

ASSESSMENT POLICY

IMATRAN YHTEISLUKIO – THE IB SCHOOL OF SOUTH KARELIA

SCHOOL 2209

IBO Mission statement:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

School's Mission statement:

We educate open-minded and active lifelong learners, who respect and appreciate other people and cultures as well as their own culture. They learn how they can have an influence with their own actions in different situations.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



International Baccalaureate®
 Diploma Programme
 Middle Years Programme
 Primary Years Programme

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IMATRAN YHTEISLUKIO (THE IB SCHOOL OF SOUTH KARELIA)

SCHOOL NUMBER 2209

ASSESSMENT POLICY

AIMS OF ASSESSMENT

Student assessment aims to guide and encourage learning and to develop students' self-assessment skills. Students' learning and work shall be assessed diversely.

(General Upper Secondary Schools Act, 629/1998, Section 17(1))

Teachers carry out assessment in their respective subjects on the basis of objectives written into the curriculum. Assessment is an ongoing part of daily school life.

In the IB School of South Karelia the aims of student assessment are:

1. to provide students with feedback on their progress and learning results
2. to encourage and guide students in their studies
3. to encourage students in a positive way to set their own objectives
4. to guide students in re-adjusting their working methods
5. to monitor the progress of individual student learning and achievement
6. to provide information for students' parents or guardians
7. to provide information to prospective universities and employers or other interested parties
8. to help teachers and the school community as a whole to evaluate the success or failure of teaching and learning in any given subject

The International Baccalaureate uses assessment in measuring the level of achievement in the stated goals of providing students with:

- a broad and balanced yet academically demanding programme of study
- critical thinking and reflective skills
- research skills
- independent learning skills
- intercultural understanding
- a globally recognized university entrance qualification

The assessment procedures of the Diploma Programme measure the extent of the students' proficiency in advanced academic skills relevant to fulfilling the aforementioned goals. Said academic skills include:

- information analysis and presentation
- argument evaluation and construction
- creative problem-solving

Basic skills are also assessed, including:

- retaining knowledge
- understanding key concepts
- applying standard methods

In addition to academic skills, Diploma Programme assessment encourages an international outlook and intercultural skills where appropriate.

Assessment tasks are designed to support and encourage good classroom teaching and learning.

Student results are determined by performance against set standards, not by each student's position in the overall rank order.

COURSE ASSESSMENT

Each course will be assessed numerically using the IB grading scale (1-7) at least twice a year. Student effort (marked on a scale of A-D) in each course will be evaluated by subject teachers after each period, five times a year. The role of assessment is to provide students with feedback on how well they have met course objectives and on their progress in that subject.

Assessment methods

Course assessment should not be based solely on possible written examinations, but rather on diverse observations of students' progress in both their studies and in furthering their skills and increasing their overall knowledge of the subject matter. Methods, such as course assessment discussions, may also be employed to take into account the students' own self-assessment of their learning and progress in their studies.

The student assessment procedure of each subject or subject group shall be decided by the teacher or, in case of several teachers, the teachers jointly through group meetings held on a regular basis. The final assessment shall be decided by subject teachers.

The assessment process is designed by the teachers in such a manner as to incorporate a variety of evaluation methods, as well as to be both relevant and motivational for students. The assessment is criterion-referenced in accordance with IB guidelines, which are explained to the students prior to the start of coursework. Students are entitled to information regarding assessment criteria relevant to them. Providing the students with information on assessment criteria is beneficial for both the students' and the teachers' legal protection as well as for increased student motivation. In addition to general assessment criteria, students must be informed of course-specific criteria, when necessary, in discussion at the beginning of each course.

In accordance to IB guidelines, teachers can employ a multitude of formative and summative tasks. Formative assessment allows teachers to monitor student progress in meeting IB standards. Such assessment results in students receiving meaningful, detailed and timely feedback in order to support their continuous improvement. This feedback should provide incentives for further improvement and be positive and encouraging as well as offer constructive criticism. Data from this formative assessment is also employed by the teachers in modifying their instruction methods to further promote learning. Formative assessment is used as the foundation of student learning and serves as preparation for summative assessments, which, by measuring achievement, are used to evaluate students' knowledge and skill level.

