of the marking period...which represents their summative performance for that period, paying particular attention to patterns in the data (such as an increasing level of performance), consistency and mitigating circumstances."

Source: *MYP: From Principles Into Practice*, p. 91, 2014

At least one strand of each of all four criteria will be summatively assessed at least once in each term and term marks will be determined based on the evidence of those summative assessments.

Albanian College uses a "best fit" approach when reporting student progress. This means that teachers place value on the most accurate demonstration of student performance as opposed to averaging achievement marks over the reporting period.

Albanian College assessment in the Middle Years conforms to the following statement:

"In the MYP, teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public, communicated to students in advance and precise, ensuring that assessment is transparent. Across a variety of assessment tasks (authentic performances of understanding), teachers use descriptors to identify students' achievement levels against established assessment criteria. MYP internal (school-based) assessment uses a "best-fit" approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically."

Source: *MYP: From Principles Into Practice*, p. 78, 2014

In conversations with parents and students, terminology and communication should be consistent across the school. Teachers are to use terminology in the following ways:

- *Levels* are awarded as marks for each term using the 0-8 marking scale for each criterion in each subject.
- *Grades* are provided at the end of the year only using the total points awarded for a subject out of a maximum of 32 as they convert to the 1-7 scale provided by the IB.
- *Students* achieve at levels, not their work. For example:
  - *Incorrect*: "Anisa's work achieved a grade of 8."
  - *Correct*: "Anisa's work reflected the highest level of descriptors, and therefore she was awarded an 8 for this task."

In the Middle Years, term reports are published three times during the year (See School Calendar).

Term 1 and 2 reports are comprised of:

- Details regarding the unit(s) of study for the term
- Marks awarded against established achievement level descriptors on a scale of 0-8, with 8 being the highest possible level and total points out of a maximum of 32 across the four criteria.
- Narrative descriptors associated with levels awarded are included on the term report to inform students and parents of the meaning of the achievement levels and to track student progress.
- Awarded marks that are associated with achievement levels and narrative comments regarding the established Approaches to Learning skills designated for each subject for that term.

Term 3 reports are comprised of:

- Everything found on the Term 1 and 2 reports
- The end-of-term grade that is determined by the teacher, using the “best fit” approach (see above), for each subject based on final, total achievement levels across all four criteria in each Middle Years subject as well as most frequent and/or most recent achievement levels observed. Total achievement levels out of a possible maximum of 32 per subject are converted into a 1-7 grade using the following table:

Grade	Boundary Guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.

4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Source: *MYP: From principles into practice*, p. 93, 2014

### ManageBac

ManageBac, an online database for school-related information, is used to host many elements of the reporting process, as well as to generate term reports. Parents and students may access assessment reports through ManageBac on an ongoing basis during the academic year. Hardcopy and softcopy versions of reports are distributed to parents at the end of each term and are archived electronically in ManageBac for future student and parent access. Grade report for students are not released to individuals other than the students and their parents without express written consent from a parent.

### Reporting Service Learning in Middle Years

Service learning expectations are inspired by the IBDP Creativity, Activity, and Service learning outcomes of the IB Diploma as a way to provide a natural transition from the Middle Years to

Grades 11 and 12. In Grade 10, students are evaluated in terms of the following outcomes which are reported at the end of Grade 10:

- Identifying own strengths and developing areas for growth
- Demonstrate that challenges have been undertaken and new skills have been developed in the process
- Demonstrate how to initiate and plan a service experience
- Show commitment to and perseverance in service
- Demonstrate the skills and recognise the benefits of working collaboratively
- Demonstrate engagement with an issue of global significance
- Recognise and consider the ethics of choices and actions

Adapted from: *Creativity, activity, service teacher support material*, 2015

It is understood that each student will address these above-stated learning outcomes according to their individual interests, strengths, and areas of development.

### **Conferences in Middle Years**

The first two reports of the year are followed by formal conferences. Parents are encouraged to use this opportunity to discuss their child's progress. Conferences may take the form of:

- Teacher-student
- Teacher-parent
- Student-led
- Three-way

In student-led conferences, students talk their parents through explanations of a chosen collection of work, discussing the progress they have made and the work they still need to do. Three-way conferences are ones in which the student, parent and teacher actively discuss student progress, goals and responsibilities in meeting those goals.

