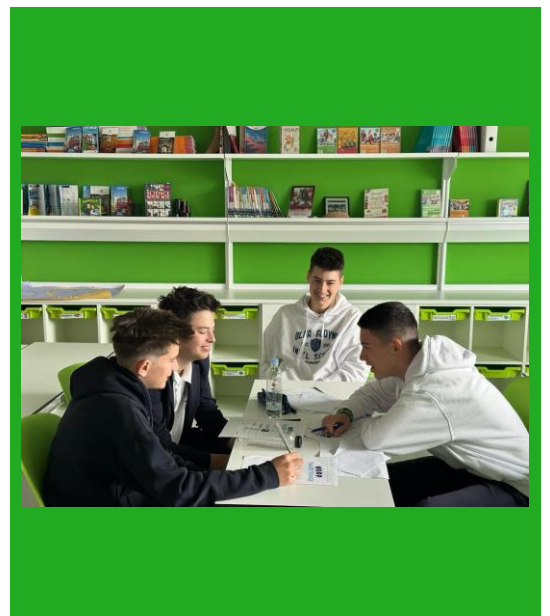
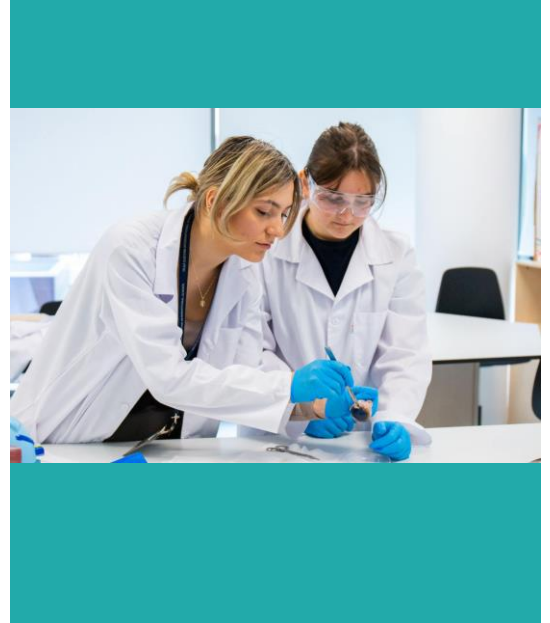


# Assessment Policy 2023





*Olga Gudynn Int'l School*



# A Note for Parents

Dear OGIS parents,

At OGIS, our school policies are rooted in IB philosophies and practices. We aim to embody the principles of the IB learner profile and the mission in each of our policies.

Our policies have been developed via discussions with teachers, psychologists, parents and students to determine both the content and its priorities. These are the policies we have as an IB World School:

1. Admissions
2. Inclusion
3. Language
4. Assessment
5. Academic Integrity

OGIS is a growing and diverse community and this is a source of pride for our school that we embrace our Romanian identity while appreciating and including students of all identities, social situations, learning abilities and language abilities, as long as we can cater for their particular needs. Our school policies are intended to embrace and encourage our diversity and will continue to develop in order to best support our students and our staff.

We look forward to working at home and at school to ensure that our students receive a quality education that meets our high standards and the standards of the International Baccalaureate.

Thank you in advance, for reading these policies thoroughly.

Warmest regards,

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

**Lucia Serban**  
Principal

**Andra Anton**  
Vice Principal & IB  
Head of School

**Jack Constant**  
IB Coordinator & DP  
Coordinator

**Cristina Dobre**  
MYP Coordinator



Olga Gudynn International School is an IB World School which is authorised to deliver the Diploma Programme (DP).

Olga Gudynn International School is a candidate school\* for the Middle Years Programme.

\* Only schools authorised by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP).

Candidate status gives no guarantee that authorization will be granted.

For further information about the IB and its programmes visit <http://www.ibo.org>

# IB Assessment Policy

## Olga Gudynn International School

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## OGIS Mission

Through its educational and formative character, Olga Gudynn Int'l School (OGIS) aims at a well-organised and structured educational system that includes knowledge, beliefs, and behavioural patterns, thus contributing to the formation of a well-balanced personality in accordance with the demands of today's global society.

## Our Core Values

In today's society, which is marked by constant change and rapid modernization, academic achievements are not enough to create successful people. The successful people of today's and tomorrow's world respect values such as **empathy, tolerance, creativity, modesty, integrity and respect**. We have high expectations from our students in this regard and we call on parents to work together to encourage students to be **actively involved** in academic and extracurricular activities so as to **shape their character** and **develop their skills, demonstrate responsibility and autonomy in their own education, form relationships based on respect and compassion, and take the initiative to spread kindness** around them.

