



MEMBER



ԾԵՄԱՐԱՆ
LYCEUM

IB DIPLOMA PROGRAMME ASSESSMENT POLICY

ՀԱՍՏԱՏՎԱԾ 01.09.2023





CONTENTS

- 1. Philosophy**
 - 2. Aims and Principles**
 - 2.1. Aims of the assessment
 - 2.2. Assessment principles
 - 3. Assessment stages**
 - 4. IB assessment practices**
 - 5. School assessment practices**
 - 5.1. Formative Assessment
 - 5.2. Summative Assessment
 - 5.3. Additional Components of Assessment
 - 5.4. Examination
 - 6. Standardization**
 - 7. Grading, Ranking and Result Conclusion**
 - 8. IB and State diploma assessment system**
 - 9. Recording and Reporting**
 - 10. Meeting deadlines**
 - 11. Links between school policies**
 - 12. Roles and responsibilities**
 - 13. References**
 - 14. Appendixes**
-
-
-



1. Philosophy

- 1.1. Assessment is one of the most important components of teaching and learning. The main objective of the assessment is to support the learning process as a foundation for sharing knowledge, skills and abilities, as well as to ensure its continuous development. Assessment gives opportunity to both plan and analyze the teaching and learning.
- 1.2. Assessment accompanies all the diverse methods that allow to explore and value learners' achievements.
- 1.3. Validity, transparency, reliability and integration are the main distinctive features of criterion-based assessment. The latter is the process which helps to determine each learner's achievement level based on the corresponding criterion of each subject's content and aims.

2. Aims and Principles

2.1. Aims of the assessment

- 2.1.1. Promote students' academic progress through explicit assessment criteria prepared and communicated in advance.
- 2.1.2. Promote educational incentives as well as form lifelong educational aspirations.
- 2.1.3. Ensure reflection and feedback between teachers and learners.
- 2.1.4. Apply reflection and analysis as an inseparable and significant component of teaching and learning.
- 2.1.5. Record the level of students' achievement.
- 2.1.6. Ensure level of knowledge and skills corresponding to university admission requirements.

2.2. Assessment principles

- 2.2.1. DP assessment supports the curricular and philosophical goals of the program through the encouragement of effective classroom practice and student learning.



-
- 2.2.2. The results of DP assessment have a sufficiently high level of reliability, appropriate to a high-level university entrance standards.
 - 2.2.3. DP assessment reflects the international-mindedness as well as supports formation of the IB Learner Profile.

 - 2.2.4. DP assessment emphasizes not only fundamental cognitive skills but also high level knowledge and thinking skills.
 - 2.2.5. Assessment of each subject includes a range of criteria-based tasks and instruments/components that ensure all objectives of the subject (see Appendix 1).
 - 2.2.6. Teachers are free to choose purposeful assessment strategies to apply to any type of individual or group assessment.
-

3. Assessment stages

The whole evaluation process is divided into three interrelated stages.

- 3.1. **Assessment:** Find out what the students know and what they have learned.
- 3.2. **Registration:** Collect, analyze and summarize the data.
- 3.3. **Report:** Present the information or the results of the evaluation.

4. IB assessment practices

Two types of assessment are used by the IB office: internal and external.

-
- 4.1. IB courses require completion of internal assessment components. Internal assessment is conducted by the school and moderated independently by the IB office. More information is available in **Subject guides and in the Appendix 1.**
 - 4.2. The external assessment is carried out by the International Baccalaureate (IB) Office. External assessments are mainly carried out as markers of qualification for
-
-



university entrance. More information is available in the **Subject guides and in the Appendix 1.**

- 4.3. The DP final exams are performed in accordance with the requirements of the IB in May of the student's senior year (12th grade). Results are issued on July 6th (www.candidates.ibo.org).
- 4.4. External assessments/exams are carried out in all 6 chosen subjects, including the EE and TOK Essay.
- 4.5. Candidates are eligible to appeal the final grade to the IB or retake one or more components of the IB final grade according to the DIPLOMA PROGRAMME ASSESSMENT PROCEDURES document.

5. School assessment practices

5.1. Formative Assessment

5.1.1. Purpose of the formative assessment

- 5.1.1.1. The formative assessment is the process of applying information, some facts, collection of data, analyses, making comments, and reflection which helps the learner to improve learning and to reach the best results.
 - 5.1.1.2. The formative assessment promotes the learners' motivation towards learning, encourages achievement, allows for the proper demonstration of acquired skills, and promotes the development of self-consciousness and self-organization.
 - 5.1.1.3. The formative assessment is meant to provide effective feedback. The formative assessment gives an opportunity to the learner to be informed about the learning achievements, results and gaps, while being provided with feedback. It helps the learners to understand what they do well and what measures should be taken to achieve educational progress.
-
-



- 5.1.1.4. Formative assessment is used to evaluate IB students CAS performance during their monthly review (see Appendix 4).
- 5.1.1.5. While implementing formative assessments, it is more important to correctly identify the knowledge, skills and understanding that students should develop, rather than accurately measuring the level of each student's achievement (Diploma Programme Assessment Principles and practice, 2010).

5.1.2. *Formative assessment tasks*

The following is used in the Diploma Programme as formative assessment tasks:

- 5.1.2.1. Discussions, diagnostic test, oral presentation, questionnaire, problem-solving, mindmapping, exit ticket, group/pair collaborative work, lab work, self-assessment, peer-assessment, portfolio, poster, infographic, quiz, Venn diagram, T- chart, SEEP analysis, KWL reflection, SWOT analysis, Frayer Model, concept mapping, Cornell notes etc.

5.1.3. *Formative assessment types*

There are two types of formatives in the Lyceum: **unweighted** and **weighted**.

- 5.1.3.1. The unweighted formative assessments are used to develop relevant skills and help students with their learning.
- 5.1.3.2. The weighted formatives are aimed to summarize the gained knowledge and skills for the specific period to adjust the teaching according to the very needs of the learners.
- 5.1.3.3. The cumulative sum of weighted formative assessments counts 10% towards the average grade earned during the term.