In addition, parents are welcome to conference with teachers any time during the academic year. These conferences can be arranged by contacting the teacher directly via email, or by calling the office and making an appointment. All teachers have designated office hours during the school day, but can also be available to meet with parents before or after school on given days.

### **Assessment and Eligibility for the IB Diploma Programme**

Assessment data from Grades 9 and 10, specifically term reports, whether completed at Albanian College or elsewhere, will be taken into account when determining eligibility for entrance to the IB Diploma Programme (see Admissions Policy).

### **Academic Issues in Middle Years**

From time to time, students may experience difficulties with meeting the demands of courses studied in the Middle Years. Such difficulties often become evident over the course of a term of study with students failing to submit assessments in a timely manner, or at all. Attendance may also be a factor in cases where students accumulate high numbers of absences and, as a result, are unable to complete formative and summative assessments. Teachers are to intervene as soon as possible in order to communicate with students and their parents to rectify situations that may be causing a student to struggle academically. During this process, teachers are also expected to submit process notes (see Student Monitoring Form) to the Secondary School leadership team to inform them of steps taken and resulting outcomes.

When repeated teacher intervention is not enough to resolve the issue, the details should be reported by teachers to the divisional leadership using channels that have been established for those communications (see Organizational Chart and Incident Report / Student Monitoring Form). The Deputy Head of Secondary or the programme coordinator, whichever is applicable, will then become involved in working with the student, his/her parents, the teacher, and/or the advisor to seek resolution.

In addition to these ongoing student-support efforts, at the end of each term, Secondary School leadership team members analyse term report data and identify students who are not performing to set expectations that will allow success in the IB Diploma and at Albanian College. Actions are then taken to identify methods of support for those students and to involve parents and teachers in seeking solutions.

Students who, despite best efforts at intervention, continue to demonstrate difficulties in performing to set expectations, may be placed on academic and/or behavioural probation (see Academic Policy and Behavioural Policy).

#### Missed Assessments

If a student misses an assessment due to absence, the teacher will administer the same or equivalent assessment on another day (see Attendance Policy and Behaviour Policy). The rescheduled assessment will be at a time specified by the teacher, keeping in mind the student's schedule while at school.

Every effort should be made to administer the assessment without taking from regular instructional lessons. In the event that this is not possible, students will be required to complete assessments after school instead of participating in extra-curricular activities which may have been previously scheduled.

If a student misses an assessment, he/she will be given an incomplete for that assessment and he/she will be required to complete it (see below).

#### Incomplete and Late Assessments

Assessments provide evidence of student learning and skill levels. Accordingly, in cases where a student submits an assessment after the due date, the assessment is marked using the grading criteria of the assessment without penalty for lateness. It is recognised that not completing assessments on time is a behaviour and, as such, is addressed by the school's Behaviour Policy (see Behaviour Policy). Student assessment marks will not be affected by behaviour.

Students will receive a mark of "Incomplete" in cases where any assessments have not been completed. Incomplete marks will be converted to numerical marks or grades, depending on the term, once the pending assessments are submitted. Term reports will indicate incomplete marks when assessments have not been completed in the form of a Not Applicable (NA) comment. Failure to complete assessments may lead to Academic Probation, exclusion from extra-curricular activities, and other sanctions. Students who have incompletes on their term reports at the end of the school year will not be permitted to continue at the school into the next grade level and will receive grades of zero for purposes of transferring to another school.

### **Role of the Counselor**

"The school has systems in place to guide and counsel students through the programme(s)."

Source: *Programme standards and practices*, Standard B2 Article 9, p. 17, 2014

It is anticipated that Albanian College will employ a Counselor by the time of IB Middle Years Programme authorisation. The Counselor will:

- Offer emotional and psychological support for students
- Teach stress management techniques and skills
- Identify students who may benefit from interventions to improve academic success
- Work with families regarding issues of attendance
- Inform teachers, programme coordinators and school leadership about concerns regarding students

Until this time, academic support and pastoral care will be provided through the combined team efforts of the classroom teachers, Advisors, programme coordinators, the Deputy Head of Secondary, where available, and the Head of Secondary.

