

Assessment Policy



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IB 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.

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.

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.

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 analyze 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.

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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.

EAS Mission Statement

The European Azerbaijan School provides each student with a diverse and vibrant education in a compassionate and supportive environment which promotes respect, innovation, creativity, intercultural understanding and critical thinking. This enables students to become reflective and respectful international citizens who, as empowered lifelong learners, can flourish globally and contribute fully and meaningfully to their community and create a more peaceful and inclusive society.

Philosophy and principles

Rationale

Assessment lies at the heart of the process of promoting pupils' learning. It provides a framework within which educational objectives are set and pupils progress expressed and monitored. This should be done in partnership with pupils.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. In turn assessment will strengthen learning across the curriculum and enhance teachers' skills and judgements. This policy outlines the purpose, nature and management of assessment at EAS

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What is assessment?

Assessment is the gathering and analysis of information about student performance. It identifies what students know, understand, can feel, and can do at different stages in the learning process. Effective assessment concerns itself not only with the acquisition of knowledge but also with the depth of student understanding and the ability to apply that knowledge. Assessment guides instruction and provides data on student achievement and school performance. It is imperative that students, teachers, parents, and administrators have a clear understanding of the purposes and methods of assessment and the criteria used for measuring a student's success.

Why do we assess?

Assessment at EAS meets the following purposes:

- Assessment is primarily a planning, teaching and learning tool.
- Assessment is a measure of an individual's performance against either the International Baccalaureate (IB) standards or the Azerbaijani national standards.
- Assessment is used as an indicator for subject and university selection, and the continued suitability of course levels within the diploma programme.
- Assessment is used to enable university applications.
- Assessment is used for continued professional growth and appraisal of teachers.
- Assessment is used to enable school transfer.

Conditions for Effective Assessment

All the activities of a school are geared, directly or indirectly, to effective learning. Assessment policy and practice are a key element in this, together with an appropriate curriculum and good teaching.

Collecting Assessment Data

Assessment at EAS is continuous, providing regular opportunities for students to demonstrate their learning, and giving a snapshot of what an individual knows and can do at that moment. EAS teachers employ a wide variety of assessment strategies designed to address different learning styles and help students best present their learning.

Types of Assessment

- **Diagnostic/Pre-Assessment**
Diagnostic or pre-assessment is used prior to teaching to assist in determining previously acquired knowledge and skills.
- **Formative Assessment**
Formative assessment is ongoing assessment aimed at providing information to guide teaching and improve student performance; it plays an integral role in assessment at EAS. Through effective formative assessment, teachers gather, analyze, interpret, and use a variety of evidence to improve student learning and to help students achieve their potential. Student, peer, and self-assessment can be important elements of formative assessment plans.

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- **Summative assessment**

Summative assessment is a measure of student success or achieve at the end of a learning period, typically a unit of work, or key section of the course. It is primarily concerned with supporting learning and contributing to the determination of an achievement level or grade.

In Azerbaijan, the term “micro-summative” is used to refer to assessments like unit tests and the term "summative" or "macro-summative" is used to describe semester exams. However, all of these items are forms of summative assessment and therefore should only be referred to as "summative assessments". Any other assignment that fits the educational definition of "summative assessment", such as a project or final essay, is also referred to as a summative assessment.

Rights, Responsibilities and Roles

EAS:

We will assess all students regularly, in a valid and reliable way against consistent standards in order to inform teaching, help students to make progress and to celebrate their achievements. We will involve students actively in their own learning by teaching them how to understand and use assessment criteria, including those for external examinations, and how to assess their own and others' work. We will provide students with meaningful feedback so they know how much progress they have made and what should they do in order to improve further. We will inform parents and students of progress in a way that enables them to support their child's learning.

Students:

Students will engage fully in the assessment process, by trying their best in both informal and formal assessments. They will also carry out self-assessment, and by helping their peers through peer-assessment. During formal assessments, including external examinations, students will follow the exam regulations as specified by examination boards, including those regarding academic integrity.

Guardians:

The school will encourage guardians to support their children by encouraging them to do their best in assessments, and to make constructive use of the feedback they get. They will help their children prepare for assessments and aid their children to follow all exam regulations, including those regarding academic integrity.

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Examination sessions

EAS values encourage responsible and respectful behavior. One of the ways we live these values is by expecting students to honor deadlines. Should a student miss a deadline, or be absent from school without parental justification, there will be a consequence.