Our teachers aim for the holistic development of each student, not only by cultivating their intellect, for it is not enough to simply meet the requirements of the curriculum, but also by creating the environment required for:

- Challenging the intellect and developing practical skills
- Stimulating critical thinking, creativity and innovation in any field of knowledge
- Providing education with respect for fundamental human rights and freedoms
- Demonstrating a spirit of tolerance and inclusion
- Cultivating sensitivity to human dignity and moral-civic values
- Promoting transparency - which involves dialogue and the free exchange of views
- Encouraging accountability for one's actions
- Inspiring respect for nature and the environment

Our school prepares students for the demands of modern society so that, at the end of their school experience, students are prepared for higher education in Romania and abroad. OGIS is an IB-certified school and through the Diploma Programme, aims to develop internationally minded students who will become active global citizens and leaders of the future.

## Our Vision

OGIS aims to become internationally recognized as a school that develops and empowers future innovators and leaders that shape the world of tomorrow.

## 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:

|                      |  |
|----------------------|--|
| <b>Inquirers</b>     | 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.   |
| <b>Knowledgeable</b> | 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.   |
| <b>Thinkers</b>      | We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.   |
| <b>Communicators</b> | 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.   |
| <b>Principled</b>    | 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.                                       |
| <b>Open-Minded</b>   | 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.                                      |
| <b>Caring</b>        | 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.  |
| <b>Risk-Takers</b>   | 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.                             |
| <b>Balanced</b>      | 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. |
| <b>Reflective</b>    | 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.   |



**OGIS**, in support of the **IB Learner Profile** and our **IB curriculum**, also champions the aims and goals of the International Baccalaureate Mission:

*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 organisation works with schools, governments and international organisations 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.*

## Statement of Philosophy

At Olga Gudynn International School, we promote and demonstrate our values in everything we do and this includes assessment. We believe that showing compassion and illustrating responsibility as life-long learners is fundamental to who we are and who we aspire to be. We at OGIS recognise the role that the school has in both the academic and ethical development of each student and as such, approach each child's learning in a manner which can be measured, so students and teachers can work together and develop together. We assume responsibility for building and maintaining a culture of academic integrity and trustworthiness and conduct ourselves in a manner that embodies that to our entire school community: students, staff and parents. OGIS grading practices align with requirements outlined in the Romanian Curriculum (ME) (which, in turn, align with the European Reference Framework for Key Competences for Lifelong Learning<sup>1</sup> and the grading principles set by the International Baccalaureate (IB)).

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<sup>1</sup> European Commission, Directorate-General for Education, Youth, Sport and Culture, *Key competences for lifelong learning*, Publications Office, 2019, <https://data.europa.eu/doi/10.2766/569540>

## The Purpose of Assessment

Assessment is the systematic collection of information about student learning and the use of that information to create a continuous cycle of improved teaching and more meaningful learning.

The main objectives of assessment at OGIS are:

- To encourage appropriate student learning
- To monitor and assess student progress towards meeting national and IB standards
- To provide relevant and meaningful feedback to students, parents, teachers and administrators
- To inform and improve teaching practices
- To support the professional development of teachers
- To ensure the development and promotion of critical thinking skills
- To promote transparency of assessment so that students adopt a positive attitude towards learning
- To provide students with an opportunity to demonstrate mastery and application of skills across disciplines

## All assessments must...

1. correlate directly with the specific skills targeted by the school curriculum
2. provide useful feedback to students to reflect and develop
3. comply with a predetermined review plan
4. be designed in such a way that the expectations are transparent and easy to understand – the requirements are written in a way that the students can understand
5. contain questions that make connections with real-life situations
6. contain a scale that is coherent and balanced, and the evaluation method to be transparent and clear
7. contain a rubric that reflects several levels of achievement of the skills to which the student can fit
8. contain clear objectives and target contents learned in the respective unit or module
9. contain questions with several degrees of difficulty
10. contain questions that require critical thinking (they are not questions focused only on memorization)
11. be discussed at the time they are corrected and returned
12. be announced at least one week before the support
13. be corrected and returned within a maximum of two weeks from support

## Forms of Assessment

Assessment methods used at OGIS can include:

- Debate
- Oral presentations
- Essays
- Reports
- Experiments
- Tests
- Projects
- Portfolios
- Presentations
- Journals
- Research projects
- Short answer questions
- Exams

## Reporting of Grades

Results are expressed through...