IB assessment is criterion-referenced, that is, the student work is assessed in relation to pre-determined levels of skill attainment. For some components of the overall evaluation, assessment is measured through mark schemes set for the relevant IB subject's formal aims and objectives. Past

IB papers are used for summative assessment in individual courses. Teachers employ IB assessment criteria in assessing student achievement on assignments that are considered preparatory for formal IB assessments. IB teachers have undergone specialized intensive training in the use of IB grading criteria and mark bands. When practical, teachers provide samples of marked work in order for students to internalize the assessments standards and thus understand what is expected of them. New teachers are trained by more experienced colleagues in the standards of the school's assessment policy.

Diagnosed conditions, such as dyslexia, language difficulties of non-native speaker and immigrant students, as well as other factors complicating students' demonstration of competence must be taken into account in assessment. This can be done by allowing the student to make use of special arrangements or by demonstrating their competence in a form other than writing. Such difficulties may also be taken into account when determining course grades. There is a special assessment needs policy within our school.

A variety of methods are used to measure student achievement against the objectives of each course. These methods include:

External assessment

External assessment denotes individual assessments completed by students at the IB School of South Karelia, while overseen by the teachers of the school, which are then sent for marking by external IB examiners. Examinations are the basis of assessment for most courses due to their high levels of objectivity and reliability. Examinations include:

- essays
- structured problems
- short-response questions
- data-response questions
- text-response questions
- case-study questions
- multiple-choice questions (in limited use)

There is also a limited amount of other externally assessed work, including theory of knowledge essays, extended essays, world literature assignments, as well as a comparative study and process portfolio in visual arts.

Internal assessment

Teacher assessment is also used for most courses. This includes:

- oral work in languages
- laboratory work, G4 projects and investigation in sciences
- exploration in mathematics
- investigation in history
- inquiry in psychology
- portfolio of commentaries in economics
- visual arts exhibitions

Assessments are checked by external examiners and normally contribute between 20% and 30% of the total mark for the course.

DIPLOMA PROGRAMME INTERNAL ASSESSMENT WORKS AND THE EXTERNALLY ASSESSED WORKS:

Group 1	Assessment component	Weighting
Language A: Finnish Self-taught languages	Paper 1 Paper 2 Individual Oral Commentary (IA) Individual Oral Presentation (IA) Written assignment (WA)	20% 25% 15% 15% 25%
English A Lang and Lit	Paper 1 Paper 2 Written tasks 1-4 Individual Oral Commentary (IOC) Further Oral Activity (FOA)	25% 25% 20% 15% 15%
Group 2		
Language B	Paper 1 Paper 2 Written assignment (WA) Individual Oral Interactive Oral Activity	25% 25% 20% 15% 15%
Language ab initio	Paper 1 Paper 2 Written assignment Individual Oral	30% 25% 20% 25%
Group 3		
Economics	HL: Paper 1 Paper 2 Paper 3 Commentaries SL: Paper 1 Paper 2 Commentaries	 30% 30% 20% 20% 40% 40% 20%
History	HL: Paper 1 Paper 2 Paper 3 Historical Investigation SL: Paper 1 Paper 2	 20% 25% 35% 20% 30% 45%

	Historical Investigation	25%	
Psychology	HL: Paper 1 Paper 2 Paper 3 Experimental Study SL: Paper 1 Paper 2 Experimental Study	35% 25% 20% 20%	
Group 4			
Biology	HL: Paper 1 Paper 2 Paper 3 Investigations SL: Paper 1 Paper 2 Paper 3 Investigations	2015 20% 36% 20% 24%	2016 20% 36% 24% 20%
Chemistry	HL: Paper 1 Paper 2 Paper 3 Investigations SL: Paper 1 Paper 2 Paper 3 Investigations	2015 20% 36% 20% 24%	2016 20% 36% 24% 20%
Physics	HL: Paper 1 Paper 2 Paper 3 Investigations SL: Paper 1 Paper 2 Paper 3 Investigations	2015 20% 36% 20% 24%	2016 20% 36% 24% 20%
Environmental Systems & Societies	Paper 1 Paper 2 Investigations	30% 50% 20%	
Group 5			
Mathematics	HL: Paper 1 Paper 2 Paper 3	30% 30% 20%	

	Exploration SL: Paper 1 Paper 2 Exploration	20% 40% 40% 20%
Math Studies	Paper 1 Paper 2 Project	40% 40% 20%
Group 6		
Visual Arts	Comparative study Process portfolio Exhibition	20% 40% 40%

Homework

Homework is an integral part of the learning process, and is assigned regularly. Homework assignments are varied and allow for the students to both review and apply the knowledge they have attained in class. Homework is thus designed as an extension of the learning process.