An excused absence is defined as follows: A parent/guardian must call the school secretary on the day of the absence to justify and excuse the student.

Students who do not have an excused absence will receive a 1 for all work that was due on that day, including both formative and summative assignments.

Students who have an excused absence must complete late work in proportion to the number of days they missed. Therefore, if a student is absent for one day, s/he must make up the assignment in one day, or at teacher discretion. One week is the maximum time for an assignment to be accepted after returning from an extended excused absence.

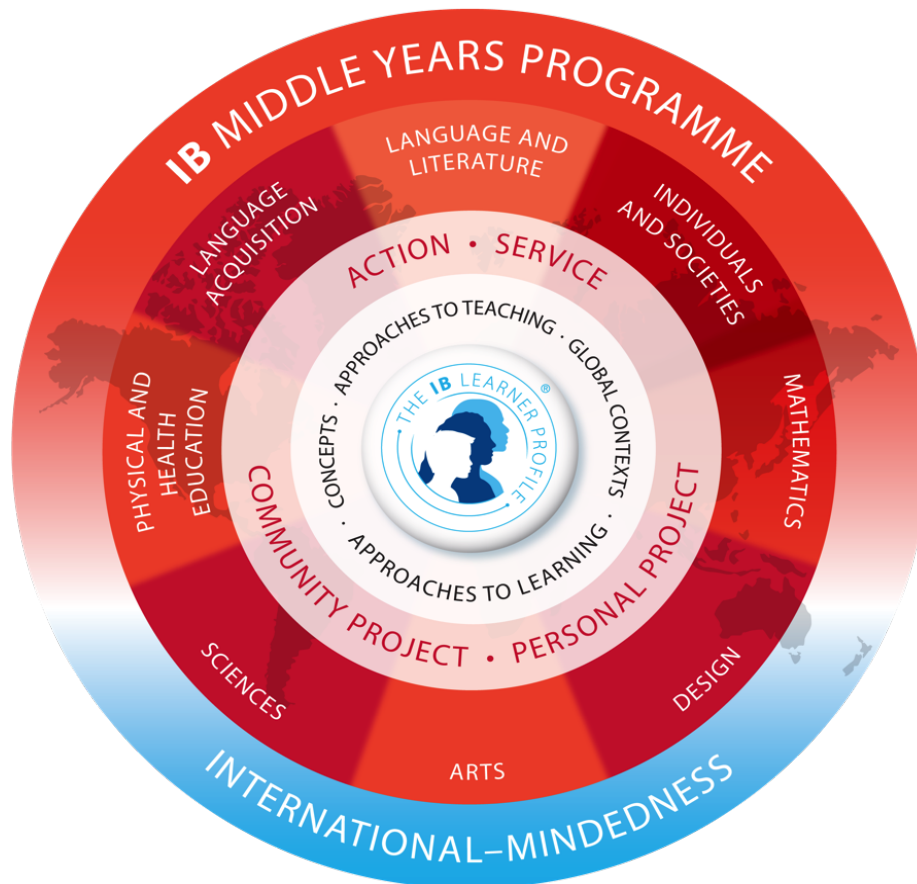
Middle Years Programme

The MYP is designed for students aged 10 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement - essential qualities for young people who are becoming global leaders.

The MYP:

- addresses holistically students' intellectual, social, emotional and physical well-being
- provides students opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future
- ensures breadth and depth of understanding through study in eight subject groups
- requires the study of at least two languages (language of instruction and additional language of choice) to support students in understanding their own cultures and those of others
- empowers students to participate in service within the community
- helps to prepare students for further education, the workplace

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The first ring around the student at the centre describes the features of the programme that help students develop disciplinary (and interdisciplinary) understanding:

- Approaches to learning (ATL) - a key component of the MYP for developing skills for learning
- Approaches to teaching - emphasizing MYP pedagogy, including collaborative learning through inquiry
- Concepts - highlighting a concept-driven curriculum
- Global contexts - showing how learning best takes place in context:

Identities and relationships
Orientation in space and time
Personal and cultural expression
Scientific and technical innovation
Globalization and sustainability
Fairness and development

The second ring describes some important outcomes of the programme:

- inquiry-based learning may result in student-initiated action, which may involve service within the community (Service as Action)

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- the MYP culminates in the personal project (for students in MYP year 5) or the community project (for students in MYP years 3 or 4)

The third ring describes the MYP's broad and balanced curriculum:

- the MYP organizes teaching and learning through eight subject groups:
 - Language and Literature
 - Language Acquisition
 - Individuals and Societies
 - Sciences
 - Mathematics
 - Design
 - Arts
 - Physical and Health Education

Community Project

Community project is an independent project required for all MYP 3 students. The community project focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to service as action in the community.