Chapter 4:  
Assessment in Grades 11 and 12

“...the single most important aim of Diploma Programme assessment...is to support curricular goals and encourage appropriate student learning.”

Source: *Guidelines for developing a school assessment policy in the Diploma Programme*, p. 3, 2010

As an IB Diploma Programme (DP) candidate school, courses and assessments in Grades 11 and 12 are modelled after DP guidelines to the greatest extent possible. Formative and summative assessments are criterion-related and the rubrics provided for each internal and external assessment component in each subject guide published by the IBO are used as a basis for marking and providing formative and summative feedback. All subject guides, which contain course content and assessment criteria, are made available to students through the school's library.

It should be noted that students take IBDP courses at either standard level (SL) or higher level (HL). Formally, IB-dictated assessments at standard level may differ for a course from those dictated at higher level. Likewise, standards used to mark assessments at each level within the same course may vary both summatively and formatively (see below).

### **Criterion-related assessment in Grades 11 and 12**

Assessment in Grades 11 and 12, both formative and summative, is criterion-related, meaning that a student's performance is evaluated and feedback is given based on an established set of performance-level descriptors associated with the assessment task, as opposed to evaluating student performance in relation to other students in a group.

### **Diagnostic and Pre-assessments in Grades 11 and 12**

In Grades 11 and 12, teachers often implement diagnostic and/or pre-assessments. Pre-assessments are conducted at the beginning of a unit of instruction and are used to establish a student's prior knowledge and skill levels in each subject area. Diagnostic assessments can be similar in nature, but are given at various intervals during the school year to monitor progress in skill levels in the subject.

### **Formative Assessment in Grades 11 and 12**

In Grades 11 and 12, formative assessment is used to document student growth as well as to improve student performance in learning. It is used as a tool to reflect on learning and teaching to allow teachers, and especially students, to identify strengths and weaknesses and to adjust and differentiate instructional approaches to support ongoing student growth.

Formative tasks in Grades 11 and 12 are modeled after the assessments that are formally dictated by IB for each assessment component of each course and the guidance relating to them that is provided in each IBDP subject guide.

As often as possible, formative assessment feedback is anchored in the structures of and the language of the criteria and markband level descriptors featured in the IB subject guides for each assessment component for each subject. Accordingly, teachers refrain from giving feedback, for example, that is based on total points earned out of total possible points or associated percentages. Instead, they will remark on the level of achievement of the student on the formative assessment in relation to the descriptors associated with the chosen assessment criteria for the formative task. The purpose behind this is to streamline the feedback process for formative assessments in a way that allows students and their parents to have a clear sense of the student's performance and progress in relation to the assessment criteria that will be used for the final summative assessment for the unit. Formative assessments are created by the school staff, not by the IB.

To best prepare students to complete formally-dictated individual assessment components, both internal and external, for each subject, teachers plan instruction in preceding grade levels and units within Grades 11 and 12 to introduce and reinforce the necessary skills relating to each assessment component for each subject.

### **Formative Assessment in the IB Diploma Core in Grades 11 and 12**

The Diploma Core is at the heart of the IB Diploma programme. It consists of three crucial, central, overarching and required components: Theory of Knowledge (TOK), Extended Essay (EE) (see Consolidation of Learning), and Creativity, Activity, and Service (CAS).

Each of these components is assessed formatively in the following ways:

- TOK
  - Homework assignments
  - Required readings
  - Research
  - Presentations
  - Journals
  - TOK presentation preparation
  - TOK essay preparation and drafting
- EE
  - Research question-creation process
  - Research / identification of resources
  - Meeting deadlines
  - Discussions with EE supervisor
  - Feedback on one full draft of the EE
  - Viva voce interview
- CAS
  - Meeting reporting deadlines

- Regular completion of reflections and portfolio updates
  - References to and connections to the seven learning outcomes
- Required interviews
- Completion of 5 Stages of CAS for CAS experiences and Project
- Consistent CAS over the entire Diploma Programme

## **Summative Assessment in Grades 11 and 12**

In order to be successful in courses studied in Grades 11 and 12, “Students must be able to recall, adapt, and apply knowledge and skills to new questions and contexts”