- a) descriptive assessments regarding the child's development - in the preparatory class
- b) qualifications for classes I-IV
- c) grades from 1 to 10 in pre-university education

The grades awarded are compulsorily communicated to the students, individually, and are entered in the catalogue and in the student gradebook by the teacher who awards them. OGIS uses the student grade books and [24Edu](#) as an online - informational tool for the reporting of students' grades, according to the Romanian system.

At the end of each semester, parents receive a written report to reflect the students' overall academic progress throughout the semester. Student progress in all subjects are provided. IB students receive a progress report that outlines student progress in each of the six subject areas. MYP students will also have their progress in their community or personal project/CAS. Students also receive feedback from teachers from each of the subject areas regarding their progress as it relates to the IB learner profile.

IB DP Students will have their predicted grades reported using ManageBac and will also receive a student report.

## **General Assessment Regulations**

The result of evaluation, expressed by the qualification, grade, score, etc., cannot be used as a means of coercion, it strictly reflects the learning results, according to the legal provisions.

For each discipline, the number of qualifications/grades awarded annually is at least three times higher than the number of hours allocated weekly to the discipline in the education framework plan.

Students at risk of not passing a course will have at least one grade in addition to the minimum number of grades, the last grade being awarded, as a rule, in the last three weeks of the school year.

## **Ending the School Year**

At the end of the school year, the teaching staff has the obligation to conclude the school situation of the students.

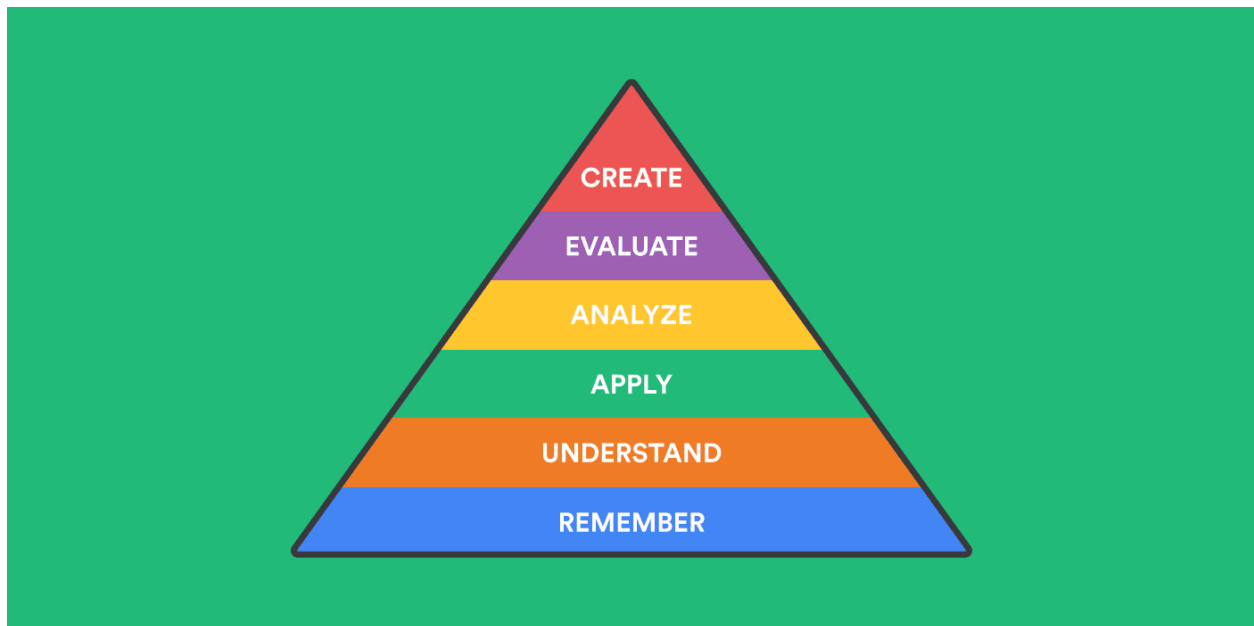
For each study discipline/module, a single average is concluded annually, calculated by rounding the arithmetic average of the grades to the nearest whole number. At a difference of 50 hundredths, rounding is done in favour of the student.

The overall annual average is calculated as the arithmetic average, with two decimal places, by rounding, of the annual averages from all disciplines/modules and from the conduct.

# Bloom's Taxonomy

To help our students achieve their best, we want to make sure we are hitting the highest levels of Bloom's Taxonomy. Students need to move beyond the knowledge level and move to higher levels. Students should be engaged in creating, evaluating, analysing and applying throughout their education.

