



BUDAPEST BRITISH INTERNATIONAL SCHOOL

Secondary School Assessment Policy

BBIS believes that assessment of, and for learning, is integral to responsive teaching. By using a range of effective assessment strategies, teachers are able to analyse and understand the progress students make in their learning as an outcome of the teaching they receive. Informed feedback for students is not only offered to enable students to understand their current level of performance but also helps them know what to do to improve.

BBIS recognizes that students:

- Learn through multiple processes and may have a favoured approach to learning.
- Have different cultural experiences, expectations and needs;
- Perform differently according to the context of learning;
- Need to know their achievements and areas for improvement in the learning process;
- Should receive feedback that is positive and constructive, and measures what students understand, what they can do and what they know;

Definition of terms

Attainment - the actual grade, percentage, marks, score, time a student gains in an assessment activity

Achievement - the difference between what the student is expected to attain, given their ability and what they actually attain

Progress - the amount of learning which is demonstrated between two or more points when it is assessed.

Assessment in the MYP

Assessment in the MYP supports the holistic nature of the programme taking into account the development of the student as a whole. Assessment activities aim to promote and encourage student learning. Teachers are, therefore responsible for structuring varied and valid assessment tasks (including tests and examinations) that allow students to demonstrate their best achievements according to the objectives for each subject group (see objectives below). These may include but are not limited to:

- open-ended, problem-solving activities
- investigations and research
- organised debates
- hands-on experimentation
- analysis and reflection
- process journals
- portfolio assessment
- compositions – physical or artistic

In keeping with the ethos of the MYP Approaches to Learning, BBIS also makes use of quantitative and qualitative assessment strategies and tools that provide opportunities for peer and self-assessment.

The recording and reporting of individual levels of attainment are organised in ways that provide students with detailed feedback on their progress as it relates to the assessment criteria for each subject group and where relevant to their achievement.

The assessment within each subject is designed to help students and parents recognize a student's individual strengths and weaknesses according to the particular set of skills necessary completion of the specific objectives within a subject, which are being assessed. Each subject is assessed against four criteria, which carry equal weight in the assessment. Each criterion is divided into attainment levels (numerical value) that appear in bands and each band contains general, qualitative value statements called level descriptors.

Ongoing assessment

Teachers organise ongoing assessment over the course of the programme according to specified assessment criteria that correspond to the objectives of each subject group. Regular school assessment and reporting play a major role in:

- the students' and parents' understanding of the objectives and assessment criteria · the students' preparation for final assessment
- the development of the curriculum according to the principles of the programme.

The objectives for years 1, 3 and 5 of the programme are provided in the subject group guides, and their use is mandatory. Subject group objectives relate directly to the assessment criteria found in the "Assessed curriculum" section of each guide. Together these objectives reflect the knowledge, understanding and skills that students need in order to be successful in the MYP; they represent essential aspects of each subject group. (See each subject specific objectives and assessment).

Formative assessment

Through formative assessment teachers provide meaningful feedback to students in order to improve their learning and to achieve their potential. Student peer and self-assessment can be important elements of formative assessment.

Summative assessment

Summative assessment is a part of and culmination of every unit and is designed to provide evidence for evaluating the student's attainment using required MYP subject group specific criteria. Teachers' responsibilities include but are not limited to the following:

- Teachers clearly communicate to students the guidelines, expectations and use of criteria for homework, formative and summative assessment tasks as well as actively encourage the students to plan how to manage their homework wisely, particularly when homework is being assessed.
- Summative assessment tasks must be communicated to the students not later than the preceding week, or 5 school days which ever is the smaller in which the deadline for the summative is set.
- The teachers use ManageBac calendar for planning the deadlines for the tasks. No more than two summative assessment tasks can be planned for the same day.
- The teachers will communicate the grades for the tasks no later than 10 days after the due date.
- The teachers are responsible for addressing and working towards assessing each strand of each criterion at least twice a year.

Determining Attainment Levels

Summary of the Specific-Subject Assessment Criteria and Objectives				
	Criterion A (Max level of achievement 8)	Criterion B (Max level of achievement 8)	Criterion C (Max level of achievement 8)	Criterion D (Max level of achievement 8)
Language and	Analyzing	Organizing	Producing text	Using language
Language Acquisition	Listening	Reading	Speaking	Writing
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
MYP Projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesising	Communicating	Reflecting

At the end of a period of learning (unit), teachers make judgments on their students' attainment levels for the criteria which address the unit's objectives. To determine these levels, teachers gather sufficient evidence of attainment from learning experiences and assessments.