Source: *Guidelines for developing a school assessment policy in the Diploma Programme*, p. 3, 2010

Summative assessments gauge student learning, skill development, ability to communicate their knowledge, and ability to transfer their knowledge to new and unfamiliar contexts. In addition, summative assessments:

- Provide opportunities for a student to demonstrate what has been learned
- Measure understanding of the concepts and contents of the unit
- May prompt Creativity, Activity and Service experiences

There are two types of summative assessments that are conducted in Grades 11 and 12 at Albanian College. These types are:

- School-developed
- Internal and external, formal, IB-dictated assessments

School-developed summative assessments are used to generate internal term reports and to create predicted grades for each subject (see below).

Internal, IB-dictated summative assessments are:

- Required for each IBDP subject
- Marked by teachers within the school with marks reported to the IB
- Moderated by external examiners to ensure consistency of marking practices of teachers around the world
- Subject specific
- In the cases of some internal assessments, standard level and higher level assessments are scored based on different standards

Summative assessments are formally dictated by the IB for each IB Diploma course. Once the school gains IBDP authorization and the first IBDP cohort of students begins to study courses at the IBDP level, students will complete the summative internal and external assessments

associated with the IBDP courses they study according to the guidelines for each assessment that are featured in each course subject guide.

External, IB-dictated summative assessments are:

- Required for each IBDP subject
- Marked externally by IB examiners around the world
- Form the majority of the final grade for both standard level and higher level students
- In the cases of some external assessments, standard level and higher level assessments are scored based on different standards

### Predicted grades

It is the role of each IBDP teacher to produce IBDP-required predicted grades for each student in each subject. Predicted grades are produced using the “best fit” approach when reporting student progress. This means that teachers place value on the most accurate demonstration of student performance as opposed to averaging achievement marks over the reporting period. Internal summative assessments are critical in informing the teacher’s decision-making process when determining predicted grades.

Predicted grades may be used by the IB in relation to the final grade awarded in each subject. For example, if a student has a high predicted grade, yet earns very low scores on a formal, IB-dictated assessment, the IB may take a closer review of the student’s assessment to determine accuracy of the final grade awarded. Predicted grades are for all subjects, including Theory of Knowledge (TOK) and Extended Essay (EE), except Language A: Literature school-supported self-taught SL and Creativity, Activity and Service (CAS).

Predicted grades are generated by teachers at times dictated by the school’s administration and play a role in the university and scholarship applications process.

### Summative Assessment in the IB Diploma Core in Grades 11 and 12

As mentioned previously, the Core consists of three crucial, central, overarching and required components: Theory of Knowledge (TOK), Extended Essay (EE), and Creativity, Activity, and Service (CAS).

Each of these components is assessed summatively in the following ways:

- CAS
  - Internally-awarded notification of a student’s having met all required criteria for successful completion of CAS
- TOK
  - Presentation
    - Marked internally by the subject teacher with marks reported to the IB

- Essay
  - Marked externally with marks reported to the student and the school in July of the final year of the programme
- Final grade
  - Reported by the IB to the student and the school in July of the final year of the programme
- EE
  - Marked externally with marks reported to the student and the school in July of the final year of the programme

The Extended Essay and Theory of Knowledge marks are used together in a matrix (see below) to determine if students are:

- Awarded an IB Diploma
- Receive 0 to 3 additional marks over and beyond the maximum total of 42 marks available through individual subjects (6 subjects X 7 maximum marks per subject)

Extended Essay	Theory of Knowledge					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E
Excellent A	3	3	2	2	Failing condition	
Good B	3	2	2	1	Failing condition	
Satisfactory C	2	2	1	0	Failing condition	
Mediocre D	2	1	0	0	Failing condition	
Elementary E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	

Source: *Extended essay guide*, 2015

### Consolidation of Learning in Grades 11 and 12

“IB students demonstrate their learning through a variety of assessments and consolidations of learning, including the PYP exhibition, MYP community project and personal project, the CP reflective project and the extended essay in DP.”