- **Creating** - Generating new ideas, products or ways of seeing things - Designing, building, planning, producing, inventing
- **Evaluation** - Justifying a decision or course of action - Checking, hypothesising, criticising, experimenting, judging
- **Analysis** - Breaking information into parts to explore understandings and relationships - Comparing, organising, deconstructing, querying, finding
- **Application**- Using the information in another familiar situation- Implementing, Performing, using, executing
- **Comprehension**-Explaining ideas or concepts-Interpreting, summarising, paraphrasing, classifying, explaining
- **Remembering (Knowledge)** - Recalling information - Recognizing, listing, describing, retrieving, naming, finding



## Assessment Summaries

Teachers regularly assess students' progress and participation throughout the school year, following guidelines from the International Baccalaureate (IB) and the Romanian Educational Ministry (ME). This assessment includes evaluating individual and team performance in various school activities, gauging involvement, understanding, and the quality of work.

### Primary School

Students in *Grade 4* and *Grade 5* are graded by the teacher and the assessment is evaluated out of 100 and, following ME requirements<sup>2</sup>, is reported to students and parents through the electronic catalogue using letter grades (limited, adequate, substantial, excellent). These subject averages are then measured using a trend to determine the student's final grade for the year.

### Middle School

Students in *Grade 5* through *Grade 8* are graded by the teacher and the assessment is evaluated out of 100 and, following ME requirements<sup>3</sup>, is reported to students and parents through the electronic catalogue on a 1-10 scale. The ME grade is released 14 days after the assessment. These subject averages are then averaged to determine the student's final grade for the year for each subject.

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<sup>2</sup> Parlamentul României, *LEGEA nr. 198 din 4 iulie 2023*; Articol 96a MONITORUL OFICIAL nr. 613, 2023.

<sup>3</sup> Parlamentul României, *LEGEA nr. 198 din 4 iulie 2023*; Articol 96b MONITORUL OFICIAL nr. 613, 2023.

## MYP High School I (9th and 10th Grade)

For students in grade 9 and 10, the IB Middle Years Programme (MYP) criteria (1-8) are used for grading. Teachers assess each criterion twice a year, assigning achievement levels (1-8) that represent performance bands (limited, adequate, substantial, excellent).<sup>4</sup> The overall assessment mark is then evaluated out of 100 and, following ME requirements, is reported to students and parents through the electronic catalogue on a 1-10 scale.<sup>5</sup>

Students receive IB grade reports twice a year, in January and June, with a weighted average using a 1-7 scale for each criterion. At the end of the year, the ME non-weighted average in each subject, graded on a 1-10 scale, is finalised. These subject averages are then combined to determine the student's final grade for the year.

|                                      | Criteria A                           | Criteria B                            | Criteria C                | Criteria D                                      |
|--------------------------------------|--------------------------------------|---------------------------------------|---------------------------|---|
| <b>Language and Literature</b>       | Analyzing                            | Organizing                            | Producing Text            | Using Language                                  |
| <b>Language Acquisition</b>          | Comprehending Spoken and Visual Text | Comprehending Written and Visual Text | Communicating             | Using Language                                  |
| <b>Individuals and Societies</b>     | Knowing and Understanding            | Investigating                         | Communicating             | Thinking Critically                             |
| <b>Sciences</b>                      | Knowing and Understanding            | Inquiring and Designing               | Processing and Evaluating | Reflecting on the Aspects of Science            |
| <b>Mathematics</b>                   | Knowing and Understanding            | Investigating Patterns                | Communicating             | Applying Mathematics in the Real-World Contexts |
| <b>Arts</b>                          | Knowing and Understanding            | Developing Skills                     | Thinking Creatively       | Responding                                      |
| <b>Physical and Health Education</b> | Knowing and Understanding            | Planning for Performance              | Applying and Performing   | Reflecting and Improving Performance            |
| <b>Design</b>                        | Inquiring and Analysing              | Developing Ideas                      | Creating the Solution     | Evaluating                                      |

Students are assessed in their **Community Project** in MYP 4 (9th Grade) and their **Personal Project** (10th Grade).

<sup>4</sup> IB, MYP From Principles into Practice, 2022.

<sup>5</sup> Parlamentul României, *LEGEA nr. 198 din 4 iulie 2023*; Articol 96c MONITORUL OFICIAL nr. 613, 2023.