Community project:

- helps students to develop the attributes of the IB learner profile
- provides students with an essential opportunity to demonstrate ATL skills developed through the MYP
- fosters the development of independent, lifelong learners.

The community project is completed individually or in groups of a maximum of three students. The choice of the topic for the project is made in consultation with an IB teacher who has the responsibility for supervising the development of the project according to the Community project objectives and assessment criteria published by IB.

Fundamental concepts

Intercultural awareness

This concept is concerned with developing students' attitudes, knowledge and skills as they learn about their own and others' social and national cultures. It not only fosters tolerance and respect, but also leads to empathy and understanding. This is a central idea in all IB programmes. Developing intercultural awareness concerns everyone within the school.

Students will:

- know and understand their own culture and heritage

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- know and understand the cultures of others
- strive to overcome prejudice
- be aware of the diversity of cultures in our school
- appreciate/respect differences and similarities
- understand that every human being is unique and precious regardless of his/her origins

Holistic education

The MYP requires an approach to teaching and learning which includes and extends traditional school subjects. The programme emphasizes the disciplined study of traditional subjects' groups. However, the areas of interaction provide the MYP main focus for developing links between the disciplines, so that students will learn to see knowledge as an interrelated whole. Through the application of the areas of interaction, students realize that most real-world problems require insights gained from a variety of disciplines, they develop the skills of inquiry and understand the similarities and differences between different approaches to human knowledge.

Communication

The MYP stresses the central importance of communication, verbal and non-verbal, as a vehicle to realize the aims of the programme. A good command of expression in all of its forms is fundamental to learning. In most MYP subject groups, communication is a key objective and assessment criterion, as it supports understanding and allows student reflection and expression.

MYP Assessment

Aims

Assessment in the MYP aims to:

- support and encourage student learning by providing feedback on the learning process
- inform, enhance and improve the teaching process
- provide opportunity for students to exhibit transfer of skills across disciplines, such as interdisciplinary unit assessments
- promote positive student attitudes towards learning
- promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts
- promote the development of critical and creative thinking skills
- reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- support the holistic nature of the programme by including in its model principles that take account of the development of the whole student

Assessment strategies

- observation - particularly useful when assessing some behaviour and skills
- selected response - tests and quizzes
- open-ended tasks - allow teachers to present students with a stimulus and ask them to communicate an original response that could take many forms, such as a presentation, an essay, a diagram or a solution to a problem

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- performance - performance assessments can allow students to perform the learned skills and show their understanding in real-world contexts and may take the form of a composition, a research report, a presentation or a proposed solution
- process journals - reflection is an essential element of effective learning. The use of process journals (required in some subject groups, such as the arts or design) can allow the teacher and student to communicate about the processes of learning, and can be used for meaningful and purposeful reflection.

Examples of assessment tasks – (group/ pairs/ individual assignments)

- compositions - musical, physical, artistic
- websites
- infographics
- posters
- brochures
- Group work
- creation of solutions or products in response to problems
- essays
- examinations
- questionnaires
- investigations
- research
- performances
- presentations - verbal (oral or written), graphic (through various media)

Reporting student achievement

The school communicates student achievement in each subject group to parents at regular intervals in the following ways:

- Monthly meetings with parents enable to communicate student achievement against all MYP assessment criteria in all MYP subjects, descriptive grades and teacher's notes about student's progress.
- Parent conferences - in which teachers communicate assessment data to parents openly and transparently, possibly supported by examples of each student's work
- Report cards – Subject teachers give assessment grades and comments based on the MYP subject assessment Criterion. Four end of unit report cards are issued based on the summative MYP assessment Criterion and effort. A behavior grade is also given by the pastoral team.
- Two semester report cards are handed out at the end of first and at the end of second term, that include the grades from the mid-term and final exams (big summative). Student-led conferences in which students share assessment data about their learning with their parents, possibly supported by a portfolio of achievement

During each subject course different tasks will be assessed, such as project work, course work, group assignments, oral presentations, homework, essays, practical work, demonstrations and reports according to the specific subject criteria. Students and parents should not hesitate to contact the teachers in order to discuss progress and achievements. Students should always feel free to ask

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for a meeting time with any of the teachers and should arrange for these interviews directly with the teachers. The grading system follows the IB 1 to 7 scales.

