

The Romanov School

Assessment Policy For IB DP Students

The role of assessment and professional judgment of the students' results is very significant and more comprehensive than merely marking. The Assessment Policy of The Romanov School is based on the precept that teaching, learning and assessment should be interdependent and complementary to each other.

Assessment should be aimed at achieving the following tasks: monitoring the students' progress and accomplishments and the provision of feedback between the teachers, the students and the parents as well as between the IB students and external assessment institutions. The system of assessment must be built on the principle that the students' learning practices can be different, a fact that must be taken into account during assessment. The students' responses to various tasks can be also wide ranging and there could be more than one correct answer.

This why all the assessments at school should be criterion-based and carried out according to specially developed criteria and assessment schemes. These criteria are developed by each Subject Group using the material provided by the subject guides.

The basic types of assessment at school are formative and summative and internal and external.

Formative assessment

Formative assessment is assessment of various types of activities at a lesson including marking home tasks.

Summative assessment

Summative assessment is assessment of final tests and assignments as a result of passing over a part of the curriculum (for example a module of or a unit), and can be also based on the grades obtained for individual tasks/tests specified in the Calendar of Internal Assessment as well as in the subject outlines. The types of such tests and assignments can be different, depending on the subject taught, and may include oral work, teamwork and class presentation. Thus, for foreign languages there could be tests and assignments aimed at assessment of different types of speech activity (reading, listening, writing, speaking, use of the language). The average number of grades necessary for awarding the final grade in the end of a semester is discussed by the teachers within a subject group. As a rule, such number is varied between 15 and 20 grades per each term. Semester grades are

awarded by means of the aggregation of all the grades obtained by a student as a result of summative assessment. Grades given in the frames of formative assessment can be also taken into account provided the teacher finds it relevant.

The students should be notified in class and if necessary by email on the assignments due about the following:

- The type of the task (e.g. essay, report, presentation, performance, etc.);
- The task content and the method;
- The criteria, descriptors and clarifications;
- The task completion date.

If a task was set but not completed by a student by the date specified without good reason e.g. illness, the DP Coordinator investigates the situation and if necessary informs the parents in writing. In some circumstances the student will have to complete the work in school.

If a task was set but not completed by a student by the date specified because of an illness, in this case a new completion date will be set by the subject teacher together with the DPC.

Parents will be sent a quarterly email report on their child's progress (two in a term). The responsibility for sending such reports rests with the DPC.

Also in the end of each term the students receive the interim-semester reports with a detailed account of their progress and achievements with recommendations on areas where improvements can be made.

The final exam dates are set by IB. The calendar of internal assessment deadlines and mock exams will be set by the school.

At present the school has a 5-grade system, however, under the IB program there will be a seven-grade system which complies with the IBO requirements.

The homework policy should be based on the assumption that each student spends about 20 hours per on undertaking his /her home tasks and on performing independent researches if required. The responsibility for organization of their work on long-term projects rests with the students themselves.