## High School II (11th &12th Grade)

Students in Grade 11 through 12 are graded by the teacher and the assessment is evaluated out of 100 and, following ME requirements,<sup>6</sup> is reported to students and parents through the electronic catalogue on a 1-10 scale. The ME grade is released 14 days after the assessment. These subject averages are then averaged to determine the student's final grade for the year.

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<sup>6</sup> Parlamentul României, *LEGEA nr. 198 din 4 iulie 2023*; Articol 96c MONITORUL OFICIAL nr. 613, 2023.

## IB Diploma Programme (11th & 12th Grade)

Students in the IB DP (11th & 12th Grade) receive grades ranging from 7 to 1, with 7 being highest. Student progress is measured by the teacher and reported in the form of predictive grades. Students receive a grade for each DP course attempted.

A student's final diploma result score is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance including successful completion of the three essential elements of the DP core.

The IB Diploma Program employs two types of summative assessment to determine the student's final IB grades: **Internal Assessments** and **External Assessments**. Internal Assessments are marked by teachers and then moderated by external examiners. External Assessments are marked externally by IB examiners:

| IB Score | TOK & EE        |
|----------|-----------------|
| 7        | A- Excellent    |
| 6        | B- Good         |
| 5        | C- Satisfactory |
| 4        | D- Mediocre     |
| 3        | E- Elementary   |
| 2        | N- No Grade     |
| 1        |                 |

The IB diploma is awarded based on performance across all parts of the DP.

- Each subject is graded 1–7, with 7 being the highest grade.
- These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.
- TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.
- CAS is not assessed but must be completed in order to pass the diploma.
- The overall maximum points from subject grades, TOK and the EE is therefore 45:  $(6 \times 7) + 3$ .
- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

Teachers at OGIS will give progress grades to inform the student about their progress toward getting the IB diploma. **These have no bearing on the final IB diploma result.**



## **MYP High School I (9th & 10th Grade) - Details**

The aim of IB MYP assessment is to support and encourage student learning. It is a collaborative process, which is varied and continuous. Assessment is used to provide feedback on the learning process and evaluate the effectiveness of both learning and teaching. Teachers organise continuous assessment over the course of the programme according to specified assessment criteria that correspond to the objectives of each subject Group. The MYP offers a criterion-referenced model of assessment.

This means that students' results are determined by performance against set standards, not by each student's position in an overall rank order.

## Personal Project

The Personal Project is a key aspect for the MYP programme. The school a) recognises its significance and b) supports a standardisation process for the marking of the final product.

Accordingly, the Personal Project will be worth two grades in the ME system:

- One will be linked to the use and production of the language used for the Personal Project. (Either Romanian or English)
- The other grade will be linked to the transferable skill/ criteria for another subject.

The decision on which subject is at the discretion of the Personal Project Coordinator and the Subject Heads; however student feedback will be taken into account when deciding its correlation with the MEN grading system. This grade will be reported in line with IB and MEN requirements (see Assessment Policy)



## Personal Project Standardisation

### PRE-ASSESSMENT

Initial: All *relevant* Teachers of High School (9th & 10th Grade) participate in a standardisation exercise to ensure that there is a common understanding of the application of the assessment criteria. This year, the sample is taken from anonymous Personal Projects from last year. (2022-23). They are divided by the aforementioned links to one of the MYP Subject Groups.

### INTERNAL ASSESSMENT

**Stage 1:** Supervisors will assess the personal projects that they have been supervising.

**Stage 2:** Assessment results will be discussed and judgements will be clarified.

**Stage 3:** Standardisation Teams will begin assessing their projects, ensuring that each team member enters results on the standardisation form.

**Stage 4:** The standardised results are examined and as a result of discussion and analysis of evidence, an agreed assessment is provided for each criterion.

As a team, evidence is provided from the project to support the awarding of the agreed levels. Comments must, at all times, correlate with the levels awarded. These marks and comments are sent to the MYP Coordinator.

**Stage 5:** The standardised results are compared with the levels awarded by supervisors. Where necessary, the team will invite the supervisor for a conversation to clarify judgements. Working alongside each other, a final mark is established.

**Note: where an agreement cannot be reached, the MYP Coordinator will make the final judgement and explain this judgement to all parties concerned.**

**Stage 6:** The standardised levels and comments are synthesised with those of the supervisor, ensuring that these are clearly articulated and comments match levels.