Criterion-related assessment

- assessment is criterion-related, based on four equally weighted assessment criteria – all MYP subject groups have four assessment criteria
- the MYP identifies a set of objectives for each subject group which are described in terms of what students should know, understand and be able to do
- each objective is aligned with its corresponding assessment criterion
- the criteria for each subject group represent the use of knowledge, understanding and skills that must be taught

MYP Subject Criteria and Grade Boundaries

For the MYP as a whole student are assessed in eight MYP subject areas. Each subject area has specific criteria to be assessed. Below are the subject groups and the associated assessment criteria.

Language & Literature			
Criterion A	Analysing	Analyze text, analyze the effects of the creators choice on the audience, justify opinions and ideas, evaluate similarities and differences	8
Criterion B	Organizing	Employ organizational structures, organize opinions and ideas, use referencing and formatting tools	8
Criterion C	Producing text	Produce texts that demonstrate insight, imagination and sensitivity, make stylistic choices in terms of linguistic, literary and visual devices, select relevant details and examples to develop ideas	8
Criterion D	Using Language	Use appropriate and varied vocabulary, write and speak in register and style that serve context and intention, use correct grammar, syntax and punctuation, spell, write and pronounce accurately, use appropriate non-verbal communication techniques	8
Language Acquisition			
Criterion A	Comprehending spoken and visual text	Listen for specific purposes and respond to show understanding, interpret visual text that is represented with spoken text, engage with the text by supporting opinion and personal response	8
Criterion B	Comprehending written and visual text	Read for specific purposes and respond to show understanding, interpret visual text that is represented with written text, engage with the text by supporting opinion and personal response	8
Criterion C	Communicating in response to spoken, written and visual text	Interact and communicate in various situations, express thoughts, feelings, ideas, opinions and information in spoken and written form, speak and write for specific purposes	8
Criterion D	Using Language	Organize thoughts, feelings, ideas, opinions and information in spoken and written form, develop accuracy when speaking and writing	8
Individuals & Societies			

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Criterion A	Knowing & Understanding	Use terminology in context, demonstrate knowledge and understanding of content and concepts	8
Criterion B	Investigating	Formulate a clear focused research question and justify its relevance, formulate and follow an action plan to investigate the research question, use research methods to collect information, evaluate the process and results of the investigation	8
Criterion C	Communicating	Communicate and structure information and ideas, document sources of information using a recognized convention	8
Criterion D	Thinking Critically	Discuss concepts, issues, models, visual representation and theories, synthesize information, analyze and evaluate sources /data using OPVL (origin, purpose, values and limitations)	8
Mathematics			
Criterion A	Knowing & Understanding	Select and apply appropriate mathematics when solving problems in familiar and unfamiliar situations in a variety of contexts	8
Criterion B	Investigating Patterns	Select and apply mathematical problem-solving techniques to discover patterns, describe as general rules and verify them	8
Criterion C	Communicating	Use appropriate mathematical language and representations, communicate mathematical lines of reasoning, organize information using a logical structure	8
Criterion D	Applying Mathematics in real-world context	Identify relevant elements of authentic real-life situations, select and apply mathematical strategies to reach a solution, justify the degree of accuracy and whether the solution makes sense in context of the authentic real-life situation	8
Sciences			
Criterion A	Knowing & Understanding	Explain scientific Knowledge, apply scientific knowledge and understanding to solve problems in familiar and unfamiliar situation, analyze and evaluate information to make scientifically supported judgments	8
Criterion B	Inquiring and designing	Explain a problem/question to be tested by a scientific investigation, formulate a testable hypothesis and explain it using scientific reasoning, explain the variables and the how data is collected, design scientific investigation	8
Criterion C	Processing and evaluating	Present, interpret data and explain results using scientific reasoning, evaluate the validity of a hypothesis and method used, explain improvements or extensions to the method	8
Criterion D	Reflecting on the impact of Science	Explain the ways in which science is applied, discuss and evaluate implications of the use of science, apply scientific language effectively, document the work of others and sources of information used	8
Design			
Criterion A	Inquiring and analyzing	Explain and justify the need for a solution to a problem for a specified client/target audience, identify the primary and secondary research needed to develop a solution, analyze exciting products that inspire a solution to the problem, develop a design brief	8
Criterion B	Developing ideas	Develop a design specification with the success criteria, develop a range of feasible design ideas, present the final chosen design and justify its selection, develop accurate and detailed planning	8