Source: *Diploma Programme: From principles into practice*, p. 12, 2015

It is recognised that the Extended Essay is a culminating project that exemplifies the consolidation of learning in the IBDP. Through the Extended Essay, students produce a university-level work of research. This project is driven by individual interest and involves skills and knowledge learned throughout the Diploma Programme, including:

- Resource identification
- Collaboration
- Research
- Editing
- Communicating in both written and verbal forms
- Time management.

### Responsibilities in Assessment in Grades 11 and 12

It is recognised that students, teachers and school leaders each have important and interrelated responsibilities with regards to assessment.

#### *Student responsibilities:*

- To complete formal, IB-dictated assessment components and other requirements for each IBDP course studied in Grades 11 and 12 within the stated deadlines (see Assessment Calendar).
- To complete and sign associated IB-mandated forms for each assessment submitted in order to verify authenticity and originality of the student's work (See Academic Honesty policy).

#### *Teacher responsibilities:*

- To guide students in completing the IB-dictated assessment components for each IBDP course studied in Grades 11 and 12 in a manner which allows each student to achieve to the highest levels of which they are capable within the established timelines.
- To mark all assessment materials submitted by students in a timely manner and to promptly deliver constructive feedback that is criterion-related and based on the assessment-specific criteria featured in the associated IBDP subject guide.
- To submit completed IB-dictated assessment materials and the associated IB-mandated, properly-completed forms for each assessment to the programme coordinator within established timelines.
- To submit IBDP internal assessment grades and accurate, predicted grades to the programme coordinator within established timelines.
- To ensure that all assessments are the authentic work of the student who is submitting them in accordance with the guidelines dictated by the IB in each IBDP subject guide (see Academic Honesty Policy and *Academic honesty in the Diploma Programme*).

*Programme coordinator responsibilities:*

- To guide teachers and ensure that they are each well-versed in the individual internal and external assessment components associated with the subject(s) they teach
- To hold teachers accountable for teaching all required components of the course(s) they teach and for meeting all required deadlines.
- To maintain the overall calendar of assessments featuring dates when internal and external assessment components for each course will be introduced to students, drafted, and finalized (see Assessment Calendar).
- To ensure that the calendar of assessments is readily accessible to, and shared with, teachers, students, and parents.
- To guide teachers in formulating and communicating predicted grades.
- To compile completed assessments and associated forms and submit them, along with predicted grades, to the IB within the established programme deadlines.
- To make proper arrangements for, and conduct, external examination sessions in accordance with IBDP guidelines (see *The conduct of the IB Diploma Programme examinations* for the given exam period). This includes oversight of:
  - Arrangement of exam spaces and seating within
  - Invigilator training and invigilation schedule
  - Proper management of exam scripts
  - Sharing of exam materials with teachers
  - Enforcement of IB regulations regarding materials entered into, and taken out of, the exam space such as mobile phones, calculators, translators, dictionaries, writing utensils, notes, paper, and so forth.
- To ensure that the information submitted by the CAS coordinator regarding individual student completion of CAS components is accurate and complies with the required components Academic Honesty guidelines (see Academic Honesty Policy).
- To meet with subject teachers to review the assessment results for each component of each subject and to set goals for improvements to be made in teaching and preparing students for their completion.

*Leadership team responsibilities:*

- The leadership team of Grades 11 and 12 consists of the programme coordinator who is supervised by the Head of Secondary, who in turn, is supervised by the school Director (see Organizational Chart).
- The Head of Secondary ensures that the programme coordinator fulfils the duties of the position with regards to assessment (see Programme Coordinator Job Description).
- The Director ensures that the Head of Secondary fulfils the duties of the position with regards to assessment (See Director Job Description).

**Frequency of Assessments in Grades 11 and 12**

There must be a number of formative assessments conducted during the course of a unit and at least one summative assessment during or at the unit's conclusion. The frequency of these formative assessments will be determined by the teacher to meet the particular needs of the students in any given unit of instruction.

Summative assessments are determined by the subject-area department and may take a variety of forms based on the content of the unit being taught and the pre-determined internal and external assessments components dictated for each subject in the subject guide published by the IBO. The programme coordinator may have input on assessment variety and requirements. A variety of assessments must be administered during the year.

For both formative and summative assessments, teachers will aim to schedule the assessments so that a student has no more than two summative assessments on a given day.