These are the results that will be on the student's end of the year Student report

**Once all internal standardisation is complete, the MYP Coordinator will notify supervisors who may then communicate the final results to the students.**



## Correlation between the Romanian ME Scale and IB Scale II

For basic conversion between the IB

### ONE Criterion/Objective

| IB Criterion Grade | Score out of 100% | RO Grades |
|--------------------|-------------------|-----------|
| <b>8</b>           | <b>100</b>        | <b>10</b> |
| <b>7</b>           | <b>95</b>         | <b>10</b> |
| <b>6</b>           | <b>87</b>         | <b>9</b>  |
| <b>5</b>           | <b>83</b>         | <b>8</b>  |
| <b>4</b>           | <b>77</b>         | <b>8</b>  |
| <b>3</b>           | <b>72</b>         | <b>7</b>  |
| <b>2</b>           | <b>66</b>         | <b>7</b>  |
| <b>1</b>           | <b>60</b>         | <b>6</b>  |
| <b>0</b>           | <b>50</b>         | <b>5</b>  |



**TWO Criteria/Objectives**

| <b>IB Criterion Grade</b> | <b>Score out of 100%</b> | <b>RO Grades</b> |
|---------------------------|--------------------------|------------------|
| <b>16</b>                 | <b>100</b>               | <b>10</b>        |
| <b>15</b>                 | <b>97</b>                | <b>10</b>        |
| <b>14</b>                 | <b>95</b>                | <b>10</b>        |
| <b>13</b>                 | <b>90</b>                | <b>9</b>         |
| <b>12</b>                 | <b>87</b>                | <b>9</b>         |
| <b>11</b>                 | <b>85</b>                | <b>9</b>         |
| <b>10</b>                 | <b>83</b>                | <b>8</b>         |
| <b>9</b>                  | <b>80</b>                | <b>8</b>         |
| <b>8</b>                  | <b>77</b>                | <b>8</b>         |
| <b>7</b>                  | <b>75</b>                | <b>8</b>         |
| <b>6</b>                  | <b>72</b>                | <b>7</b>         |
| <b>5</b>                  | <b>70</b>                | <b>7</b>         |
| <b>4</b>                  | <b>66</b>                | <b>7</b>         |
| <b>3</b>                  | <b>63</b>                | <b>6</b>         |
| <b>2</b>                  | <b>60</b>                | <b>6</b>         |
| <b>1</b>                  | <b>55</b>                | <b>6</b>         |
| <b>0</b>                  | <b>50</b>                | <b>5</b>         |



**THREE Criteria/Objectives**

| <b><u>IB Criterion Grade</u></b> | <b><u>Score out of 100%</u></b> | <b><u>RO Grades</u></b> |
|----------------------------------|---------------------------------|-------------------------|
| <b><u>24</u></b>                 | <b><u>100</u></b>               | <b><u>10</u></b>        |
| <b><u>23</u></b>                 | <b><u>98</u></b>                | <b><u>10</u></b>        |
| <b><u>22</u></b>                 | <b><u>97</u></b>                | <b><u>10</u></b>        |
| <b><u>21</u></b>                 | <b><u>95</u></b>                | <b><u>10</u></b>        |
| <b><u>20</u></b>                 | <b><u>90</u></b>                | <b><u>9</u></b>         |
| <b><u>19</u></b>                 | <b><u>89</u></b>                | <b><u>9</u></b>         |
| <b><u>18</u></b>                 | <b><u>87</u></b>                | <b><u>9</u></b>         |
| <b><u>17</u></b>                 | <b><u>86</u></b>                | <b><u>9</u></b>         |
| <b><u>16</u></b>                 | <b><u>84</u></b>                | <b><u>8</u></b>         |
| <b><u>15</u></b>                 | <b><u>83</u></b>                | <b><u>8</u></b>         |
| <b><u>14</u></b>                 | <b><u>80</u></b>                | <b><u>8</u></b>         |
| <b><u>13</u></b>                 | <b><u>79</u></b>                | <b><u>8</u></b>         |
| <b><u>12</u></b>                 | <b><u>77</u></b>                | <b><u>8</u></b>         |
| <b><u>11</u></b>                 | <b><u>75</u></b>                | <b><u>8</u></b>         |
| <b><u>10</u></b>                 | <b><u>74</u></b>                | <b><u>7</u></b>         |
| <b><u>9</u></b>                  | <b><u>72</u></b>                | <b><u>7</u></b>         |
| <b><u>8</u></b>                  | <b><u>70</u></b>                | <b><u>7</u></b>         |

|          |           |          |
|----------|-----------|----------|
| <u>7</u> | <u>68</u> | <u>7</u> |
| <u>6</u> | <u>66</u> | <u>7</u> |
| <u>5</u> | <u>64</u> | <u>6</u> |
| <u>4</u> | <u>62</u> | <u>6</u> |
| <u>3</u> | <u>60</u> | <u>6</u> |
| <u>2</u> | <u>57</u> | <u>6</u> |
| <u>1</u> | <u>55</u> | <u>6</u> |
| <u>0</u> | <u>50</u> | <u>5</u> |

