



Manara Leadership Academy

IBDP Assessment and Academic Honesty Policy

Philosophy

Assessment in the IB Diploma Programme is a process aimed at evaluating student understanding, classifying their accomplishment, providing feedback, and guiding future instruction. All of these aspects of assessment serve the greater goal of promoting student learning. Though assessments take many forms in the IBDP they will all be underpinned by a unified process of evaluation. Evaluation, in this case, being the judgement of student work against identified criteria and the assignment of a value (grade, mark, or score) to represent the achievement made.

Principles of Assessment

- Assessment is an active process for student and educator
- Assessment styles are varied and specifically geared toward content being assessed
- Assessment is an ongoing and continuous process
- Assessment is differentiated as appropriate
- Assessment is fair
- Assessment goes beyond rote memorization and includes evaluations of critical thinking and conceptual understanding
- Assessment is a tool to help students evaluate and understand their own learning
- Assessment is always given in reference to criteria (learning outcomes/goals)
- Assessment is used to guide future instruction

Formative Versus Summative Assessment

Both formative and summative assessment will be utilized by the IBDP for their individual and unique benefits. IBDP Teachers will be responsible for ensuring both are being utilized and for decision about what type of assessment should be used throughout their individual courses.

Formative Assessment: A form of “in-process” evaluation that measures student accomplishment as they work to understand and improve their ability in a given area. Formative assessment does not evaluate a full understanding of content or provide “high-stakes” assessment models. It’s primary role is as a barometer for student learning and as an indicator of student needs to guide future instruction as student and educator work toward successful summative assessment.

Summative Assessment: A form of “finish-line” evaluation that measures student understanding as a completed process evaluated against set standards for a given unit or section of content. Summative assessment is used when students should have a full or complete understanding of a unit and is evaluated in comparison to established standards. Summative assessment can often be viewed as the “higher-stakes” assessment formative assessment is used to guide learning toward completion of.

Typical Assessment Types

- Observations
- Performance Assessments
- Tests
- Quizzes
- Projects
- Presentations
- Written Assessments (Essays/Papers)
- Portfolios
- Laboratory Activities
- External Drafted and Distributed IBDP Assessments

Academic Honesty

- Academic honesty, as defined in the student handbook, is enforced as an aspect of assessment.
- This includes instances of cheating, plagiarism, or other acts of malpractice that may arise.
- In the case of a breach of academic honesty the following course of action will be taken:
 - IBDP Teacher informs IBDP Coordinator and School Administrator of the incident.
 - A meeting is conducted between all appropriate parties as decided by IBDP Coordinator and School Administrator
 - This meeting should include at least the Student and IBDP Teacher
 - The School Administrator provides discipline measures as defined by the student handbook and accepted district practices
 - A record of the incident is kept by school administration

IBDP Grading Policy

In the IBDP student exam performance in subjects is scored on a 7 point scale with 3 points available based on performance in Theory of Knowledge and the Extended Essay.

IBDP Subjects Are Marked According To The Following Scale:

- 7 - Excellent
- 6 - Very Good
- 5 - Good
- 4- Satisfactory
- 3 - Mediocre
- 2 - Poor
- 1 - Very Poor
- N - No Grade

The ToK Course and Extended Essay Are Graded According To The Following Scale:

- A - Excellent
- B - Good
- C - Satisfactory
- D - Mediocre
- E - Elementary
- N - No Grade

In order to receive the IBDP Diploma a student must fulfil certain requirements.

- Achieve at least 24 points from the combine grades of at least 6 subjects as well as ToK, CAS, and EE.
- Successfully complete ToK elements
- Successfully complete CAS elements
- Successfully complete EE elements
- Do not have any of the following failing conditions
 - Grade E received for one of or both ToK and/or EE
 - Grade 1 awarded in a subject
 - Grade 2 awarded three or more times
 - Grade 3 or below has been awarded four or more times

CAS is organized around the three strands of creativity, activity and service defined as follows:

- Creativity—exploring and extending ideas leading to an original or interpretive product or performance.
- Activity—physical exertion contributing to a healthy lifestyle.
- Service—collaborative and reciprocal engagement with the community in response to an authentic need.

A CAS experience must: (See CAS Handbook for CAS specific information)

- fit within one or more of the CAS strands
- be based on a personal interest, skill, talent or opportunity for growth
- provide opportunities to develop the attributes of the IBDP learner profile
- not be used or included in the student's DP course requirements.

Grade Reporting

All grade reporting standards are in place to encourage a communication between students educators and parents that is comprehensive, honest, credible, and fair. Student performance is available for parents and students to track through existing district digital access point (parent portal) and is recorded by teachers in district system. In addition, students and parents will receive updates on grades and class performance on a frequent cyclical basis as follows:

- Progress Reports - Students receive a progress report 4 times per year at the midway point of each 9-week grading period.
- Report Cards - Students receive a report card 4 times per year at the end of each 9-week grading period.

IBDP courses grades will be reported as percentages to keep the grading reporting process cohesive. A conversion chart will be provided to convert the IBDP grades into percentages and vice versa.

Policy revision provision:

The policies are annually reviewed and revised by the responsible committees, coordinators, teachers, Principal, and the Manara School Board.