- 5.1.3.4. At least two weighted formative assessments are carried out before each Summative.
- 5.1.3.5. Make-ups for missed weighted formative assessments are not organized but, at the request of the students, they are allowed to complete the old samples of the first formative assessments and get feedback from the teachers. N/A is mentioned as a grade on Managebac. If the students miss the next formative assessments of the same subject in a term, they are automatically graded one (1). Special cases are subject to the examination of the DP Pedagogical Leadership.

5.2. Summative Assessment

5.2.1. *Purpose of the summative assessment*

- 5.2.1.1. Summative assessments (also Summatives) are conducted to determine the level of students' achievement.
- 5.2.1.2. Summatives are aimed to better prepare students for the external assessment as well as serve as indicators of students' performance.

5.2.2. *Summative assessment tasks*

The following types of works are used in the Diploma Programme as Summative assessment tasks:

- 5.2.2.1. Essay, short answer question, data-base question, text-response questions, case-study questions, multiple-choice questions, visual's analysis, problem-solving, Project, Debate, Oral Presentation, Report, Questionnaire, Lab Report etc.

5.2.3. *Summative assessment procedures*

- 5.2.3.1. Summatives follow each unit.
- 5.2.3.2. At least two summatives are carried out during each academic term.



-
-
- 5.2.3.3. The cumulative sum of Summatives counts 75% towards the grade earned during the term.
 - 5.2.3.4. Mid-term exams have the same weight as summatives.
 - 5.2.3.5. At the end of first term students take a Midterm exam (both IB1 and IB2 cohorts). The Mid-term exam includes topics/units studied during the first term of the course.
 - 5.2.3.6. The dates when Summatives are normally implemented are fixed beforehand on the Assessment calendar of the school.
 - 5.2.3.7. Learners are informed about the format of assignments, allotted time and criteria, assessment rubric, as well as anticipated outcomes of the Summatives in advance.
 - 5.2.3.8. The results of Summative tasks are analyzed during the following week and relevant feedback is given, the grading points/marks are noted down in the register.
 - 5.2.3.9. The deadline for conducting a unit assessment may be the penultimate lesson on the subject.
 - 5.2.3.10. Mock Assessment: In the final academic term (February 1-20) the second-year students take their Mock exams. The results of the Mock exams are being treated as the second-term summative results. **For grading mock exams the latest IB May examination boundaries are used.**
 - 5.2.3.11. In the case of unexcused absences from the Summative, the student receives an automatic mark of one (1).
-
-



- 5.2.3.12. Only in rare cases, (e.g. health or other emergencies) one make-up summative assessment per subject per term is arranged with the approval of the DP Coordinator.
- 5.2.3.13. A new paper is created by the subject teacher for the make-up Summative session.
- 5.2.3.14. Make-up Summatives are conducted before the following Summative (DP Registrar, DP Organizer and the subject teacher are responsible for organization make-up sessions).
- 5.2.3.15. Unforeseen situations and circumstances that are not regulated by the Assessment Policy, are subject to special procedures present in the Lyceum.

5.3. Additional Components of Assessment

5.3.1. *Homework*

- 5.3.1.1. For each class, students are assigned mandatory homework to better understand the topic being studied.
- 5.3.1.2. Completion of such tasks is checked by the teacher for each class and notes are made in the Gradebook.
- 5.3.1.3. If a student fails to present completed homework three times, the parent is informed regarding the missing assignments.
- 5.3.1.4. Homework completion counts towards 5% of the term grade.

5.3.2. *Portfolio*

- 5.3.2.1. Teachers use portfolios to assess the student and the learning process, make sure that the students are able to reflect on their progress and draw conclusions.
- 5.3.2.2. Students are required to create a portfolio for each subject based on the criteria set by the teacher.



5.3.2.3. Portfolios are graded at least once per term. Portfolios comprise 5% of the term grade.

5.3.3. *Behaviour and Participation*

5.3.3.1. Students are graded twice per month based on their preparedness for the class, peer collaboration, active class participation, and demonstration of IB learner profile.

5.3.3.2. Behavior and Participation comprise 5% of the term grade.

5.4. **Examination**

5.4.1. *End-of-Year exam*

5.4.1.1. At the end of the first year (June 3-20), IB Diploma students take End-of-Year exams from the 6 chosen subjects and complete EE, TOK and CAS (IB core subjects) requirements in accordance with IBDP Academic Calendar.

5.4.1.2. The End-of-Year exam is meant to measure the learner's cumulative understanding of topics and course themes delivered throughout the year.

5.4.1.3. The exam includes external assessment style questions as well as elements of internal assessment. The End-of-Year exams are performed in accordance with the conduct of IB examinations.

5.4.1.4. The grade of End-of-Year exam counts for the 1/3 of the year grade.

5.4.2. *Retake*

5.4.2.1. If the student scores less than 50% in the End-of-Year exam, the student must retake the exam. Such retake opportunities are two,



the result of the first retake (June 24-28) counts for the 1/3 of the year grade, however, if the student earns more than 50% on the second retake (August 22-27), the result of the retake counts as the Final Year Grade.

- 5.4.2.2. If the student doesn't pass the second retake, the issue will be reviewed during a DP Pedagogical Leadership meeting and a final decision will be made by the Board of Directors.
- 5.4.2.3. The continuation of a student's enrollment in the Diploma Programme, following unsatisfactory marks (below 50% total) in four or more subjects on the End-of-Year exam, will be deliberated during a DP Pedagogical Leadership meeting, with a final decision made by the Board of Directors.
- 5.4.2.4. If a student receives a satisfactory grade in the End-of-Year exam but obtains an unsatisfactory Final Year Grade, they must retake the subject in accordance with Article 5.4.2.1.
- 5.4.2.5. Any unspecified cases related to retaking will be reviewed by DP Pedagogical Leadership and Lyceum's Board of Directors.

