

The European Azerbaijan School



The European Azerbaijan School

Assessment Policy

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.

The European Azerbaijan School

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

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

The European Azerbaijan School

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 assessments are assessments 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.

Summative assessment

Summative assessment is a measure of student success or achievement 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.

The European Azerbaijan School

Self-Assessment and Reflection

Opportunities for self-assessment and reflection are given on a regular basis in classrooms. Self-assessments are a part of the student's portfolio.

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 they should do in order to improve further. We will inform parents/carers 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.

Parents/Carers:

The school will encourage parents/carers 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.

EAS values encourage responsible and respectful behaviour. One of the ways we live these values is by expecting students to honour 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/advisory/homeroom teacher on the day of the absence to justify and excuse the student. If a student is absent from school for more than two days a Medical Certificate is necessary to resume lessons.

Primary Years Programme

The PYP is a curriculum framework for young learners aged 3–12 designed by the International Baccalaureate (IB). Founded on a philosophy that recognizes a child's natural curiosity, creativity and ability to reflect, the PYP generates a stimulating, challenging learning environment to nurture those assets and foster a lifelong love of learning in every child. The PYP, like all IB programmes, is transdisciplinary, meaning

The European Azerbaijan School

students learn across subject areas while investigating big ideas.

Assessment is central to the Primary Years Programme (PYP) goal of thoughtfully and effectively supporting students through the acquisition of subject-specific knowledge and skills, the understanding of concepts and the development of approaches to learning.

The five essential elements of the PYP are assessed through the units of inquiry and are recorded on managebac for each unit. Assessment of the *knowledge* learned in each unit is done through the summative assessment. It reflects an understanding of the central idea. Each unit provides opportunities for different *skills, concepts and attitudes*. Reflection on growth in these areas is recorded on the planners and self-assessments are done by the students. Student *actions* that are initiated beyond the scope of the unit are recorded on the planner.

Assessment Strategies

The teaching staff at EAS uses and develops a range of assessment strategies. Assessment strategies are selected in order to provide a range of approaches and therefore to provide a balanced view of the student. Teachers select from a number of assessment strategies, reflecting student's needs and skills.

Observation

Students are observed regularly with teachers noting the growth and progress of individuals, groups and the whole class.

Selected responses

Tests and quizzes. These assessments provide a snapshot of students' subject-specific knowledge.

Open-ended tasks

The 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 drawing, a presentation, a composition, a diagram or a solution to a problem.

Performance

Students apply what they have learned by completing authentic tasks that have more than one acceptable solution.

Process-focused assessments

Students are observed often and regularly; the observations are recorded by noting the typical as well as non-typical behaviours, collecting multiple observations to enhance reliability, and synthesizing evidence from different contexts to increase validity. Checklists, inventories and narrative descriptions are common methods of collecting observations.

Portfolio assessment

Portfolios can be used by students and teachers to record their learning achievements and express their identity. Portfolios are useful ways to involve students in their own learning and the assessment of that learning.

Student reflections

Students are asked to reflect on what they have learned at the end of a lesson/unit.

The Exhibition

In grade 4, the final year of the PYP Programme, EAS students participate in a culminating project, the exhibition. This project requires that every student exhibit

The European Azerbaijan School

comprehension of the five essential elements of the PYP and share that knowledge with the school community and beyond. This inquiry-based project is both an individual and shared responsibility. A summative assessment which celebrates students moving into the middle school programme, summarizes all of the learning students have experienced throughout their years in the PYP.

Student transition from PYP to MYP programme

To support students transitioning from PYP to MYP program, inter-program meetings of the academic leaders from PYP and MYP take place to ensure the vertical articulation of the assessments across PYP 4 and MYP 1 year groups.

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.