GRADING SCALE

Assessment is provided on a numerical scale, or in some other way as determined in the curriculum. Numerical grades may also be complemented and specified by a written verbal assessment, as well as by feedback provided to the student through discussion.

Pre-Diploma year

In the national Finnish curriculum and in the Pre-Diploma year the grading scale used in numerical assessment is 4–10.

Grade	
10	excellent
9	very good
8	good
7	satisfactory
6	moderate
5	adequate
4	fail

A school year is divided into five periods. Each period ends with an examination week after which students receive grades.

Diploma programme

All IB Diploma courses are assessed numerically with the grade for student's skills and knowledge. Theory of Knowledge and the Extended Essay are assessed with the scale A-E.

The scale of grades used in numerical assessment is 1-7.

Grade	
1	failure
2	poor
3	mediocre
4	satisfactory
5	good
6	very good
7	excellent

Numerical grades are given twice a year. The students also receive a grade for their effort during the courses. The scale is:

Efforts	
A	excellent performance: very active in class, (home)work always done and positive attitude, helps others
B	good performance: mostly active in class, (home)work nearly always done, positive influence on class
C	satisfactory performance: average activity level in class, (home)work often undone, not very keen on studying
D	poor performance: fairly passive in class even if participates occasionally, (home)work seldom done

These grades are given after each period.

The grades for Theory of Knowledge and the Extended Essay are:

TOK and EE	
A	excellent performance
B	good performance
C	satisfactory performance
D	mediocre performance
E	elementary performance

PROGRESS IN STUDIES

The curriculum determines the courses a student is required to pass in each subject or subject group in order to progress in said subject or subjects. A student who has failed to complete the aforementioned studies to an acceptable standard will be given an opportunity to demonstrate his or her sufficient knowledge and skills for progressing in his or her studies. The progress of each student's achievement must be monitored.

Information about schoolwork and progress in studies is provided for students and their parents/guardians at seven week intervals. The school uses the Wilma web interface for student administration. Through Wilma a student can register for courses, check grades, read announcements and communicate with teachers. A teacher can grade students, register absences and update personal information. The teacher can also communicate with students and guardians. Guardians can see and explain absences, communicate with teachers, and read announcements. Wilma is also used by school personnel, as well as administration and workplace instructors. To access Wilma, the guardians use usernames and passwords given by the school. According to Finnish law, the right of the parents to gain access to their child's records ends when the child turns 18.

TEACHER TRAINING

Teachers consult the appropriate IB subject guides along with the school's written IB Curriculum. Mark schemes of previous exams are provided annually to guide teachers in evaluating their methodology, course content, and students' abilities.

When an in-depth review of marks awarded is required, an enquiry results is requested from IB. This feedback, along with annual subject reports, provides further insight into IB assessment standards.

The OCC is available to teachers and used regularly to evaluate instruction and to share best practices with colleagues around the world.

All new IB subject teachers meet with the principal and DP coordinator for an overview of the curriculum, practices, and assessment before classroom instruction begins.

The DP Coordinator registers new teachers at the first available IB workshop. Teachers at The IB School of South Karelia attend IBO training courses regularly.

THE IB PREPARATORY YEAR COURSES

There are a certain number of courses (listed below), which are compulsory for all Pre DP students. The aim of the Pre-IB year is to give the students presumed knowledge needed in DP subjects and improve and strengthen their English skills. In addition to the compulsory studies, the students take courses from the national programme curriculum so that they have a minimum of 30 courses during the academic year, but the students are strongly encouraged to take more courses if they wish, according to their own interests.

The compulsory courses for all Pre-DP students are as follows: (those marked in bold print are taught in English)

Finnish	Courses 1, 2 and 3
English	Courses 1, 2, 3, 4 and 5
Swedish	Courses 1, 2 and 3
Economics	Course 1
Geography	Course 1
History	Courses 1 and 2

Psychology	Course 1
Biology	Course 1
Chemistry	Course 1
Physics	Course 1
Advanced Mathematics	Courses 1, 2, 3, 4 and 5

In addition to these courses the students take 6-8 courses from the national curriculum, for example B2/B3 languages, Physics, Chemistry, Philosophy, Religion, Health Education, Physical Education, Art, Music and Study Guidance.