When applying the assessment criteria to student performance, the teacher determines whether the first descriptor describes the performance. If the student work exceeds the expectations of the first descriptor, the teacher determines whether it is described by the second descriptor. This continues until the teacher arrives at a descriptor that does not describe the student work; the work will then be described by the previous descriptor. In certain cases, it may appear that the student has not fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band. In those cases, teachers use their professional judgment in determining the descriptor that best fits the student's performance. The descriptors, when taken together, describe a broad range of student attainment from the lowest to the highest levels. Each descriptor represents a narrower range of student attainment. Teachers use their professional judgment to determine

whether the student's work is at the lower or the higher end of the descriptor, and award the lower or higher numerical level accordingly.

In case the student's submitted work does not meet the standard described in the task specific clarification, the work is awarded 0 for the particular strand or the criterion.

Determining the grade.

The final grade (end of term or end of year) is determined by the total of final attainment levels in each criterion of assessments as demonstrated in Table 1.

Table 1. Exemplar.

Criteria Assessment Tasks	Criterion A attainment (0 – 8)	Criterion B attainment(0 – 8)	Criterion C attainment (0 – 8)	Criterion D attainment (0 – 8)
Research project	6	5	5	
Posters	7		6	
Timeline				7
Oral presentations		7	6	
Test	6			8
Final levels (Best judgment, not average)	6	6	6	8
Criterion Final Levels Total Subject Grade	26 / 32 6			



Final Subject grade	1	2	3	4	5	6	7
Boundaries	1 - 5	6 - 9	10 - 14	15 - 18	19 - 23	24 - 27	28 - 32

MYP general grade descriptors

Grade	Boundary guidelines	Descriptor
1	1 - 5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6 - 9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10 - 14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15 - 18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19 - 23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24 - 27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real world situations, often with independence.
7	28 - 32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Approaches to Learning

Students also enhance their Approaches to Learning (ATL) skills by recording their own understanding about learning through self-evaluation and reflection. Students are actively encouraged to discuss their strengths and weaknesses regarding approaches to learning with their parents at the Parent, Student, Teacher conferences.

Reporting of Assessment and Reporting Schedule

Term	Time	Form of reporting	What does the report contain	Informing parents
1	September - December	MYP Progress Report	MYP Progress report contains: Attendance for Term 1 Summary of attainments Tutor comments relating to achievements Subject report: <ul style="list-style-type: none"> • Course description • The descriptor for the criteria of the subject and level of achievement reflecting the summative tasks by that point of the year (0 – 8 scale) • Teachers' comments 	Reports are issued digitally via ManageBac
2	January - April	MYP Grade Report	MYP Grade report contains: Attendance for Term 2 Summary of attainment Tutor comments regarding achievements Subjects: <ul style="list-style-type: none"> • Course description • The descriptor for the criteria of the subject and level of achievement reflecting the summative tasks for the academic year (0 – 8 scale) • A holistic grade for the subject (1 – 7 scale) 	Reports are issued digitally via ManageBac
3	April - June	MYP End of Year Report	MYP End of year report contains: Attendance for the whole year Summary of attainment Tutor comments regarding achievements Subject report <ul style="list-style-type: none"> • Course description • The descriptor for the criteria of the subject and level of achievement reflecting the summative tasks for the academic year (0 – 8 scale) • A holistic grade for the subject (1 – 7 scale) • Teachers' comments 	Reports are issued digitally via ManageBac

References: MYP: From Principles into Practice, September 2014/January 2015

Assessment within the Diploma (DP)

Subject teachers work to prepare students for specific exam requirements. To this end, assessment is both reflective of the learning journey, and preparative towards the final examination requirements. Assessment for learning takes place at planned times and in prepared ways, but may also be more reactive and spontaneous to respond to situations and students' needs.

Approaches to teaching & learning

The emphasis - how to learn - is on making the student a better judge of their own performance and then helping them to develop strategies to improve. Formative assessment focuses on assessment as an essential learning process. DP teachers use a number of practices and instruments to support this, including: teacher-supported self-evaluation, systematic use of detailed assessment descriptors (rubrics, matrices), and peer evaluation mediated by the teacher (either face-to-face or using an ICT resource, such as a blog). Assessment instruments primarily designed for formal assessment at the end of the course are adapted and used formatively as part of the learning process.

Ongoing Assessment

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 own work stands in relation to this. In other words, teachers help students to know how well they are doing in relation to how well they should be doing according to their developed ability. Formative assessment is also important for the teacher, as it provides detailed feedback on the nature of the students' strengths and limitations.

Formative Assessment supports the learning journey and evaluates students' developing skills and knowledge. Formative assessments can also support the development of ATL and the Learner Profile. Summative Assessment reflects on the overall learning journey and the final acquisition of skills and knowledge. Actual DP assessment is subject specific and varies from group to group. Assessment elements can be coursework; both internally marked and moderated or externally marked by examiners, or external assessment under exam conditions.