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 behaviour and skills
- Selected response - tests and quizzes
- Open-ended tasks - allow teachers to present students with a stimulus and ask them to

The European Azerbaijan School

communicate an original response that could take many forms, such as a presentation, an essay, a diagram or a solution to a problem

- 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.
- Students who do not have an excused absence (see above) 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.
- Each criterion is not necessarily assessed in every MYP unit
- Each criterion must be assessed a minimum of twice per year at each grade level for each subject.
- Each criterion must be assessed at least once per semester at each grade level for each subject.
- When making a judgment about a criterion level, teachers assign the best fit level, based on the high sustained achievement of the student in that criterion
- In addition, students do at least one inter - disciplinary unit (IDU), per grade level.

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)

MYP E-Assessment

The school is currently exploring the length and breadth of implementing and supporting students of MYP 5 for the e - assessment examination, through various online platforms.

Reporting student achievement

The European Azerbaijan School

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

- Monthly meetings with parents/carers enable teachers 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/carers openly and transparently, possibly supported by examples of each student's work
- Full written reports – Subject teachers give assessment grades (based on the MYP subject assessment criterion), comments and effort grades. Full written reports are issued twice a year
- In addition, Approaches to Learning (ATL) skills are reported on, using judgements for each skills according to: exceeds expectations, meets expectations, approaches expectations and below expectations. Please see Appendix X for an annotated example of a full written report.
- Student-led conferences in which students share assessment data about their learning with their parents/carers, supported by a portfolio of achievement
- All student grades are available on Managebac. Parents/carers are encouraged and reminded to check their child's grades regularly, and especially after formative and summative assessments.
- Additional communication is also established when the student is in need of further support, either initiated by the school or at the request of the parent/carer.
- In addition to the achievement grade, an effort grade will be assigned for each full written report on a scale of 1 to 5 (5 being the highest). This effort grade is awarded according to the following rubric:

1. Poor effort The student does not participate or bring materials. Work is regularly submitted late. The student can disrupt the learning of others and is often inattentive, disengaged, and distracted.
2. Insufficient effort The student participates with encouragement. Work is sometimes submitted late. The student can occasionally disrupt the learning of others and inconsistent engagement is shown.
3. Satisfactory effort The student participates in lessons generally. Work is generally submitted on time, but not always. The student shows engagement, although this could be improved. Materials are mostly brought to class. The student sometimes asks for help, and asks some relevant questions.
4. Good effort the student is ready to participate, comes with a positive attitude and stays positive during the class. The student is prepared with all materials. The student contributes to class and is polite to others. The student regularly asks for help when needed, is focused and involved, and asks relevant questions
5. Very good effort the student is consistently keen to participate, and ready with all materials. The student manages their time and produces work of a consistently high standard. The student engages fully and is supportive of others, taking a leadership role. After trying independently, the student always asks for help, is attentive and involved, and initiates discussion.

The European Azerbaijan School

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 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 scale, 7 being the highest grade possible.

Criterion-related assessment

- Assessment is criterion-related, based on four equally weighted assessment criterion – 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, students 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.

Subject Group	Criterion A (max 8)	Criterion B (max 8)	Criterion C (max 8)	Criterion D (max 8)
Language and Literature	Analysing	Organising	Producing text	Using language
Language Acquisition	Listening	Reading	Speaking	Writing
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Science	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impact of Science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying Mathematics in real-world context
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and Health	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving

The European Azerbaijan School

Education				performance
Inter-disciplinary Learning	Evaluating	Synthesizing	Reflecting	
Personal Project	Planning	Applying Skills	Reflecting	
Community Project	Investigating	Planning	Taking Action	Reflecting

Each criterion is assessed out of 8. The four criteria marks are then added up and an overall grade given for the subject as follows:

Overall MYP grade (7 being the maximum)	Total of all four criteria (out of a maximum of 32)
1	1 - 5
2	6 - 9
3	10 - 14
4	15 - 18
5	19 - 23
6	24 - 27
7	28 - 32

Entry requirements from MYP to the Diploma Programme (DP)

In order to advance to the DP 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. For subjects to be taken at SL, students should gain at least 4 at the end of MYP. In the case of DP subjects which are not represented in the MYP, the highest grade obtained in the same subject group will be taken.
- The entry criteria is based on student achievement from semester 1 , semester 2 and final examination grades from MYP 5 along with subject teacher recommendation.