At the end of the first year the students choose the subjects they want to study in the IB programme from the selection of courses in the IB curriculum course offerings:

Group 1:	Language A	Finnish A HL/SL, Language A self-taught SL English A Language and Literature HL/SL
Group 2:	Language B	English B HL/SL, Spanish ab initio SL
Group 3:	Individuals and Societies	Economics HL/SL, History HL/SL, Environmental Systems and Societies SL, Psychology HL/SL
Group 4:	Experimental Sciences	Biology HL/SL, Chemistry HL/SL, Physics HL/SL, Environmental Systems and Societies SL
Group 5:	Mathematics	Mathematics HL/SL, Mathematical Studies SL
Group 6:	Arts	Visual arts

The students must choose one subject from each of the first five groups. In addition they must choose either visual arts or a second subject from groups 2, 3 or 4. Students are allowed to choose a seventh subject from groups 2, 3 or 4 if they wish.

The number of subjects is normally six, of which three are studied at higher level (HL) and three at standard level (SL). All Pre-DP students need to have a Grade Point Average of 7.0 for subjects they want to study at standard level (SL) and 8.0 for subjects at higher level (HL).

PROMOTION TO THE SECOND DIPLOMA PROGRAMME YEAR

Students' progress is reviewed after the first Diploma Programme year. In order to be promoted to 2nd Diploma Programme year, the 1st year Diploma Programme students are required

1. to have successfully completed their studies in the IB subjects on the following terms:
 - to have maintained a score not less than 24 in six subjects (self-taught Language A candidates must maintain 20 points in five subjects) in the spring term exams
 - to maintain all SL subject scores above 2

- to maintain all HL subject scores above 3
2. to have successfully completed all the required written assignments and other tasks assigned by the IB Faculty according to each subject's respective deadlines
 3. not to have missed more than 15 per cent of their classes in each subject course in addition to an acceptable explanation given for all absences

At the end of the first year the coordinator and teachers will decide whether a student who is not fulfilling the requirements is promoted to the second year, allowed to retake the first year or not allowed to continue in the IB programme at all. The promotion may be conditional, in which case the student is required to do extra work during the summer break.

THE IB DIPLOMA

Grading system

Each academic subject is ultimately graded on a 1 – 7 scale (“1” is very poor, “7” is excellent). TOK and Extended Essays assessment uses an A- E scale (“A” is Excellent, “E” is Elementary).

The maximum amount of points a candidate can achieve is 45 (6 x 7 plus 3 bonus points for the combination of TOK and Extended Essay).

The bonus points will be awarded according to the following matrix:

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

The minimum requirement to qualify for the IB Diploma is 24 points.

However, it is important to remember that to gain acceptance at prestigious institutions or to university programmes in high demand, the student will need to have in excess of 30 points. If a student intends to continue in Higher Education, it is essential to find out the particular requirements well in advance. A consultation with the Guidance Counselor at the earliest possible time is strongly recommended.

Award of the Diploma

1. All assessment components for each of the six subjects and the additional IB Diploma requirements must be completed in order to qualify for the awarding of the IB diploma.
2. The failing conditions from the May 2015 session:

CAS requirements have not been met.

Candidate's total points are fewer than 24.

An N has been given for theory of knowledge, extended essay or for a contributing subject.

A grade E has been awarded for one or both of theory of knowledge and the extended essay.

There is a grade 1 awarded in a subject/level

Grade 2 has been awarded three or more times (HL or SL).

Grade 3 or below has been awarded four or more times (HL or SL).

Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count)

Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL)

3. A maximum of three examination sessions is allowed in which to meet the requirements for the awarding of the IB diploma.

Retaking the final exam

A student who has failed the Diploma may retake the final exam either in the November session or the following year (May). If the failure is the result of more than two subject scores, the school strongly recommends that the resit take place in the following May session.

Notification for the November session must be made in writing to the school within 14 days of the issuing of the results. A receipt indicating the school has received the request must be obtained.

Resit applications for the following May examination session must be made by the 21st October.

Again, a receipt confirming the request must be obtained.

LINKS BETWEEN SCHOOL POLICIES

Teachers emphasize academic honesty in all subjects and in all assignments. If a student is suspected of academic dishonesty of any kind, the Academic Honesty policy will be consulted and needed actions implemented.