5.4.3. *Upgrading*

- 5.4.3.1. Students are given the opportunity to upgrade (June 22-27) the year's final grade.
 - 5.4.3.2. The request to upgrade should be submitted by June 24 of the current academic year.
-
-



- 5.4.3.3. The student who failed the end-of-year exam will not be allowed to upgrade the year's final grade.
- 5.4.3.4. The upgrade includes tasks different from the End -of -Year exam and the format is decided for each subject by the subject teachers prior to the upgrade registration deadline.
- 5.4.3.5. The final year grade for the student is considered the highest from the initial year grade and upgrade result.

6. Standardization

In the event that more than one teacher is teaching the same subject or for the teachers of the same subject group in the same age group, the content, rubrics, and results of the summative and formative assessment tasks are subjected to internal standardization, ensuring consistency in the perception and application of the criteria.

6.1. Aims of standardization

- 6.1.1. Ensure a reliable, valid and transparent assessment.
- 6.1.2. Ensure common understanding, interpretation and application of the assessment criteria.
- 6.1.3. Ensure a unified approach to the learning and assessment process.
- 6.1.4. Monitor the assessment tools, rubrics, methods and their efficiency.

6.2. Participants of the standardization

- 6.2.1. The teachers.
- 6.2.2. The Head of School, the students, the parents, the principal, and the coordinators if such need arises.

6.3. Frequency of standardization

- 6.3.1. Standardization is carried out 2-3 times each semester and as needed.



6.4. Standardization procedure

6.4.1. Within the subject groups and the same subjects, the standardization process begins with unit planning, all the units include formative and summative tasks with appropriate assessment tools and strategies as well as intra-disciplinary planning for the assessment. During the assessment session, the mentioned teachers evaluate the work of 4 or 5 students selected at random, then summarize the results, discuss, and, if necessary, amend the assessment boundary. Finally, the standardization form is completed and signed (see Appendix 6).

7. Grading, Ranking and Result Conclusion

7.1. General grading system

- 7.1.1. A 1 to 7 grading scale is used for assessment (see Appendix 2).
- 7.1.2. The grades from 1 to 3 are considered unsatisfactory.
- 7.1.3. The student's work gets an automatic zero (0) for committing academic misconduct (see Academic Integrity policy).
- 7.1.4. The student's work gets an automatic one (1) for not meeting the deadline.

7.2. Term grade calculation

- 7.2.1. The end-of-term grade is calculated by working out the average of all the summative & midterm assessment grades (which is 75 %) received by the student as well as cumulative sum of additional formative assessment components (homework, portfolio, participation & behaviour and formative tasks) which counts 25% towards the average grade earned during the term (see Appendix 3).
- 7.2.2. Students are penalized for absences exceeding 15% of required hours per term per subject by one grade drop.

7.3. Final grade calculation

- 7.3.1. The year final grade of an IB subject is achieved by combining the average of both academic terms and the final exam.



7.3.2. The annual average score for non-IB subjects is considered to be a final grade.

7.4. **Predicted grades**

7.4.1. Predicted grades are issued three times (September, January and March) during the IB second/senior year (12th grade). Teachers make predictions based on students' progress and their professional judgment.

7.5. **Ranking**

7.5.1. Student class rankings are calculated according to the final collective marks of the students within the same graduating class.

7.5.2. The two highest ranks (unweighted GPA 3.9 and over) are awarded certificates of merit and are placed on the Lyceum's Diploma Programme Honor List.

7.5.3. Class rankings are sent to university admissions as part of their official transcript.

7.6. **Conclusion of the Results**

7.6.1. Students whose cumulative score, calculated from the final grades of all six selected subjects at the end of the first year, falls below 24 points, and/or those who haven't fulfilled the DP core subjects' requirements, do not have a guaranteed path to the IB Diploma. Consequently, they will be enrolled for the final exams of the IB DP, with the purpose of seeking the IB DP certificate.

7.6.2. If a student accumulates four (4) negative grades in their term's results, their academic standing will be subject to review during a DP Pedagogical Leadership meeting, with the ultimate decision resting with the Board of Directors.



7.6.3. If a student accumulates four (4) negative grades in their end-of-year exam results, agreement for the implementation of IB Diploma programme will be terminated.

8. IB and State diploma assessment system

- 8.1. Students who take both IBDP and the Lyceum state program, are graded for both programs.
- 8.2. The subjects that are covered by both programs are graded according to the provisions of the current document and the grading scale (Appendix 2&4).
- 8.3. The subjects that are covered only by the Lyceum state program are graded according to the Lyceum High School State Program Assessment Policy.
- 8.4. Students have to take state exams for Armenian, Mathematics and Armenian History at the end of the first term or at the end of the second term of the 12th grade.

9. Recording and Reporting

9.1. Recording

- 9.1.1. The results of the unit assessments are recorded in the ManageBac's gradebook.

9.2. Reporting

- 9.2.1. All students and parents receive a Student Progress Report Card twice per semester via the online platform of ManageBac.
 - 9.2.1.1. Teachers (TOK included) present learner's achievements, challenges, class participation, attendance, grades and their recommendations on improvements.
 - 9.2.1.2. EE&CAS Coordinators present students progress on CORE components.
 - 9.2.1.3. The group Counselor presents information based on the learner profile attributes.
 - 9.2.1.4. UGC provides information on student's university progression.



- 9.2.2. Students in Grade 12, who are subject to take external examinations in May, complete their studies early, and thus will be issued their final semester report card before graduation.
- 9.2.3. Official transcripts demonstrating student academic performance reports grades achieved per term, and includes cumulative grade point average (GPA) that is calculated based on both weighted and unweighted scale (see GPA calculation policy). An additional point will be added per High Level course taken and passed (above a mark of 3).

9.3. **Parent conferences**

Parent conferences are convened **three times** during the school year and the following is presented:

- 9.3.1. Subject requirements, content, and assessment objectives
- 9.3.2. Teaching strategies, learning outcomes and student's role responsibilities
- 9.3.3. Learner's progress (achievements, challenges and possible solutions)

9.4. **Student conferences**

During the school year, student conferences are organized (Three-way conferences: parent-teacher-student), during which students reflect upon their achievements, shortcomings as well as actions to be taken to overcome challenges.