All deadlines for IB-dictated internal and external assessments for each course are included in the Assessment Calendar (see Assessment Calendar).

### **Design of Summative Assessments and Use of Assessment Data in Grades 11 and 12**

Summative assessments are determined by the subject-area teaching teams, which are overseen by a head of department (see Head of Department Job Description), through collaboration, and may take a variety of forms based on the content of the unit being taught and the IB-dictated assessments for each IBDP course. As a result of this collaboration, summative assessments conducted in different classrooms of the same grade level are aligned. At the conclusion of the unit, subject-area department teams reflect on the results of the summative assessments. This student-learning data is used to inform future teaching of that, and subsequent units and to determine appropriate methods of ongoing differentiation of instruction to facilitate accessibility of the curriculum for all students.

When summative assessments take the form of collaborative group projects, the teacher must determine individual student achievement. Levels will not be awarded across a group of students for a collaborative, blended product or project.

Teachers will confirm that students have a thorough understanding of the assessment for the unit and a clear understanding of the terminology of the various achievement level descriptors and associated command terms.

Each IBDP course has an associated scheme of work/course outline that is developed by the teacher and/or department members and approved by the head of department and programme coordinator. Each scheme of work/course outline indicates the timings and types of assessments conducted throughout the course.

In instances where there are two or more teachers of one subject, it is possible to have internal moderation of assessments. This means that samples of student assessment work can be reviewed and reflected on by teaching team members to ensure consistency of marking and student expectations. This reflects, on a small scale, what is conducted in the IB system worldwide. This moderation supports teachers in the design of future assessments.

A related professional practice is peer classroom observation. This occurs between teaching professionals and helps improve approaches to teaching and learning. It also supports further design and refinement of assessments.

### **Preparing students for IBDP assessments**

The school believes it is of the utmost importance to introduce students to the IBDP assessment types and associated grading criteria well in advance of their formal completion in Grades 11 and 12. As a result, the school practices early introduction of IBDP assessment components for each course offered, where possible, in order to provide positive, formative experiences with the assessment types for students. Activities and assessments may be incorporated into earlier grade level units on a scale that is appropriate for learning at that level and that allows for scaffolding of learning activities from year to year (see above).

In addition, in Grades 11 and 12, IB-dictated internal and external assessments are introduced in each course in a pre-planned manner which ensures that students understand the assessment requirements, marking criteria, format, and purpose. Furthermore, when appropriate, students are given the opportunity to develop drafts and receive timely, constructive feedback from teachers before finalising assessments for submission.

To further support students in being fully prepared for IBDP assessments, a school-developed Assessment Calendar is shared with students by the start of each academic year (see Assessment Calendar).

### **Recording: Collecting and Analysing Data in Grades 11 and 12**

Grade 11 and 12 teachers use a variety of strategies to collect, record and analyse data which include:

- Observations made often and regularly of individuals, groups and the whole class and in different contexts to increase validity of the focus.
- Performance assessments that are goal-directed tasks with established criteria that allow opportunities for problem solving. Students may use multiple skills and often arrive at more than one correct answer.
- Process-focused assessments that focus on the learning process and are monitored often and regularly. These could be in the form of reflections or journals, and are required in certain subjects, such as CAS.

- Assessments conducted under test conditions. There are generally used to determine and monitor a student's prior knowledge and skill level or to determine levels of final achievement at the end of a unit of study.
- Open-ended tasks that are used to stimulate an original response of students and to determine further learning.

Albanian College recognises the value in empowering students to reflect upon their work and the work of their peers to inform their learning. Reflective journals, self-assessments, and peer assessments are tools that are regularly implemented to guide students in this process throughout Grades 11 and 12.

When marking each summative assessment and recording marks, teachers must use the published grading criteria and markband descriptors from the IB subject guide for the associated IBDP course.

ManageBac, an online database for school-related information, is used to host applicable elements of the recording process.

### **Reporting in Grades 11 and 12**

Albanian College believes in the importance of and philosophy of the IB continuum. We believe that the goal, as stated above (See Reporting in Middle Years) of both assessment and term reporting is to provide information regarding students' progress in terms of learning objectives at specific intervals, in order to provide guidance about future areas of focus for further growth. When determining term marks, teachers use both data collected and professional judgments that are informed by "...the achievement levels of students over the course of the marking period...which represents their summative performance for that period, paying particular attention to patterns in the data (such as an increasing level of performance), consistency and mitigating circumstances."

