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# ASSESSMENT POLICY

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## 1. INTRODUCTION

The primary purpose of assessment policy is to improve learning process and outcome of students by identifying what the students know, understand, and capable of at different stages of the learning process. Assessment is conducted by gathering information about learning, and thus able to analyze the information received in order to improve learning for students.

## 2. THE PURPOSES OF ASSESSMENT

Assessment is a feedback process providing information for the student, teacher and parent so that the student and teacher can modify learning experiences accordingly, and so that the parent can support their child's learning. We focus on what it is important to assess and not what is easy to assess. We make sure that assessment is meaningful, fair and in the best interests of the students involved.

### 2.1 THE METHODS OF ASSESSMENT

The DP assessment consists of two major components: formal IB assessment (external and internal assessments) and timely mannered assignments, tests and internal exams to help the student prepare for final assessment.

- Formal IB assessment includes examinations (external assessment) and internal assessment during the course, graded or moderated by an external examiner, contributing to the final DP qualification. It is expected that teachers will be familiar with all information relating to formal assessment in their subject areas. The principles and practices of formal assessment can be found in the document Assessment Principles and Practices - Quality Assessments in a Digital Age (2023).
- Timely mannered assignments, tests and internal exams use a combination of tools and strategies to consolidate student learning in preparation for final DP grading.

Students need to understand what the assessment expectations, standards and practices are and these should all be introduced early in the course and be the focus of class and homework activities. The formal assessment requirements make it clear how summative assessment will be conducted, and how the student will be judged at the end of the course.



## 2.2 TYPES OF ASSESSMENT

Educational scholarship identifies an important distinction between summative and formative assessment. Summative assessment stands for assessment at the end of a process while formative assessment is meant to identify scope and potential for development within the learning process.

An essential component of classroom practice is formative assessment. It represents “the process of gathering, analysing, interpreting and using the evidence... to help students to achieve their potential”.

(Guidelines for Developing a School Assessment Policy in the Diploma Programme, International Baccalaureate Organization, 2010, page 1)

Formative assessment is supported by summative measurement. The DP is criterion [not norm] referenced, and grades students against objective attributes that distinguish between different levels of attainment. Teachers “must use their knowledge of IB summative assessment expectations and practices to help students improve performance in a formative way.”

(Guidelines for Developing a School Assessment Policy in the Diploma Programme, International Baccalaureate Organization, 2010, page 1)

Summative assessment provides accurate, timely and regular grades to students in a number of ways: through homework assignments, class work, participation, exams and half and end of year reports. Summative assessment measures students against DP criteria and provides the basis for DP Internal Assessment, as detailed in the subject guides, and DP Grades.

Summative assessment is also employed in setting Performance, Anticipated and Predicted Grades in accordance with Predicted Grades Policy.



### 3. GRADING/MARKING

Individual subjects are assessed on a 1-7 scale with 4 as a pass mark. The maximum points total is 42 points plus 3 extra points for Theory of Knowledge and the Extended Essay, totaling 45 points overall. The passing grade for the DP is 24 although there are a number of failing conditions that need to be taken into account. For further details of these refer to Assessment Principles and Practices- Quality Assessments in a Digital Age (2023) p. 177.

#### 3.1 PREDICTED GRADES

From the end of the first academic year, teachers will submit to the Training Manager “predicted grades” for each student in each subject. These grades are reviewed from time to time. The predicted grades are confidential. These are used to support university and/or college applications.

One month before the final examination session, the IB requires the School to submit predicted grades including for the extended essay and Theory of Knowledge. These are confidential and are used to support IB assessment practices in the examination session.

For details on calculation of Predicted Grades, refer to Predicted Grades Policy.

#### 3.2 EXAM GRADES

At the end of each month, term, and academic year, teachers will submit to the Training Manager “exam grades” for each student in each subject. These grades are based on the latest grade boundaries published on My IB.

#### 3.3 TERM GRADES

At the end of each term, teachers will submit to the Training Manager “term grades” for each student in each subject. These grades are based on the end of term exam/mock exam and monthly grades of the term.

#### 3.4 MONTHLY GRADES

At the end of each month, teachers will submit to the Training Manager “monthly grades” for each student in each subject. These grades are based on the following grade boundaries taking into account the students’ attendance which make up for 10% of monthly grade, participation and homework (percentages to be determined by teachers in accordance with subject specific requirements), and monthly exam grades which make up for at least 50% of the monthly grade.



<b>Grade</b>	<b>Grade boundaries</b>
<b>1</b>	0-25%
<b>2</b>	26-39%
<b>3</b>	40-50%
<b>4</b>	51-64%
<b>5</b>	65-74%
<b>6</b>	75-84%
<b>7</b>	85-100%

### 3.5 PARTICIPATION GRADES

At the end of each term, teachers will submit to the Training Manager “participation grades” for each student in each subject. These grades are reviewed from time to time. The participation grades accompany Term grades.

<b>Grade</b>	<b>Grade descriptor</b>
<b>A+</b>	Insightful and thought provoking
<b>A</b>	Excellent
<b>B</b>	Good
<b>C</b>	Satisfactory
<b>D</b>	Below Average
<b>E</b>	Does not participate

## 4. REPORTING

Reports are sent electronically to students and parents twice a year through emails. Parents are able to consult with relevant staff for feedback and discussion. The homeroom teacher is the first point of contact for parents.

## 5. COURSEWORK SUBMISSIONS

IB Coordinator sets and publishes the Academic Calendar for both Year 1 and Year 2 prior to the start of the academic year. The Academic Calendar includes draft and final submissions of internal assessments and written assignments.

Teachers work with the Training Manager and IB Coordinator when setting effective deadlines showing understanding of the ‘big picture’ of IBDP design and having basic knowledge of each other’s subject assessment requirements. The culture of strong collaborative practice is represented in this process.

The aim of producing these Calendars and monitoring submission of work



is for students to manage their workload of assessment in a realistic fashion. The Calendars allow time for teachers to:

- provide feedback on drafts (one draft only for each assessment)
- check that the work is authentically that of the student
- mark final pieces of work

The Academic Calendars are made available to students electronically on the IB Library portal and physically on the notice boards.

The coursework calendar is an essential aspect of the IB examination and assessment process. Its deadlines are binding on students and the School has the right to refuse work if it is submitted after the specified date.

## 6. RESPONSIBILITY FOR THE POLICY

DP expectations regarding the assessment process are outlined in the document Programme Standards and Practices. Standard C4: Assessment, point 2 states: “The school communicates its assessment philosophy, policy and procedures to the school community.”

Responsibility for the implementation of assessment policies in the School lies with the IB Coordinator and Training Manager. Individual subject teachers are responsible for explaining to students all aspects of assessment practice in their subject.

## 7. POLICY REVISION

This policy will be annually reviewed and evaluated. The next revision date is November, 2024.



## REFERENCES AND WORK CITED:

1. Assessment Principles and Practices - Quality Assessments in a Digital Age, 2023.
2. Guidelines for Developing a School Assessment Policy in the Diploma Programme, International Baccalaureate Organization, 2010.
3. International Baccalaureate Organization. Diploma Programme: From principles into practice. Published April 2015.
4. International Baccalaureate Organization. Diploma Programme Assessment procedures. Published 2021 and 2022.