10. **Meeting deadlines**

- 10.1. If the students fail to meet the deadlines for submitting internal assessment tasks, coursework, and other assignments imposed by the School Academic Calendar, they might be denied the opportunity to have their work submitted externally to the IBO.



11. Links between school policies

11.1. Language Policy

- 11.1.1. If the learner's native language is not Armenian, he/she enrolls in an Armenology course with only unweighted formative assessment applicable.

11.2. Inclusion Policy

- 11.2.1. In the case of a learner characterized by a category stipulated in the Inclusive education policy of the Lyceum, teachers in collaboration with SEN Coordinator as well as the psychological service draft a document relevant to the specific case.
- 11.2.2. The assessment procedures by the IB for inclusive education learners apply to IBDP external examinations.
- 11.2.3. **Individual teaching:** If the learner has been admitted to the Lyceum and does not demonstrate sufficient knowledge and skills in one or more subjects, he/she is assessed on the basis of a specially designed individual assessment plan, which is approved by the IBDP Coordinator and Subject Department Head.

11.3. Academic Integrity Policy

- 11.3.1. At the start of each academic year, students are familiarized with the school's Academic Integrity Policy signing the Pledge of keeping the regulations.
- 11.3.2. The principles of academic honesty should be strictly followed while performing all types of tasks.
- 11.3.3. During external exams all issues connected with academic dishonesty are regulated according to the requirements of the International Baccalaureate (see [Academic Integrity IBO 2019](#), Appendix 2).



11.4. **Admission policy**

- 11.4.1. DP admission is held on competitive bases with consideration of the IBDP applicants' admission exams (English, Mathematics) and interview results.
- 11.4.2. Successful applicants should meet the minimum passing threshold based on comparative analysis and demonstrate high performance during the interview process. In special cases, for the candidates who do not meet one of the requirements, the Admissions Committee may decide to admit the candidate to the IBDP on a conditional basis, on a probationary period of one academic term. Upon completion of the term, the School Board of Directors will make a decision whether the student may continue or should withdraw from his/her studies in IBDP (based on the student's progress and compliance with learner's description) (see IBDP Admission policy).

12. **Roles and responsibilities**

The entire school community is responsible for carrying out the assessment policy.

12.1. **School administration**

- 12.1.1. The school administration is responsible for the creation of the assessment policy, its supervision and its annual review.
- 12.1.2. The school administration is responsible for organizing teacher's internal professional development seminars.

12.2. **Teacher**

The teachers have to

- 12.2.1. consider assessment as the most significant component for the planning of teaching and learning
- 12.2.2. continuously study the content of the assessment policy and design course accordingly
- 12.2.3. carry out subject criteria-related assessments corresponding to the assessment policy and IB Assessment guide



- 12.2.4. create assessment rubrics and other documents
- 12.2.5. engage students in the assessment planning process
- 12.2.6. take part in the assessment policy review process
- 12.2.7. inform the learners about the criterion-related assessment
- 12.2.8. support the learners' self-assessment, self-analysis, development and expression of self-organizational skills
- 12.2.9. provide sufficient time for students to work on and complete any given assessment task
- 12.2.10. clearly specify the required steps for each assignment or task, making students aware of relevant assessment criteria/rubric
- 12.2.11. assess all work submitted by the students and return it to students without delay

12.3. **Student**

The students have to

- 12.3.1. give importance to the assessment as an inseparable part of learning
- 12.3.2. take part in the self-assessment and peer assessment process
- 12.3.3. hand in any required work – homework, class work, assignments and projects, etc respecting deadlines
- 12.3.4. ensure the neatness and appropriateness of any work submitted
- 12.3.5. participate in assessment planning process
- 12.3.6. participate in assessment policy review

12.4. **Parent**

The parents have to

- 12.4.1. get familiar with the assessment objectives, principles, forms and types
- 12.4.2. accept the assessment policy document conditions
- 12.4.3. support students in developing their assessment skills by providing a favorable environment at home



12.4.4. participate in assessment policy review

The policy is drafted in English and Armenian languages. In case of any discrepancies, the priority will be given to the English version of the document.

13. References

Academic Integrity, IBO, 2019

Assessment Procedures, IBO, 2020

Diploma Programme assessment: Principles and practice, IBO, 2009

Diploma Programme: From principles into practice, IBO, 2015

General Regulations: Diploma Program , IBO, 2016

Guidelines for developing a school assessment policy in the Diploma Programme

14. Appendixes

Appendix 1: IBDP Subject objectives, External & Internal Assessment Tasks

Subject	Objectives	External and Internal Assessments	
Language A: Literature Armenian, English, Russian	1. Knowledge and understanding 1. Analysis, synthesis and evaluation 2. Selection and use of appropriate presentation and language skills	External Assessments SL: <ul style="list-style-type: none"> ● Papers 1 and 2 ● Written Assignment Internal Assessments: <ul style="list-style-type: none"> ● Individual Oral Commentary ● Individual Oral Presentation 	External Assessments HL: <ul style="list-style-type: none"> ● Papers 1 and 2 ● Written Assignment Internal Assessments: <ul style="list-style-type: none"> ● Individual Oral Commentary ● Individual Oral Presentation



<p>Language B</p> <p>Russian, English, French, German, Spanish</p>	<ol style="list-style-type: none"> 1. Communicate clearly and effectively in a range of contexts and for a variety of purposes. 2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences. 3. Understand and use language to express and respond to a range of ideas with fluency and accuracy. 4. Identify, organize and present ideas on a range of topics. 5. Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts. 	<p>External Assessments SL:</p> <ul style="list-style-type: none"> ● Paper 1 ● Paper 2 <p>Internal assessment:</p> <ul style="list-style-type: none"> ● Individual oral assessment 	<p>External Assessments SL:</p> <ul style="list-style-type: none"> ● Paper 1 ● Paper 2 <p>Internal assessment:</p> <ul style="list-style-type: none"> ● Individual oral assessment
<p>Language AB</p> <p>French, Spanish, German</p>	<ol style="list-style-type: none"> 1. Communicate clearly and effectively in a range of contexts and for a variety of purposes 2. Understand and use 	<p>External assessment SL</p> <ul style="list-style-type: none"> ● Paper 1 ● Paper 2: <p>Internal assessment:</p>	