Source: *MYP From Principles Into Practice*, p. 91, 2014

Term grades will be reported on the IBDP system with a 1 to 7 grading scale, where 1 represents the lowest levels of achievement and 7 represents the highest. Students who have not completed one or more requirements for the term in any given course, will receive an incomplete. Failure to address incomplete grades will prevent students from continuing on their chosen path of study and can result in students being moved from full-Diploma to individual course study (see Behaviour Policy and Academic Policy and *Diploma Programme: From principles into practice*).

Term grades are reported in each subject studied by a student, including the elements of the Core. This includes CAS and Extended Essay. While CAS is reported throughout the duration of the programme, Extended Essay marks are reported according to the timeline featured in the

Assessment Calendar. Marks in CAS and Extended Essay are not on the 1-7 scale, but are reported as narrative descriptors.

In the Grades 11 and 12, term reports are published three times during the year (see School Calendar). Mid-term reports are issued halfway through the Term 1 in order to inform students and parents about their progress and to report on success and areas to address both in terms of formative and summative assessments, as well as Approaches to Learning. Mid-term feature narrative comments.

All term reports are comprised of:

- Details regarding the unit(s) of study for the term
- The end-of-term grade that is determined by the teacher, using the “best fit” approach (see above), for each subject based on final, total achievement levels based on the grade descriptors for each subject (see *Grade descriptors*)
- Narrative descriptors associated with levels awarded are included on the term report to inform students and parents of the meaning of the achievement levels and to track student progress.
- Awarded achievement levels and narrative comments regarding the established Approaches to Learning skills designated for each subject for that term.

ManageBac, an online database for school-related information, is used to host many elements of the reporting process, as well as to generate term reports.

## **Diploma Course Results for Grade 12**

At the conclusion of two school years of study, students complete the majority of their externally-marked assessments in May of their final year of study in the Diploma Programme.

For students who pursued the full IB diploma, results from both IB-dictated internally-marked, and externally-marked assessments for each subject, including TOK and EE, determine a student’s final grades for each course.

A subject’s final grade is a composite of the marks awarded for each individual internal and external assessment component, taking into consideration the level of study as being either SL or HL, and the unique percentage weights of each component for each course.

Final grades are communicated to the school and the student in July of the final year of study in the Diploma Programme. Prior to the date of release of results, the programme coordinator provides each student with unique login information that allows them to access their results through an online portal. The programme coordinator has access to the final grades for each student one day prior to their being made available to the students. It is expected that the programme coordinator will review each student’s final grades the day before they are released

to the student in order to identify any grading issues that may need to be addressed through re-marking, especially in cases where a student was not awarded the full diploma. In addition, the programme coordinator will meet with subject teachers to review the assessment results for each component of each subject and to set goals for improvements to be made in teaching and preparing students for their completion.

Please see the information below from *General regulations: Diploma Programme* for more specific details regarding the requirements that students must meet in order to be awarded an IB diploma.

As per the regulations stated in *General Regulations: Diploma Programme*, candidates who pursue the IBDP full diploma are subject to the following terms for award of the diploma:

“Article 13: Award of the IB diploma

13.1 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.

13.2 The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- a. CAS requirements have been met.
- b. The candidate’s total points are 24 or more.
- c. There is no “N” awarded for theory of knowledge, the extended essay or for a contributing subject.
- d. There is no grade E awarded for theory of knowledge and/or the extended essay.
- e. There is no grade 1 awarded in a subject/level.
- f. There are no more than two grade 2s awarded (HL or SL).
- g. There are no more than three grade 3s or below awarded (HL or SL).
- h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- i. 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).
- j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

13.3 A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.”

Source: *General regulations: Diploma Programme*, p. 9, 2014

For students who are studying individual courses only and are not pursuing the full diploma, the process remains the same regarding calculation of the final grades and communication of them

to the student. They are not, however, obligated to meet requirements relating to overall point totals or completion of EE, CAS, and TOK.