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		drawing/diagrams and outline the requirements for the creation of the chosen solution	
Criterion C	Creating the solution	Construct and follow a logical plan, demonstrate technical skills, justify changes made to the chosen design, present the solution	8
Criterion D	Evaluating	Design detailed and relevant testing methods, critically evaluate the success of the solution, explain how it could be improved and its impact on the client/target audience	8
Arts			
Criterion A	Knowing and understanding	Demonstrate knowledge and understanding of the art form studied and its role in original or displaced contexts, use acquired knowledge to inform artistic decisions in the process of creating artwork	8
Criterion B	Developing skills	Demonstrate the acquisition and development of skills and techniques of the art studied, demonstrate the application of skills and techniques to create and present art	8
Criterion C	Thinking creatively	Develop a feasible, clear, imaginative and coherent artistic intention, demonstrate creative-thinking behaviors, demonstrate the exploration of ideas to shape artistic intention	8
Criterion D	Responding	Construct meaning and transfer learning to new settings, create an artistic response to reflect or impact the world around them, critique the artwork of self and others	8
Physical & Health Education			
Criterion A	Knowing and understanding	Explain physical and health education knowledge, and apply it to analyze issues and solve problems in familiar and unfamiliar situations, apply physical and health terminology effectively	8
Criterion B	Planning for performance	Design, explain and justify plans to improve physical performance and health, analyze and evaluate the effectiveness of the plan based on the outcome	8
Criterion C	Applying and performing	Demonstrate and apply skills, techniques, strategies and movement concepts, analyze and apply information to perform effectively	8
Criterion D	Reflecting and improving performance	Explain and demonstrate strategies that enhance interpersonal skills, develop goals and apply strategies to enhance performance, analyze and evaluate performance	8
Interdisciplinary Understanding			
Criterion A	Disciplinary grounding	Demonstrate relevant disciplinary factual, conceptual and procedural knowledge	8
Criterion B	Synthesizing and applying	Synthesize disciplinary knowledge to demonstrate interdisciplinary understanding	8
Criterion C	Communicating	Use appropriate strategies to communicate interdisciplinary understanding effectively, document resources using recognized conventions	8
Criterion D	Reflecting	Reflect on the development of their own interdisciplinary understanding, evaluate the benefits and limitations of disciplinary and interdisciplinary knowledge and ways of knowing in specific situations	8

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Entry requirements from MYP to DP

In order to advance to the Diploma Programme MYP5 students need to:

- Have gained a total grade of at least 36 points from the eight IB MYP subject groups and the personal project combined, out of possible maximum of 63
- Have gained at least a grade 3 in the different subjects
- In the subjects chosen for Higher Level at the Diploma Programme, a minimum of grade 5 is strongly recommended

Entry requirements for DP1 applicants

- Application
Interested students complete an application to the programme and submit to the DP Coordinator (DPC) by the given deadline.
- Essay
Students who have applied to the IBDP are required to write an essay, in English, about why they wish to be an IBDP student.
- Interview
The DPC reads the applications and essays, looking for sufficient evidence of the candidate's motivation, character, language proficiency, and intellectual aptitude. Teacher references are sought and academic records examined. The DPC meets with each candidate to discuss his/her academic and career goals, and how the IBDP may fit in with these. The DPC also discusses the student's essay, academic record, and teacher references.
- 4. Panel approval
The DPC presents his findings and makes recommendations to a panel of DP teachers & administrators, which then decides whether or not to accept each candidate
 - a. The panel may request more information from the DPC.
 - b. The panel may make conditional acceptance offers.
 - c. The panel will consist of at least one teacher from each content area, all of whom must be present during the decision-making process.
 - d. The DP coordinator is a member of the panel.
 - e. The secondary principal, assistant principal, or designee, is a member of the panel and must be present during the decision-making process.
- 5. Notification
Once the panel has made its decisions, the DPC meets with each student to discuss the results.