	<p>language appropriate to a range of interpersonal and/or intercultural contexts and audiences.</p> <p>3. Understand and use language to express and respond to a range of ideas with fluency and accuracy.</p> <p>4. Identify, organize and present ideas on a range of topics.</p> <p>5. Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts</p>	<ul style="list-style-type: none"> ● Individual oral assessment 	
<p>Geography</p>	<p>1. Knowledge and understanding of specified content</p> <p>2. Application and analysis of knowledge and understanding</p> <p>3. Synthesis and evaluation</p> <p>4. Selection, use and application of a variety of appropriate skills and techniques</p>	<p>Geography SL</p> <p>External Assessments:</p> <ul style="list-style-type: none"> ● Written Examination, Papers 1 and 2 <p>Internal Assessment:</p> <ul style="list-style-type: none"> ● Fieldwork written report of 2,500 words 	<p>Geography HL</p> <p>External Assessments:</p> <ul style="list-style-type: none"> ● Written Examination, Papers 1, 2, 3 <p>Internal Assessment:</p> <ul style="list-style-type: none"> ● Fieldwork written report of 2,500 words



History	<ol style="list-style-type: none"> 1. Knowledge and understanding 2. Application and interpretation 3. Synthesis and evaluation 4. Use of historical skills 	<p>External Assessments SL:</p> <ul style="list-style-type: none"> ● Written Examination, Papers 1 and 2 <p>Internal Assessment:</p> <ul style="list-style-type: none"> ● Historical investigation of 1,500-2000 words 	<p>External Assessments HL:</p> <ul style="list-style-type: none"> ● Written Examination, Papers 1, 2, 3 <p>Internal Assessment:</p> <ul style="list-style-type: none"> ● Historical investigation of 1,500-2000 words
Economics	<ol style="list-style-type: none"> 1. Knowledge and understanding of specified content 2. Application and analysis of knowledge and understanding 3. Synthesis and evaluation 4. Selection, use and application of a variety of appropriate skills and techniques 	<p>External Assessments SL:</p> <ul style="list-style-type: none"> ● Written Examination, Papers 1 and 2 <p>Internal Assessment:</p> <ul style="list-style-type: none"> ● Portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media. Maximum 750 words x 3. 	<p>External Assessments HL:</p> <ul style="list-style-type: none"> ● Written Examination, Papers 1, 2, 3 <p>Internal Assessment:</p> <ul style="list-style-type: none"> ● Portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media. Maximum 750 words x 3.
Business management	<ol style="list-style-type: none"> 1. Knowledge and understanding of specified content 2. Application and analysis of knowledge and understanding 	<p>External Assessments SL:</p> <ul style="list-style-type: none"> ● Written Examination, Papers 1, 2 <p>Internal Assessment:</p> <ul style="list-style-type: none"> ● written commentary based on three to five 	<p>External Assessments SL:</p> <ul style="list-style-type: none"> ● Written Examination, Papers 1, 2 <p>Internal Assessment:</p> <ul style="list-style-type: none"> ● Research and report on an issue facing an organization or a



	<ol style="list-style-type: none"> 3. Synthesis and evaluation 4. Selection, use and application of a variety of appropriate skills and techniques 	<p>supporting documents about a real issue or problem facing a particular organization. Maximum 1500 words.</p>	<p>decision to be made by an organization (or several organizations). Maximum 2000 words.</p>
Chemistry	<ol style="list-style-type: none"> 1. Knowledge and understanding of specified content 2. Application and analysis of knowledge and understanding 3. Formulate, analyse and evaluate 4. Demonstrate research, experimental, and personal skills 	<p>External Assessments SL: Written Examination, Papers 1, 2 ,3</p> <p>Internal Assessment:</p> <ul style="list-style-type: none"> ● scientific investigation write-up about 6 to 12 pages ● Group 4 Project 	<p>External Assessments HL: Written Examination, Papers 1, 2 ,3</p> <p>Internal Assessment:</p> <ul style="list-style-type: none"> ● scientific investigation write-up about 6 to 12 pages ● Group 4 Project
Biology	<ol style="list-style-type: none"> 1. Knowledge and understanding of specified content 2. Application and analysis of knowledge and understanding 3. Formulate, analyse and evaluate 4. Demonstrate research, 	<p>External Assessments SL: Written Examination, Papers 1, 2 ,3</p> <p>Internal Assessment:</p> <ul style="list-style-type: none"> ● scientific investigation write-up about 6 to 12 pages ● Group 4 Project 	<p>External Assessments HL: Written Examination, Papers 1, 2 ,3</p> <p>Internal Assessment:</p> <ul style="list-style-type: none"> ● scientific investigation write-up about 6 to 12 pages ● Group 4 Project



	experimental, and personal skills		
Physics	<ol style="list-style-type: none"> 1. Knowledge and understanding of specified content 2. Application and analysis of knowledge and understanding 3. Formulate, analyze and evaluate 4. Demonstrate research, experimental, and personal skills 	<p>External Assessments SL: Written Examination, Papers 1, 2</p> <p>Internal Assessment:</p> <ul style="list-style-type: none"> • scientific investigation write-up about 3000 words • Group 4 Project 	<p>External Assessments HL: Written Examination, Papers 1, 2</p> <p>Internal Assessment:</p> <ul style="list-style-type: none"> • scientific investigation write-up about 3000 words • Group 4 Project
Computer science	<ol style="list-style-type: none"> 1. Demonstrating knowledge and understanding 2. Applying and using 3. Construct, analyze, evaluate and formulate: 4. Demonstrate the personal skills of cooperation and perseverance as well as appropriate technical 	<p>Computer science SL</p> <p>External Assessments:</p> <ul style="list-style-type: none"> • Written Examination, Papers 1 and 2 <p>Internal Assessment:</p> <ul style="list-style-type: none"> • Solution • Group 4 Project 	<p>Computer science HL</p> <p>External Assessments:</p> <ul style="list-style-type: none"> • Written Examination, Papers 1, 2, 3 <p>Internal Assessment:</p> <ul style="list-style-type: none"> • Solution • Group 4 Project