Students with needs for inclusive assessment arrangements receive the needed support and are guided by the special educational needs teacher following the school's language policy and special educational needs policy.

The Admissions Policy, Assessment Policy and Language Policy are linked in the sense that all assessment takes place in the language of instruction. Since some students' English skills may be limited at the beginning of the IB studies, it is essential to follow their progress in the language. As all teachers are language teachers, the progress is discussed in the teachers' meetings when needed.

ASSESSMENT POLICY IMPLEMENTATION, EVALUATION AND REVIEW

Acknowledged as a working document, the IB Diploma Programme Assessment Policy is written and compiled by The IB School of South Karelia faculty and coordinator. In order to facilitate the complex dynamic between teaching and learning, the policy is reviewed annually by the faculty, DP coordinator and administration. The IB Diploma Programme Assessment Policy is available in Onedrive, in written form in the school office and on the school's website.

DEADLINES SCHOOL YEAR 2014–2015

2IB (MAY 2016 CANDIDATES)

AUGUST	27.8. MEETING WITH CAS COORDINATOR, PERSONAL CAS PLAN
SEPTEMBER	23.-1.10. EXAM WEEK
OCTOBER	
NOVEMBER	18.11.-26.11. AUTUMN TERM EXAMS
DECEMBER	CAS DIARIES TO THE CAS COORDINATOR
JANUARY	20.1. EE-INFO BY THE COORDINATOR 26.1.-3.2. EXAM WEEK
FEBRUARY	20.2. FINNISH A WA FIRST VERSION 20.2. EE SUPERVISOR + SUBJECT SELECTED
MARCH	16.3. EE PLAN TO THE COORDINATOR 25.3.-2.4. EXAM WEEK
APRIL	17.4. FINNISH A WA FINAL VERSION 22.4. G 4 PROJECT
MAY	18.5. FINNISH A IOP 19.5. CAS DIARIES TO THE CAS COORDINATOR 20.5.-28.5. SPRING TERM EXAMS

3IB (MAY 2015 CANDIDATES)

AUGUST	29.8. EE COMPLETE FIRST DRAFT FOR THE ADVISOR'S COMMENTS
SEPTEMBER	23.9.-1.10. EXAM WEEK HISTORICAL INVESTIGATION FIRST DRAFT
OCTOBER	
NOVEMBER	1.11. EE FINAL VERSION BY 15.11. REGISTRATION FOR MAY 2015 EXAMS 18.11.-26.11. AUTUMN TERM EXAMS 24.11. ENGLISH B WA (FIRST PART) 25.11. ENGLISH B WA (SECOND PART) 28.11. PSYCHOLOGY IA FIRST DRAFT 28.11. MATHEMATICS EXPLORATION FIRST DRAFT
DECEMBER	15.12. TOK ESSAY FIRST DRAFT 15.12. MEETING WITH THE CAS COORDINATOR
JANUARY	12.1.-16.1. ENGLISH B ORALS 19.1. MATHEMATICS EXPLORATION FINAL VERSION 26.1.-3.2. EXAM WEEK 30.1. IOC

	30.1. TOK ESSAY FINAL VERSION 30.1. HISTORICAL INVESTIGATION FINAL VERSION 30.1. PSYCHOLOGY IA FINAL VERSION
FEBRUARY	27.2. CAS DIARIES + SELF EVALUATION TO THE CAS COORDINATOR
MARCH	2.3.-10.3. MOCK EXAMS 24.3. PREDICTED GRADE REPORT FROM THE COORDINATOR, END OF REGULAR SCHOOL WORK
APRIL	SELF-GUIDED REVIEW AND PREPARATION FOR THE MAY EXAMINATIONS
MAY	4.5.-22.5. MAY 2015 EXAMINATIONS
JULY	5.7. AT 15.30 O’CLOCK RESULTS FROM THE COORDINATOR 6.7. RESULTS AVAILABLE FOR THE STUDENTS IN IBIS
SEPTEMBER	5.9. AT 13.00 O’CLOCK IB DIPLOMA AWARD IN IMATRA

Resources:

IBO documents:

Guidelines for developing a school assessment policy in the Diploma Programme.
Towards a continuum of international education, pp 19-21. “The principles of IB assessment”,
Assessment in the DP” and “Developing an assessment policy” sections.
The Diploma Programme: From principles into practice, p.13 “Assessment policy” section.
Diploma Programme assessment: Principles and practice.