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- a. Students who are dissatisfied with the decision of the panel may file an appeal policy reference form within 5 school days. The panel will examine each appeal and decide within 5 school days.
 - b. The director will participate with the panel in decisions regarding appeals.
6. Assessment
Students may be further assessed as needed for optimum placement in mathematics and language courses

Diploma Programme

The Diploma Programme (DP) provides a challenging, internationally focused, broad and balanced educational experience for students aged 16 to 19. Students are required to study six subjects and a curriculum core concurrently over two years. The programme is designed to equip students with the basic academic skills needed for university study, further education and their chosen profession. Additionally, the programme supports the development of the values and life skills needed to live a fulfilled and purposeful life (Diploma Programme: From principles into practice 2015).



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The above model provides a visual description of the DP's various components:

- At the center is the IB Learner Profile which are the attributes the IB expects to see grow and develop in the life of the student
- Approaches to teaching and learning are included in the second circle demonstrating the DP's commitment to particular pedagogical approaches to teaching and to developing particular skills for learning
- The IB Diploma is a holistic programme and this is reflected in the third circle. All IB Diploma students complete three core requirements: Creativity, Activity & Service, Theory of Knowledge and the Extended Essay
- The fourth and widest circle shows, DP students' study six subjects – one from each subject group:

Studies in Language and Literature
Language Acquisition
Individuals and Societies
Experimental Sciences
Mathematics
Arts

- The international-mindedness circle gives the required emphasis to how all DP teaching and learning should take place within a spirit of tolerance and healthy openness as students grow as global citizens.

Creativity, Activity and Service (CAS)

CAS is a fundamental part of the diploma curriculum. The CAS involves students in a range of activities alongside their academic studies throughout the Diploma Programme. Moreover, each student plans and initiates one CAS project in which they are passionate. Creativity encourages students to engage in the arts and creative thinking. Activity seeks to develop a healthy lifestyle through physical activity. Service with the community offers a vehicle for a new learning with academic value. The three strands of CAS enhance students' personal and interpersonal development through experiential learning and enable journeys of self-discovery. Reflection on CAS activities is an integral element of this programme, which is documented through a CAS Portfolio, via the Managebac online system. CAS serves as a complement and balance to the intellectually challenging DP subject courses.

Theory of Knowledge (ToK)

Students examine and reflect on the nature of knowledge in this interdisciplinary course. Also known by its acronym ToK, this course develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction. At the heart of TOK's content is the question 'How do we know that something is true, or an assertion is well grounded?' Other questions explored in the course are the following: What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? How do different disciplines justify knowledge?

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Extended Essay (EE)

Students investigate a self-generated research question by undertaking independent research in one of their DP subject areas, culminating in a 4,000-word academic and fully referenced paper. This project offers the opportunity to investigate a topic of special interest and acquaints the student with the kind of independent research and writing skills expected at university.

Assessment

Formative Assessment.

Formative assessment represents the process of gathering, analyzing, interpreting and using the evidence to improve student learning and to help students to achieve their potential. It is one essential component of the classroom practice and needs to be integrated into the curriculum. Teachers are responsible for designing and providing formative assessment structures and practices that help students to improve their understanding of what constitutes excellence and where their performance stands in relation to this. Formative assessment is also important to the teacher as it provides detailed feedback on the nature of the student's strengths and limitations.

Teachers are required to cover the criteria at least once per term, and record the results on Managebac. Teachers must therefore be aware of the summative assessment expectations for their subject and use formative assessments to help students improve their performance towards them.

Summative Assessment.

In the Diploma Programme (DP) classes, summative assessments always use the prescribed DP criteria and/or mark schemes.

Internal (school-based) summative assessment in the Diploma Programme aims to:

- Design tasks that accurately reflect the component papers or assessment tasks for the course
- Give students a variety of opportunities to experience all assessed components of the course

Given that these DP tasks are designed for students who have completed the programme, appropriate scaffolding must be employed to ensure that students can achieve success throughout the course. Course design should also play a key component in ensuring the developing challenge of the course, and teachers must be aware of the principles and practices that the IB uses to conduct summative assessment.