	skills for effective problem-solving in developing a specified product.		
Mathematics	<ol style="list-style-type: none"> 1. Knowledge and understanding 2. Problem-solving 3. Communication and interpretation 4. Technology 5. Reasoning 6. Inquiry approaches 	<p>Math SL</p> <p>External Assessments:</p> <ul style="list-style-type: none"> ● Paper 1 and 2 <p>Internal Assessment</p> <ul style="list-style-type: none"> ● Mathematical exploration 	<p>Math HL</p> <p>External Assessments:</p> <ul style="list-style-type: none"> ● Papers 1, 2, 3 <p>Internal Assessment</p> <ul style="list-style-type: none"> ● Mathematical exploration
Math studies	<ol style="list-style-type: none"> 1. Knowledge and understanding 2. Problem-solving 3. Communication and interpretation 4. Technology 5. Reasoning 6. Inquiry approaches 	<p>Math SL</p> <p>External Assessments:</p> <ul style="list-style-type: none"> ● Paper 1 and 2 <p>Internal Assessment</p> <ul style="list-style-type: none"> ● The project is an individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements 	
Dance	<ol style="list-style-type: none"> 1. Knowledge and 	External Assessments SL:	External Assessments HL:



	<p>understanding of specified content</p> <p>2. Application and analysis of knowledge and understanding</p> <p>3. Synthesis and evaluation</p> <p>4. Selection, use and application of a variety of appropriate skills and techniques</p>	<ul style="list-style-type: none"> ● Composition and analysis ● Dance investigation <p>A formal written report, no more than 1,500 words</p> <p>Internal Assessment</p> <ul style="list-style-type: none"> ● Performance <p>One or two dances (solo/duet/group but at least one must be a solo or a duet) in any style or styles, performed by the student to show proficiency and expressive ability appropriate to the dance, presented at an open showing; total presentation of 3–6 minutes.</p>	<ul style="list-style-type: none"> ● Composition and analysis ● Dance investigation <p>A formal written report, no more than 2,500 words</p> <p>Internal Assessment</p> <ul style="list-style-type: none"> ● Performance <p>Two or three dances (solo/duet/group but at least one must be a solo or a duet) in any style or styles, performed by the student to show proficiency and expressive ability appropriate to the dance, presented at an open showing; total presentation of 6-9 minutes.</p>
--	---	---	---

Appendix 2: IBDP Grade Boundaries for Summative Assessments and Examinations

Level	Grade	Percentage	Code of	Grade descriptors
-------	-------	------------	---------	-------------------



		(%)	Achievement	
A	7	88	Excellent performance	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.
	6	75	Very good performance	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
B	5	62	Good performance	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.
C	4	50	Satisfactory performance	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
D	3	33	Unsatisfactory performance	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.



E	2	16	Poor performance	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.
F	1	0	Very poor performance	Minimal achievement in terms of the objectives.

Appendix 3: IBDP Term/Year Grade Calculation Components

Components	Weight in Term Grade	Weight in Year Grade
Summative assessment	75 %	
Weighted formative assessment	10 %	
Homework/Practice tasks	5 %	
Behavior and participation	5 %	
Portfolio	5 %	
Average of the term grades		66.6 %
End of year exam		33.3 %

Appendix 4: IBDP Additional Components of Assessment

4.1: Additional Components of Formative Assessment (25%)



Participation & Behavior (5%)		Descriptors
Excellent	A	<ul style="list-style-type: none">● Consistently demonstrates an excellent preparation for the class by completing homework assignments and presenting the required materials● Continuously maintains a high level of class participation by taking notes, asking topic related questions, contributing to the class discussions and collaborating with peers● All the time demonstrates excellent manners and respect towards the teacher and peers● Highly contributes to creating a supportive learning and teaching classroom environment
Good	B	<ul style="list-style-type: none">● Most of the time demonstrates a good level of class preparation by completing homework assignments and presenting the required materials● Most of the time maintain a proper level of class participation by taking notes, asking topic related questions, contributing to the class discussions and collaborating with peers● Most of the time demonstrates good manners and respect towards the teacher and peers● Mainly contributes to creating a supportive learning and teaching classroom environment



<p>Needs Improving</p>	<p>C</p>	<ul style="list-style-type: none"> ● Seldom demonstrates an acceptable level of class preparation by completing homework assignments and presenting the required materials ● Seldom maintains a proper level of class participation by taking notes, asking topic related questions, contributing to the class discussions and collaborating with peers ● Seldom demonstrates good manners and respect towards the teacher and peers ● Seldom contributes to creating a supportive learning and teaching classroom environment
<p>Unacceptable</p>	<p>D</p>	<ul style="list-style-type: none"> ● Hardly ever demonstrates an acceptable level of class preparation by completing homework assignments and presenting the required materials ● Hardly ever maintains a proper level of class participation by taking notes, asking topic related questions, contributing to the class discussions and collaborating with peers. ● Hardly ever demonstrates good manners and respect towards the teacher and peers. ● Hardly ever contributes creating a supportive learning and teaching classroom environment.
<p>Homework Assignments (5%)</p>		<p>Descriptors</p>
<p>Unacceptable</p>	<p>D</p>	<ul style="list-style-type: none"> ● Homework assignments were not completed on time and/or following the set of requirements.