The European Azerbaijan School

Entry requirements for external DP1/CP1 applicants

Application

Interested students apply through the admissions process with the Head of Admissions. The Secondary Principal is informed and thus informs the DP/CP Coordinator and University Counselor.

Interview

The Secondary Principal and/or DP/CP Coordinator meet with the candidate, assessing their motivation, character, language proficiency, and intellectual aptitude. Teacher references are sought and academic records examined. The University Counselor may also meet with the candidate to discuss his/her academic and career goals, and how the IBDP/CP may fit in with these. During the interview stage the subject choices for DP/CP are discussed.

Approval

The Secondary Principal and DP/CP Coordinator discuss the interview and make a recommendation to the Director, who then decides whether or not to accept each candidate.

Notification

The Head of Admissions is notified and informs parents. The options choices are also then given to successful candidates, if enough information has been gathered.

- Students who are dissatisfied with the decision may appeal within 5 school days.
- The Director and Secondary Principal will examine each appeal and decide within 5 school days.

Assessment

Students may be further assessed as needed for optimum placement in mathematics and language courses if required to confirm option choices.

BTec Qualification

At EAS we offer the Pearson BTec qualification at Level 2 and Level 3. This is an internationally recognised vocational qualification, which gives our students the opportunity to develop in different ways. In the MYP years, the BTec forms a part of the educational programme. In the CP, the BTec forms the vocational aspect of the IB requirements.

Assessment within the BTec course is carried out in line with all requirements set out by Pearson, and the school ensures that it fulfills its obligations regarding supporting students, monitoring their progress through their portfolios and assessing and moderating their progress.

In order to clarify students' progress for students and parents, the school uses the following conversion:

The European Azerbaijan School

BTec grading	School-based equivalent
Not pass	3 or less
Pass	4 and 5
Merit	6
Distinction	7

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).

Assessment

Assessment in the IBDP takes two main forms:

- The school-based formative and summative assessments devised by teachers and used by students and teachers to inform them of student progress and also their own planning.
- The external and internal assessment as prescribed by the IB.

School-based 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 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.

School-based Summative Assessment

The European Azerbaijan School

In the Diploma Programme (DP) classes, summative assessments always use parts of or the entirety of 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.

- The reporting period includes all available formative/summative tasks for the entire course to make a judgment, with an emphasis on the most recently completed work. Teachers take into account: patterns in the data, such as an increasing level of performance, consistency, and mitigating circumstances – e.g. extended student illness.
- In addition to the achievement grade, an effort grade will be assigned for each full written report on a scale of 1 to 4 (4 being the highest). This effort grade is awarded according to the following rubric:

1. Poor effort The student does not participate or bring materials. Work is regularly submitted late. The student can disrupt the learning of others and is often inattentive, disengaged, and distracted.
2. Insufficient effort The student participates with encouragement. Work is sometimes submitted late. The student can occasionally disrupt the learning of others and inconsistent engagement is shown.
3. Satisfactory effort The student participates in lessons generally. Work is generally submitted on time, but not always. The student shows engagement, although this could be improved. Materials are mostly brought to class. The student sometimes asks for help, and asks some relevant questions.
4. Good effort the student is ready to participate, comes with a positive attitude and stays positive during the class. The student is prepared with all materials. The student contributes to class and is polite to others. The student regularly asks for help when needed, is focused and involved, and asks relevant questions
5. Very good effort the student is consistently keen to participate, and ready with all materials. The student manages their time and produces work of a consistently high standard. The student engages fully and is supportive of others, taking a leadership role. After trying independently, the student always asks for help, is attentive and involved, and initiates discussion.