- Assessment tasks marked with criteria are not necessarily summative; if it is not summative, it must not be included in the final grade, but the teacher must make it clear to students which are formative/summative
- Non-exam components which are examined or moderated by the IB are included as summative assessments
- The reporting period includes all available summative performances/tasks for the entire course to make a judgment, with an emphasis on the most recently completed work

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In the DP it is anticipated that four summative assessments plus the exam grade are used to determine a grade for the semester. This number is given as a guide with the realization that in some subjects four summative assessments may not be realistically achievable in a semester, while in others, more than four may be possible. These results are derived from a variety of past DP papers and internal assessments relevant to each subject.

A calendar of summative assessments, internal assessments, and examinations is used to inform students, parents and teachers of the distribution of these assessments. It is expected that no more than two deadlines will fall on the same day. In the DP, the deadlines for non-exam components are intentionally distributed throughout the two-year programme to ensure that students are in a position to manage their workload effectively.

Examinations in the DP

Examinations are an important aspect of summative assessment. Given the high proportion of the DP grade that is determined by the examinations, students are given regular exposure to past examination questions throughout the DP course. Preparation for the final examination experience is organized at the end of semester examinations in all subjects.

Approaches to learning

When specific Approaches to Learning (ATL) skills become an explicit focus for teaching and learning, students can begin to take responsibility for their own development. Over time, students can identify themselves and their competence in any learning strategy.

All teaching and learning at EAS should encourage the development of the ATLs: Thinking skills, Communication skills, Social skills, Self-management skills, Research skills. The teaching of DP should also be inquiry based, conceptually focused, contextualized, collaborative, differentiated, and informed by assessment.

Recording assessment Data

Teachers are expected to record all summative assessments. These grades are shared individually with students and parents.

Checklists, anecdotal notes, or simple grading scales can be used to record formative assessment; however, this feedback is used for teaching and learning and not for generating final grades.

Standardization, Reflection, and Moderation

Standardization of assessment is a process that ensures teachers are accurately applying the given criteria. Teachers are expected to internally standardize marking, moderating a sample of assessment tasks, usually within departments, and comparing the results. It is expected that this will happen at frequent intervals throughout the year.

At the end of each unit of work or section of a course, teachers are expected to reflect on their teaching and success of their students. Teachers should evaluate the validity of each summative assessment task taking into consideration its link to the concept(s) of the unit and whether it allows all students to reach the highest band on the assessment criteria or mark scheme.

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At EAS, we also use external moderation to ensure our DP assessment practice meet those of the IB. In DP2, samples of internally assessed student work are sent to the IB for moderation. Assessed exam and task results, along with feedback from the annual examiner's reports, are analyzed each year to improve instruction.

Reporting Assessment Data

A grade must take into consideration all valid summative assessments from the learning period. For the DP, this is all summative from the two-year programme.

Teachers will judge on student achievement at the time of reporting. This means looking at all assessment performances for individual student and deciding on current student achievement taking into consideration:

- Patterns in the data, such as an increasing level of performance
- Consistency
- Mitigating circumstances – e.g. extended student illness

The relevant published grade boundaries are used to arrive at a 1-7 grade for every summative assessment.

Teacher collaboration and moderation

Teacher collaboration is essential in the IB Programme. Units of work must be developed, enhanced and reviewed collaboratively, with guidance, where necessary, from the DP Coordinator and Curriculum leaders. Final internal assessments must be collected, marked and moderated by subject, not by the individual teacher. Teachers are expected to moderate a sample of high, medium and low scores across each subject group.

The moderation process is as follows:

- The class teacher collects and grades their students' work.
- The assessment outline, rubrics, grades and comments of a high, medium and low graded piece of work are given to the other teachers in the department.
- All teachers meet in a subject meeting, and go through the grades they have given, justifying their reasons.
- Teachers agree on a final grade for each piece of work.
- If disagreement over a grade occurs: Teachers can check the subject guide which gives clear advice for what to expect for each rubric.
- A one grade difference within the same level is acceptable.
- If the class teacher has been found to be over/under marking on a rubric(s) he/she will look at how other students have been marked against the rubric and make any relevant changes.
- During the moderation process the class teacher will not give his/her initial grades to the students.

The European Azerbaijan School

Staff meetings and subject meetings will be dedicated to giving professional development on moderation and developing the IB Programme. Teachers will collaborate by sharing ideas in subject meetings and observing each other's classes (when possible according to the schedule) within the subject.

References

International Baccalaureate Organization (IBO). 2017. Middle Years Programme: From Principles into practice. Geneva

International Baccalaureate Organization (IBO). 2015. Diploma Programme: From Principles into practice. Geneva.