Needs Improving	C	<ul style="list-style-type: none"> • Homework assignments were completed at a superficial level, lacking the required depth of analysis.
Good	B	<ul style="list-style-type: none"> • Homework assignments were completed on time with an appropriate level of depth and analysis.
Excellent	A	<ul style="list-style-type: none"> • Homework assignments were completed on time with a high level of analysis, and following all the requirements set by the teacher.
Portfolio (5%)		Descriptors
Excellent	A	<ul style="list-style-type: none"> • All the assigned, course-related materials are included in the portfolio. The items demonstrate an excellent, continuous progression and development of the required skills and competencies for the term. • The completed reflection/evaluation form clearly indicates how the course contributed to the development of the student's ATL skills and IB learner attributes. • The completed reflection/evaluation form includes the progress reflection essay which clearly shows the student's ability to critique his/her own work, identify weak and strong points, and suggest ways for further improving the required skills.



Good	B	<ul style="list-style-type: none">● Most of the course-related materials are included in the portfolio. The items demonstrate a good, somewhat stable degree of progression and development of the required skills and competencies for the term.● The completed reflection/evaluation form fairly well indicates how the course contributed to the development of the student's ATL skills and IB learner attributes.● The completed reflection/evaluation form includes the progress reflection essay which fairly well shows the student's ability to critique his/her own work, identify weak and strong points, and suggest ways for further improving the required skills.
Needs Improving	C	<ul style="list-style-type: none">● Most of the course-related materials are included in the portfolio. The items demonstrate some degree of progression and the development of the required skills and competencies for the term.● The completed reflection/evaluation form to some degree indicates how the course contributed to the development of the student's ATL skills and IB learner attributes.● The completed reflection/evaluation form includes the progress reflection essay which to some degree shows the student's ability to critique his/her own work, identify weak and strong points, and suggest ways for further improving the required skills.



Unacceptable	D	<ul style="list-style-type: none"> • Rarely any course-related materials are included in the portfolio. The items fail to demonstrate any degree of progression and development of the required skills and competencies for the term. • The completed reflection/evaluation form does not indicate how the course contributed to the development of the student's ATL skills and IB learner attributes. • The completed reflection/evaluation form includes the progress reflection essay which fails to show the student's ability to critique his/her own work, identify weak and strong points, and suggest ways for further improving the required skills.
---------------------	----------	---

Portfolios generally include: IB learner profile, Guide, Aims, Assessment criteria, Objectives, Mark Bands, Concepts, Syllabus Outline, Sample Papers (e.g. Specimen Papers and Markschemes), Shirakatsy Lyceum Grade Boundary, Internal Assessment Handbook, Command terms, Referencing and Citation principles (MLA), Self-reflection Form and other relevant material (glossary of terms, handouts, worksheets, rubrics, IA proposal, etc.)

Formative Assessment (10%)		Descriptors
Excellent	A	<ul style="list-style-type: none"> • All the formative assessments were completed in great depth following the set requirements for each of them. The assignments demonstrate a continuous progression and development of the required set of skills.
Good	B	<ul style="list-style-type: none"> • Most of the formative assessments were completed with the attention to the details and following the set requirements for each of them. The assessments demonstrate satisfactory progression and development of the required skills.



Needs Improving	C	<ul style="list-style-type: none"> Only some of the formative assessments were completed with the attention to the details and following the set requirements for each of them. The assessments demonstrate little progression and development of the required skills.
Unacceptable	D	<ul style="list-style-type: none"> An unsuccessful attempt has been made to complete the formative assessments according to the set requirements for each of them. The assessments fail to demonstrate progression and development of the required skills.

4.2: IBDP CAS Formative Assessment Descriptors

Descriptors	0-1/Unacceptable	2-3/Needs Improving	4-5/Good	6-7/Excellent
7 Learning Outcomes	<p>The student's performance in addressing the CAS Learning Outcomes properly in both the Proposal form(s) and CAS Diary was poor.</p> <p>The student shows a poor understanding of the LOs, and does not show potential to meet all 7 LOs by the end of his/her CAS career.</p>	<p>The student's performance in addressing the CAS Learning Outcomes properly in both the Proposal form(s) and CAS Diary was average.</p> <p>The student shows an average understanding of the LOs, and shows insignificant</p>	<p>The student's performance in addressing the CAS Learning Outcomes properly in both the Proposal form(s) and CAS Diary was good.</p> <p>The student shows satisfactory understanding of the LOs, and shows potential to</p>	<p>The student's performance in addressing the CAS Learning Outcomes properly in both the Proposal form(s) and CAS Diary was excellent.</p> <p>The student shows excellent understanding of the LOs, and shows outstanding potential to meet all 7 LOs by the end of his/her CAS career.</p>



		potential to meet all 7 LOs by the end of his/her CAS career.	meet all 7 LOs by the end of his/her CAS career.	
Projects, preparation, & planning	<p>The student shows poor planning skills when organizing potential projects.</p> <p>CAS projects are poorly thought out and executed with no follow-through.</p> <p>Student has not demonstrated appropriate preparation and planning for the Long-Term Project.</p>	<p>The student shows some planning skills when organizing potential projects.</p> <p>CAS projects are somewhat thought out and executed with little follow-through.</p> <p>Student has demonstrated some preparation and planning for the Long-Term Project.</p>	<p>The student shows satisfactory planning skills when organizing potential projects.</p> <p>CAS projects are satisfactorily thought out and executed with average follow-through.</p> <p>Student has demonstrated satisfactory preparation and planning for the Long-Term Project.</p>	<p>The student shows excellent planning skills when organizing potential projects.</p> <p>CAS projects are very well thought out and executed with excellent follow-through.</p> <p>Student has demonstrated exemplary preparation and planning for the Long-Term Project.</p>
Records & documents	<p>The student has not been updating his/her CAS Diary with evidence in the proper format.</p> <p>There is no evidence of having committed to 4 hours of CAS per week.</p>	<p>The student has somewhat been updating his/her CAS Diary with evidence in the proper format.</p> <p>There is little evidence of having consistently committed to 4</p>	<p>The student has satisfactorily been updating his/her CAS Diary with evidence in the proper format.</p> <p>There is satisfactory evidence of having committed to</p>	<p>The student has been excellent at updating his/her CAS Diary with evidence in the proper format.</p> <p>There is strong evidence of having consistently committed to 4+ hours of CAS per week.</p>