Teachers' responsibilities:

- Teachers clearly explain the course outline and Diploma assessment requirements, and when they will take place
- Teachers clearly communicate to students the guidelines, expectations and use of criteria for homework, formative and summative assessment tasks as well as actively encourage the students' self-management
- Summative assessment tasks must be communicated to the students no later than 5 school days before the deadline
- The teachers use ManageBac calendar for planning the deadlines for the assessment tasks. No more than two summative assessment tasks can be planned for the same day
- The teachers will communicate the grades for the tasks no later than 10 days after the due date
- The teachers are responsible for addressing and working towards the Diploma assessment requirements
- Teachers reflect on, update and then commit to the BBIS internal Diploma assessment calendar each year Link

Homework

Diploma students are expected to manage their own homework schedule and studies. In addition to homework tasks to support learning set alongside course content, students are expected to engage with reviewing notes, synthesising units and lesson material, read around the subject to broaden their perspectives and extend the variety of resources and supporting evidence available. A diploma student can expect to be allocated between five and ten hours of set homework per week: one hour per HL subject and 40 mins per SL subject. Core (CAS, TOK, EE) preparation is to be done in addition to this at key periods throughout the year. Students should aim to support their learning with around 2 hours independent study where no set tasks are given.

Criteria and objectives

Assessments are based upon evaluating course aims and objectives and, therefore, effective teaching to the course requirements also ensures effective teaching to the examination and other formal assessment requirements. Teachers will ensure students understand what the assessment expectations, standards and practices are, and these will all be introduced early in the course.

Grades and Descriptors

Grade descriptors give a best-fit assessment which takes into account prolonged effort and capabilities of the student. Descriptors for each subject are provided and teachers will utilise these in language for learning, rubric creation and feedback.

Example descriptor - Individuals & Societies: Grade 7

Demonstrates: conceptual awareness, insight, and knowledge and understanding which are evident in the skills of critical thinking; a high level of ability to provide answers which are fully developed, structured in a logical and coherent manner and illustrated with appropriate examples; a precise use of terminology which is specific to the subject; familiarity with the literature of the subject; the ability to analyse and evaluate evidence and to synthesize knowledge and concepts; awareness of alternative points of view and subjective and ideological biases, and the ability to come to reasonable, albeit tentative, conclusions; consistent evidence of critical reflective thinking; a high level of proficiency in analysing and evaluating data or problem solving.

Students will also be marked to official Diploma assessment criteria, through moderated and externally assessed coursework and examinations. Teachers will work with an awareness of grade boundaries which are provided by the IB each year. Currently the school is working with the 2019 Grade Boundaries as the last cohort unaffected by the C19 Pandemic.

Full Diploma and Courses

BBIS believes that “creating a better and more peaceful world with intercultural understanding and respect” is the primary focus of all students. To this end we will enable students to access the Diploma programme in ways that suit their needs. Not all students will do the full Diploma. Some students will access post 16 education by taking a number of courses, which is appropriate for their abilities - normally 2-5, and where suitable. Students participate in The Core which will gain them not only “UCAS” points, but give them the academic, international-mindedness, and affective skills valued by all members of the IB community.

Points

A minimum of 24 points is required to obtain the IB diploma while 45 points is the maximum. The average pass mark is 30 points. Each subject, regardless of whether they are Higher or Standard level, scores out of 7 points, with a further 3 points for the core.

Core Matrix

Unlike the other subjects, TOK and the EE are graded from A to E. The third element of the core, CAS, does not receive a grade as it would not be meaningful to evaluate performance in this area.

The core is worth between 0 and 3 points towards the overall Diploma points. The candidate can also fail to achieve the Diploma certificate if they obtain a grade E in either TOK or EE or if they do not complete CAS. The number of points is calculated using the table below.

		Theory of knowledge (TOK)				
Extended essay	Grade awarded	A	B	C	D	E
	A	3	3	2	2	Failing condition
	B	3	2	2	1	
	C	2	2	1	0	
	D	2	1	0	0	
	E	Failing condition				

Failure conditions

A candidate can only receive the overall diploma certificate if none of the following nine conditions below applies.

- CAS requirements have not been met.
- Candidate's total points are fewer than 24.
- An N (no grade awarded) has been given for TOK, EE or for a contributing subject.
- A grade E has been awarded for one or both of TOK and the EE
- There is a grade 1 awarded in a subject/level.
- Grade 2 has been awarded three or more times (HL or SL).
- Grade 3 or below has been awarded four or more times (HL or SL).
- Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

Bilingual diplomas

As an alternative to the standard diploma certificate, a "bilingual diploma certificate" can be awarded to a candidate who:

- completes two languages selected from group 1 with the award of a grade 3 or higher in both. *For example; a BBIS student takes English and Hungarian in Group 1.*
- completes one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's nominated group 1 language. The candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4. *For example; a BBIS student would take Hungarian in Group 1, and then any Group 3 or 4 subject in English.*

The following cannot contribute to the award of a bilingual diploma certificate:

- an extended essay
- a school-based syllabus
- a subject taken by a candidate in addition to the six subjects for the diploma certificate ("additional subjects").