The European Azerbaijan School

Students who do not have an excused absence (see above) will receive a grade of “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. One week is the maximum time for an assignment to be accepted after returning from an extended excused absence.

A calendar of summative assessments, internal assessments, and examinations is used to inform students, parents/carers 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. It is important that students and parents/carers adhere to these deadlines, which are designed to support the students. There will be consequences for students who miss deadlines, in order to keep them on pace for the successful completion of all aspects of the IB DP.

The external and internal assessment as prescribed by the IB.

For the subjects in the IB, there is a prescribed assessment structure made up of ‘internal assessment’ (IA) and final externally assessed examinations taken in May of the second year of the DP. The final grade is obtained through these two aspects, with different weightings depending on the subject. Please see the table below for the weightings in the different subjects:

* The table below is based on originally published IB weightings, but may be subject to change by the IB according to external circumstances.

Please refer to the subject guides for specific weightings

Subject Group	Internal Assessment	External Assessment
1	30 - 40%	60 - 70%
2	25%	75%
3	25 - 40%	60 - 75%
4	20 - 30%	70 - 80%
5	20%	80%
6	40%	60%

The European Azerbaijan School

The IB DP Core requirements (Extended Essay (EE), Creativity, Activity and Service (CAS) and Theory of Knowledge (TOK)) are assessed according to their own IB specified criteria.

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 through the end of semester examinations in all subjects. In addition, mock exams will be set in the January/February of the second year of the DP. These will be as close as possible in content and format to the final May exams, to give students, parents/carers and teachers as accurate a reflection as possible of performance at that time. The results of these mock exams shall be used diagnostically to inform revision and preparation for the final exams.

Final IB DP results

Final DP results are calculated by the IB as follows:

- 1 - 7 for each of the 6 subject areas (3 at higher level, 3 at standard level)
- Up to 3 additional points for the Core requirements according to the successful completion of CAS, and the graded results of the TOK and EE components.

Results are shared with students and parents/carers by the school at the beginning of July, as specified by the IB. The school works closely with families to ensure that students are able to make a smooth transition towards their next educational journey.

Approaches to Learning in the DP and CP

As in the MYP, ATL skills are emphasised for their value in supporting students to achieve their potential in assessments.

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 formative and summative assessments. These grades are shared individually with students and parents/carers through Managebac.

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

The European Azerbaijan School

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 the 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.

In DP2, samples of internally assessed student work are sent to the IB for moderation (although this may be subject to change by the IB based on external circumstances). Assessed exam and task results, along with feedback from the annual examiner's reports, are analyzed each year to improve instruction.

Teacher collaboration and moderation in both the MYP and the DP & CP

Teacher collaboration is essential in the IB Programme. Units of work must be developed, enhanced and reviewed collaboratively, with guidance, where necessary, from the MYP and DP & CP Coordinator and Curriculum Leaders. In the MYP regular Curriculum Planning meetings are held, to ensure that this process is consistently addressed. In addition, Curriculum Leader meetings are regularly held in order to share information, develop common approaches and aims. Reflection is an important assessment of our own practice as educators within the IB programmes and meeting time is invested in order to do this.

Moderation takes place within both the MYP and DP/CP programmes 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 reach consent on a final grade for each piece of work.
- If disagreement over a grade occurs, teachers will work to reach consent, involving the relevant programme coordinator if needed.
- 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, or before or afterwards, the class teacher will not give his/her initial grades to the students.

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

References

The European Azerbaijan School

International Baccalaureate Organization (IBO). 2009. Making the PYP happen: a curriculum framework for international primary education. 2009

International Baccalaureate Organization (IBO). 2018. Primary Years Programme: From Principles into practice. Geneva

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.

International Baccalaureate Organization (IBO). 2015. Career-related Programme: From Principles into practice. Geneva.