ManageBac, an online database for school-related information, is used to host many elements of the reporting process, as well as to generate term reports. Parents and students may access assessment reports through ManageBac on an ongoing basis during the academic year. Hardcopy and softcopy versions of reports are distributed to parents at the end of each term and are archived electronically in ManageBac for future student and parent access. Grade report for students are not released to individuals other than the students and their parents without express written consent from a parent.

### **Conferences in Grades 11 and 12**

The first two reports of the year are followed by more formal parent teacher conferences. Parents are encouraged to use this opportunity to discuss their child's progress with the teachers. Conferences may take the form of:

- Teacher-student
- Teacher-parent
- Three-way

Three-way conferences are ones in which the student, parent and teacher actively discuss student progress, goals and responsibilities in meeting those goals.

In addition, parents are welcome to conference with teachers any time during the academic year. These conferences can be arranged by contacting the teacher directly via email, or by calling the office and making an appointment. All teachers have designated office hours during the school day, but can also be available to meet with parents before or after school on given days.

### **Academic Issues in Grades 11 and 12**

From time to time, students may experience difficulties with meeting the demands of courses studied in Grades 11 and 12. Such difficulties often become evident over the course of a term of study with students failing to submit assessments in a timely manner, or at all. Attendance may also be a factor in cases where students accumulate high numbers of absences and, as a result, are unable to complete formative and summative assessments. Teachers are to intervene as soon as possible to communicate with students and their parents to rectify situations that may be causing a student to struggle academically. During this process, teachers are also expected to submit process notes to the Secondary School leadership team to inform them of steps taken and resulting outcomes.

When repeated teacher intervention is not enough to resolve the issue, the details should be reported by teachers to the divisional leadership using channels that have been established for

those communications (see Organizational Chart and Student Monitoring Form). The Deputy Head of Secondary or the programme coordinator, whichever is applicable, will then become involved in working with the student, his/her parents, and the teacher to seek resolution.

In addition to these ongoing student-support efforts, at the end of each term, Secondary School leadership team members analyse term report data and identify students who are not performing to set expectations that will allow success in the IB diploma. Actions are then taken to identify methods of support for those students and to involve parents and teachers in seeking solutions.

Students who, despite best efforts at intervention, continue to demonstrate difficulties in performing to set expectations, may be placed on academic and/or behavioural probation (see Academic Policy and Behavioural Policy)

### Missed Assessments

If a student misses an assignment submission due to absence, the teacher will administer the same or equivalent assessment on another day (see Attendance Policy and Behaviour Policy). The rescheduled assessment will be at a time specified by the teacher, keeping in mind the student's schedule while at school.

Every effort should be made to administer the assessment without taking from regular instructional lessons. In the event that this is not possible, students will be required to complete assessments after school instead of participating in extra-curricular activities which may have been previously scheduled.

If a student misses an assessment, he/she will be given an incomplete for that assessment and he/she will be required to complete it (see below).

### Incomplete and Late Assessments

Assessments provide evidence of student learning and skill levels. Accordingly, in cases where a student submits an assessment after the due date, the assessment is marked using the grading criteria of the assessment without penalty for lateness. It is recognised that not completing assessments on time is a behaviour and, as such, is addressed by the school's Behaviour Policy (see Behaviour Policy). Student assessment marks will not be affected by behaviour.

Students will receive a mark of "Incomplete" in cases where any assessments have not been completed. Incomplete marks will be converted to numerical marks or grades, depending on the term, once the pending assessments submitted. Term reports will indicate incomplete marks. Students who have incompletes on their term reports at the end of the school year will

not be permitted to continue at the school into the next grade level and will receive grades of zero for purposes of transferring to another school.

### **Role of the Counselor**

It is anticipated that Albanian College will employ a Counselor by the time of IB Diploma authorisation. The Counselor will:

- Offer emotional and psychological support for students
- Teach stress management techniques and skills
- Identify students who may benefit from interventions to improve academic success
- Work with families regarding issues of attendance
- Inform teachers, programme coordinators and school leadership about concerns regarding students

Until this time, academic support and pastoral care will be provided through the combined team efforts of the classroom teachers, Advisors, programme coordinators, the Deputy Head of Secondary, where available, and the Head of Secondary.