Please note there are no additional points or status gained with a bilingual diploma.

Reporting

Reporting processes impact assessment practices in school and are the face of assessment to both parents and students. BBIS reports comply with the IB DP programme by using the learner profile language, commenting on the student's approach to learning, and always be referenced by subject specific IB diploma criterion. Reports can be both formative and summative, and will have different needs throughout the year as demonstrated below:

BBIS DP Assessment and Reporting schedule

	Time:	1a Oct ½ term	1b Dec	2a Feb ½ Term	2b Mar	3 Jun
	Contents:					
i	Attendance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ii	Subject Summative grades with feedback	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
iii	Core Progress - CAS, TOK, EE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
iv	Tutor comments - well-being and school contribution	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
v	Teacher check-in - subject teacher reflections on learning ethos (learner profile & ATL Self-management, Research, Thinking, Social, Collaborative)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
vi	Subject report A (formative): <ul style="list-style-type: none"> • Current level grade descriptor (based on 2 summatives evidence) • Target grade descriptor • Subject specific learning targets connected to objectives 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
vii	Subject report B (summative): <ul style="list-style-type: none"> • Criteria descriptors with level of achievement reflecting summative tasks for the academic year (0 – 7) • Holistic grade for the subject (1 – 7) • Predicted grade 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
viii	Trial exams Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
ix	Summary of achievement - Hos/Principal	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Reports issued digitally via MangeBac

Examinations

Candidates will be entered for their chosen Diploma subjects in November of DP1. Students who wish to change subjects are able to change between HL/SL, or in special circumstances change subjects by no later than October half-term. The student will need to take the initiative to catch up on work missed.

The examination season will strictly adhere to the IBO Exam conditions, safe storage of examination material, calculator rules, administration and invigilation expectations.

Final DP internal examination assessments are collected by subject, not by teacher, and are sent for moderation as school samples, not class samples. Throughout the course, teachers at BBIS will peer moderate within faculties, and across subjects to create cohesion and unify standards and expectations.

Results

University offers are made based on thoroughly tested and evidenced staff predicted grades. If a student misses their predicted DP grades, but still gains entry into their first choice university, the school will not support Enquiry upon Results. EUR should only be undertaken if the student is within 3 marks of the higher grade boundary.

Enquiry upon results

After the issue of results, the coordinator may request a:

- category 1—re-mark of all a candidate's externally-assessed components for a subject
- category 1 report—report on the marking of a category 1
- category 2—copies of externally-assessed component material
- category 3—re-moderation of an internally-assessed component.

A fee is payable for each of the above categories (except when a grade is changed as a consequence of a category 1 re-mark).

For further supporting information please see the BBIS Language and Admissions policies

Review dates:

2021 June - MYP Coordinator
2021 October - DP Coordinator
2022 March - Staff collaboration
2022 June - Head of school/Principal (Completed June 21st 2022)

Next Review

2023 June - Principal/ DP & MYP Coordinator

References:

Guidelines for developing a school assessment policy in the Diploma Programme. 2010
ASSESSMENT PRINCIPLES AND PRACTICES—QUALITY ASSESSMENTS IN A DIGITAL AGE

Sample Reports overview for BBIS Diploma Student

vi	<p>Subject report A (formative):</p> <p>Current level grade descriptor (based on 2 summatives evidence)</p> <p>Target grade descriptor</p> <p>Subject specific learning targets connected to objectives</p>	<input checked="" type="checkbox"/>	<p>Current level grade descriptor: 5`</p> <p>The student's work demonstrates developed research and inquiry and developed use of subject-specific terminology. Creative work and processes demonstrate a developed understanding of artistic ideas and intentions. Practical/performance work demonstrates developed subject-specific skills, techniques and competences. The student demonstrates developed critical reflection on both work created and work in progress.</p> <p>Target grade descriptor: 6</p> <p>Demonstrates: detailed knowledge and understanding; answers which are coherent, logically structured and well developed; consistent use of appropriate terminology; an ability to analyse, evaluate and synthesize knowledge and concepts; knowledge of relevant research, theories and issues, and awareness of different perspectives and contexts from which these have been developed; consistent evidence of critical thinking; an ability to analyse and evaluate data or to solve problems competently.</p> <p>Objective learning targets - In order to reach the target grade descriptor:</p> <p>AO2b - application of analysis: David needs to focus on the planning and intention part of the creating process to ensure he articulates a clear rationale. This means further independent listening for inspiration, creating a small plan containing key devices, techniques and knowledge to be integrated in the creation.</p> <p>AO4b - use and apply skills and techniques: David did very well on the Bach chorales, but needs to further-develop his understanding and consistency in using cadences.</p>
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