**FOUR Criteria/Objectives**

| <u>IB Criterion Grade</u> | <u>Score out of 100%</u> | <u>RO Grades</u> |
|---------------------------|--------------------------|------------------|
| <u>32</u>                 | <u>100</u>               | <u>10</u>        |
| <u>31</u>                 | <u>98</u>                | <u>10</u>        |
| <u>30</u>                 | <u>97</u>                | <u>10</u>        |
| <u>29</u>                 | <u>96</u>                | <u>10</u>        |
| <u>28</u>                 | <u>95</u>                | <u>10</u>        |
| <u>27</u>                 | <u>93</u>                | <u>9</u>         |
| <u>26</u>                 | <u>91</u>                | <u>9</u>         |
| <u>25</u>                 | <u>89</u>                | <u>9</u>         |

|                  |                  |                 |
|------------------|------------------|-----------------|
| <b><u>24</u></b> | <b><u>87</u></b> | <b><u>9</u></b> |
| <b><u>23</u></b> | <b><u>86</u></b> | <b><u>9</u></b> |
| <b><u>22</u></b> | <b><u>85</u></b> | <b><u>8</u></b> |
| <b><u>21</u></b> | <b><u>84</u></b> | <b><u>8</u></b> |
| <b><u>20</u></b> | <b><u>83</u></b> | <b><u>8</u></b> |
| <b><u>19</u></b> | <b><u>82</u></b> | <b><u>8</u></b> |
| <b><u>18</u></b> | <b><u>81</u></b> | <b><u>8</u></b> |
| <b><u>17</u></b> | <b><u>79</u></b> | <b><u>8</u></b> |
| <b><u>16</u></b> | <b><u>77</u></b> | <b><u>8</u></b> |
| <b><u>15</u></b> | <b><u>76</u></b> | <b><u>8</u></b> |
| <b><u>14</u></b> | <b><u>75</u></b> | <b><u>7</u></b> |
| <b><u>13</u></b> | <b><u>74</u></b> | <b><u>7</u></b> |
| <b><u>12</u></b> | <b><u>72</u></b> | <b><u>7</u></b> |
| <b><u>11</u></b> | <b><u>71</u></b> | <b><u>7</u></b> |
| <b><u>10</u></b> | <b><u>70</u></b> | <b><u>7</u></b> |
| <b><u>9</u></b>  | <b><u>68</u></b> | <b><u>7</u></b> |
| <b><u>8</u></b>  | <b><u>66</u></b> | <b><u>7</u></b> |
| <b><u>7</u></b>  | <b><u>65</u></b> | <b><u>6</u></b> |
| <b><u>6</u></b>  | <b><u>64</u></b> | <b><u>6</u></b> |

|                 |                  |                 |
|-----------------|------------------|-----------------|
| <b><u>5</u></b> | <b><u>62</u></b> | <b><u>6</u></b> |
| <b><u>4</u></b> | <b><u>60</u></b> | <b><u>6</u></b> |
| <b><u>3</u></b> | <b><u>58</u></b> | <b><u>6</u></b> |
| <b><u>2</u></b> | <b><u>55</u></b> | <b><u>6</u></b> |
| <b><u>1</u></b> | <b><u>52</u></b> | <b><u>5</u></b> |
| <b><u>0</u></b> | <b><u>50</u></b> | <b><u>5</u></b> |

## MYP Final Grades

Final grades for a subject are presented on the MYP 1 – 7 scale used throughout IB programmes. This grade reflects a student’s overall performance and level in that subject at the end of a period of learning. Internal assessment uses a “best fit” approach by which teachers must make judgements on their students’ achievement levels in each subject-group criterion. There are four assessment criteria in each subject; each criterion is assessed out of 8. The 1-7 grade is calculated by determining student’s marks for each criterion within each subject, to give a total out of the possible for the subject (32 points).

| MYP GRADE | RO GRADE | BOUNDARY GUIDELINES | DESCRIPTOR   |
|-----------|----------|---------------------|--|
| 1         | 4        | 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         | 5        | 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         | 6        | 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         | 7        | 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         | 8        | 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         | 9        | 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         | 10       | 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.      |