		hours of CAS per week.	4+ hours of CAS per week.	
Reflective skills	<p>The candidate's reflections (where appropriate) are not analytical and thoughtful, and are purely descriptive.</p> <p>The student did not effectively reflect on challenges and did not offer possible solutions for overcoming difficulties.</p>	<p>The candidate's reflections (where appropriate) are slightly analytical and thoughtful, and are somewhat descriptive.</p> <p>The student reflected somewhat on challenges and offered some possible solutions for overcoming difficulties.</p>	<p>The candidate's reflections (where appropriate) satisfactorily analytical and thoughtful, and are mostly not descriptive.</p> <p>The student reflected on challenges and satisfactorily offered possible solutions for overcoming difficulties.</p>	<p>The candidate's reflections (where appropriate) were analytical and very thoughtful, and were not simply descriptive.</p> <p>The student effectively reflected on challenges and offered excellent potential solutions for overcoming difficulties.</p>
Motivation & attitude	<p>The candidate did not show commitment, motivation, and dedication to assigned or proposed CAS projects.</p> <p>The student did not prove his/her ability to face challenges efficiently. The student dealt with challenges poorly and without thought.</p> <p>The candidate did not demonstrate an interest in CAS projects.</p>	<p>The candidate showed some commitment, motivation, and dedication to assigned or proposed CAS projects.</p> <p>The student demonstrated some ability to face challenges efficiently. There is some evidence of dealing with challenges.</p> <p>The candidate</p>	<p>The candidate showed satisfactory commitment, motivation, and dedication to assigned or proposed CAS projects.</p> <p>The student demonstrated an average ability to face challenges efficiently. There is evidence of dealing with challenges effectively.</p>	<p>The candidate showed outstanding commitment, motivation, and dedication to assigned or proposed CAS projects.</p> <p>The student demonstrated a strong ability to face challenges efficiently. There is ample evidence of dealing with challenges.</p> <p>The candidate showed ample interest in CAS projects.</p> <p>The student has initiated projects independently with follow-through (both in collaboration and individually).</p>



	<p>The student has not initiated a project on his/her own (both in collaboration and individually).</p>	<p>showed some interest in CAS projects.</p> <p>The student has initiated some projects on his/her own (both in collaboration and individually).</p>	<p>The candidate showed satisfactory interest in CAS projects.</p> <p>The student has initiated projects on his/her own with some follow-through (both in collaboration and individually).</p>	
<p>Leadership & collaboration</p>	<p>The student has not shown leadership skills when appointed as Student Leader for a school-led project.</p> <p>The candidate has not shown abilities in working well in a team.</p>	<p>The student has shown some leadership skills when appointed as Student Leader for a school-led project.</p> <p>The candidate has shown some abilities in working well in a team.</p>	<p>The student has shown satisfactory leadership skills when appointed as Student Leader for a school-led project.</p> <p>The candidate has shown abilities in working well in a team.</p>	<p>The student has shown excellent leadership skills when appointed as Student Leader for a school-led project.</p> <p>The candidate has outstanding abilities in working well in a team.</p>
<p>Deadlines, hours & review</p>	<p>The candidate has not been routinely updating CAS documentation (proposals, planners, self-review forms, AEF, supervisor forms). Documents/forms were not submitted within the appropriate</p>	<p>The candidate has somewhat been routinely updating CAS documentation (proposals, planners, self-review forms, AEF, supervisor forms). Documents/for</p>	<p>The candidate has been routinely updating CAS documentation (proposals, planners, self-review forms, AEF, supervisor forms). Documents/for</p>	<p>The candidate has an excellent record of routinely updating CAS documentation (proposals, planners, self-review forms, AEF, supervisor forms). Documents/forms were submitted within the appropriate timeframe and are thoroughly complete.</p> <p>The student has always been consistently prepared for CAS</p>



	<p>timeframe and are not complete.</p> <p>The student has not been consistently prepared for CAS reviews.</p> <p>Student has not provided at least 150 hours in CAS-related projects.</p> <p>There is no evidence of a balance between CAS elements.</p>	<p>ms were not always submitted within the appropriate timeframe and are somewhat complete.</p> <p>There is some lack of consistency in preparation for CAS reviews.</p> <p>Student has provided 150 hours in CAS-related projects.</p> <p>There is little evidence of a balance between CAS elements.</p>	<p>ms were submitted within the appropriate timeframe and are complete.</p> <p>The student has satisfactorily been consistently prepared for CAS reviews.</p> <p>Student has provided at least 150 hours in CAS-related projects.</p> <p>There is evidence of a balance between CAS elements.</p>	<p>reviews.</p> <p>Student has provided over 150 hours in CAS-related projects.</p> <p>There is evidence of a balance between CAS elements.</p>
--	--	--	---	---

4.2: IBDP Grade Boundaries for Additional Components of Formative Assessment

Level	Grade	Percentage (%)	Code of Achievement
A	7	88-100	Excellent
B	6	75-87	Good
C	4-5	50-74	Needs Improving
D	1-3	1-49	Unacceptable



Appendix 5: IB DP and National Programme Grade Boundaries for Summative Assessments & Examinations

Grade boundaries						
IB DP	%	NATIONAL PROGRAMME		IB DP	%	NATIONAL PROGRAMME
7	88-100	10		3	43-49	6
6	77-87	9		2	33-42	5
	75-76	8			21-32	4
5	66-74	8		1	18-20	3
	62-65	7			12-17	3
4	55-61	7		1	4-11	2
	50-54	6			0-3	1



Appendix 6: IBDP Assessment Standardisation Form

Subject Group, Subject _____

Assessment/Task Type _____

Date _____

Student	Teachers	Initial Grade	Final Grade	Comments

Teacher _____, Signature _____

Teacher _____, Signature _____

Teacher _____, Signature _____