## Implementation of Formative and Summative Assessment

Table 1. Formative and summative assessment

|                             |  |
|-----------------------------|--|
| <b>Formative Assessment</b> | Ongoing low-stakes assessment aimed at providing information to improve student performance and guide instruction.                               |
| <b>Summative Assessment</b> | Assessment aimed at determining the competency or level of achievement of a student generally at the end of a course of study or a unit of work. |

Consistent with IB expectations, our assessment encourages teachers to monitor students' developing understanding and abilities throughout the programme. Through effective formative assessment, teachers gather, analyse, interpret, and use a variety of evidence to improve student learning and to help students to achieve their potential. Peer and self assessment can be important elements of formative assessment. Internal (school summative-based) assessment is part of every MYP unit. Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject specific assessment criteria.

In the Diploma Programme, the only truly summative assessments are the formal external examinations conducted by the IB. These simply determine the level of achievement of a student. The assessment conducted within OGIS provides feedback to teachers and students on the exact nature of students' strengths and weaknesses and on how students can build on their capabilities. By definition, this is formative assessment. Whilst they may appear to be independent, the same assessment instruments can be used for both summative and formative assessment. For example, the mock exams give teachers and students a clear indication of the student's level at that given time. However, the learning taken from them provides both teachers and students a clear path to follow in the months leading up to their final summative examinations.

In line with ME requirements, teachers have to summatively assess students a minimum number of times based on the number of teaching hours.

## **Student Support (Grades)**

As part of our mission to provide a personalised education for each child, if a student receives a grade below 8, their teacher will contact the parents and class coordinator to establish a plan of action for the student. The action plan may include, but is not limited to, counselling sessions, note-taking support, extra time allocated for work, etc. Grades, however, cannot be changed once they are assigned.

Teachers can propose to Parents/Legal Representatives additional training hours in study groups, for a specific period, both for Students who participate in Olympiads and school competitions, as well as for Students who have been absent from school for medical reasons. These additional hours and the period of their implementation must be approved by the principal and determined according to the schedule of the teachers and the Students.

More on Student Support can be found in our Inclusion Policy.

## **Standardisation of Marking**

Tasks used for summative and internal assessments (tests and major projects) should be the same for different class groups (except if they are different profiles in High School) Where more than one teacher is teaching the same subject at the same level must conduct a process of internal standardisation before final achievement levels are awarded. The process involves teachers meeting to come to a common understanding on the criteria and achievement levels and how they are applied. In doing so, teachers increase the reliability of their judgments.

Standardisation throughout the school year promotes consistency and builds common understandings about student achievement with respect to MYP objectives. During collaborative meetings, teachers will collect samples of assessed student work, unit objectives, sample tasks, and lists of task types to drive the process of standardisation. A minimum of two samples from each grade level should be brought to the table each semester.

Teachers teaching the same subject but different levels are encouraged to moderate a sample of each other's marking or make use of detailed mark schemes according to the Assessment policy of the school. Common Grade boundaries should be set for teachers of different classes.

Practices can be maintained and improved through the sharing of resources and ideas between teachers. Teachers who teach the same year group are encouraged to observe each other as part of their peer observation in the appraisal process.

Internal standardisation of assessment is also mandatory for the personal project.

## **Student Appeals**

Students have the right to request for their work to be re-evaluated by another teacher after receiving the result. They have to file a request within 48hrs of receiving the result. The school will then provide a copy of the work without notes (notes by the original teacher that may influence the assessment). Students must accept the new grade provided by the 2nd evaluation. This is in line with ME requirements.

## Missing Work Policy

When students are absent for personal or medical reasons, they have the obligation to recover the material from their colleagues. Students must come prepared once they resume classes and will be assessed on the subject taught (they are not exempt from assessment). Work must be submitted before the end of the module in which it was worked.

If a student has not completed a project or paper for a grade by the end of a module, the teacher may opt for an alternative in-class assessment to ensure that the student is assessed in a timely and appropriate manner.

## Adverse Circumstances

Adverse circumstances are situations that have their onset or occurrence during the examination(s) or up to three months before the examinations that are beyond the control of a candidate and/or the school, that affect a candidate and have a bearing on their performance in assessments.

In compliance with the IB Policy.<sup>8</sup> Every student who experiences an adverse circumstance must be given a fair chance in assessments. The goal is to remove or reduce their disadvantage without giving them any undue advantage. As such, the school provides the following:

- Assessment rescheduling (An exam is held on another date)
- Extension of submission
- Inclusive access arrangements

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<sup>8</sup> IBO, *Adverse circumstances policy*, 2022.