

Assessment Policy

1.- Philosophy

Assessment at LEMANIA College, is designed to support student learning. It also emphasizes communication and flexibility. Communication aims at providing easy-to-understand data to students and parents.

At IB Diploma level, Lémania College closely adheres to IB approaches and requirements. The IB defines “assessment” as the various methods by which student achievement can be evaluated. The IB emphasizes the following:

The most important aim of the Diploma Programme Assessment is to support curricular goals and to encourage appropriate student learning. 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 requirements. Students need to understand what the assessment expectations, standards and practices are, and these should all be introduced early, naturally in instruction as well as class and homework activities. (*Guidelines for developing a school assessment policy in the Diploma Programme, 2010, p. 3*).

Lémania College distinguishes between formative and summative assessment:

- formative assessment aims at identifying the learning needs of students in order to manage the learning process;
- summative assessment aims at determining the level of achievement of a student at the end of a course of study.

A distinction must be made between formal IB assessment and the supporting formative processes that Lemania College has developed for its students.

In both categories of assessment, criterion-related assessment methods are applied. Teachers and students are expected to be familiar with the specific criteria for each assessment component, and teachers will refer to them specifically in their assessment of individual student assignments and in overall reporting.

2. IB Diploma formal assessment

IB Diploma formal assessment is defined as assessment directly contributing to the final qualification. It differentiates between:

-External assessment

Examinations form the basis of the external assessment. They usually include essays, structured problems, short-response questions, data-response questions, text-response questions, case-study questions and multiple-choice questions.

There are also a small number of externally assessed pieces of work, which are completed by the students over an extended period under teacher supervision and are then marked by external examiners. This approach is found in areas like Theory of Knowledge, Extended Essay and written assignments in Language A.

-Internal assessment

These components must conform to specific IB requirements which are stipulated in each subject. They include oral work in languages; scientific investigation (Hands-on practical, Fieldwork, Use of a spreadsheet for analysis and modelling, Extraction and analysis of data from a database, Use of a simulation) in the sciences; research project in business management; a portfolio of three commentaries based on articles from published news media in economics; historical investigation into a historical topic of their choice in history and an exploration in mathematics: analysis and approaches.

These components are internally assessed and moderated by external examiners to ensure proper standardization within and across schools. Internal assessment components contribute 20% to 30% of the total final grade mark for most subjects. When several teachers are involved in teaching the same subject and level, they must meet to moderate their internal assessment marking before these marks are uploaded and submitted to the IB.

Specifications regarding the nature of the components of the formal assessment, as well as their marking, are defined in the subject guides. Professors are trained to use those specifications during the IB Professional development workshops. They must know and apply all of the procedures required for IB Assessment purposes.

2.1. IB Diploma graduating conditions

The performance in each of the 6 subjects is graded on a scale of 1 point (minimum) to 7 points (maximum). Performance in Theory of Knowledge (TOK) and the Extended Essay (EE) are each graded on a scale of A (maximum) to E (minimum). The CAS requirement is not assessed. For the IB Diploma, a maximum of 3 points is awarded for combined performance in theory of knowledge and the extended essay. The maximum total DP points score is 45 (IB General Regulations: Diploma Programme, Article 12: Grades)

All assessment components for each of the 6 subjects and the additional IB Diploma requirements must be completed and a minimum of 24 points must be achieved in order to qualify for the Diploma

Furthermore, the following conditions must be met (General Regulations: Diploma Programme, Article 14):

- a. CAS requirements have been met
- b. There is no “N” awarded for Theory of Knowledge and/or the extended essay
- c. There is no grade E awarded for Theory of Knowledge and/the extended essay
- d. There is no grade 1 in any subject/level
- e. There are no more than two grade 2s awarded (HL or SL)

- f. There are no more than three grades 3 or below (HL or SL)
- g. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count)
- h. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL)
- i. The candidate has not received a penalty for academic misconduct from the Final Award Committee

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

2.2. Calculation of the combined performance in TOK and EE

The extended essay is externally assessed by examiners appointed by the IBO. TOK is assessed externally (essay: 2/3 of the points) and internally (presentation: 1/3 of the points).

A maximum of 3 (bonus) points are awarded according to the student's combined performance in both the Extended Essay and TOK.

The diploma points matrix

May 2015 onwards

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

2.3. Organization of the IB exams

IB exams take place in May and in November. Three exam zones have been set by the IB. The exams are spread over 3 to 4 weeks. The IB will allocate a start time (local time) which is when a school must start their exams.

Students from Lémania College attend the May exam session. The school is responsible for registering the students for the IB exam session. The school must make sure that the candidate complies with all assessment requirements of the Diploma Programme.

Detailed information on the IB official exams is provided for the DP Coordinator in the Diploma Programme Assessment procedures.

2.4. Sanctions defined by the IBO

Candidates who are registered for an examination session, but are subsequently expelled or suspended from school, normally forfeit their right to be examined by the IB in the school at which they have been registered.

Malpractice (behaviour that may result in the candidate or any other candidate gaining an unfair advantage in one or more assessment components) may lead to no grade being awarded in the subject concerned. No IB Diploma will be awarded to the candidate, but a certificate will be awarded for other subjects in which no malpractice has occurred. Malpractice includes the following :

- Plagiarism
- collusion (supporting malpractice by another candidate)
- duplication of work (presentation of the same work for different assessment components)
- communicating with another candidate during an exam session
- possession of unauthorized material during an exam session
- submitting work for assessment of which the student is not the author.

A candidate who was found guilty of malpractice will be permitted to register for future examinations at least one year after the session in which malpractice was established (unless the malpractice is very serious, in which case the candidate will not be permitted to register for any future examination session).

In cases where the candidate has already been found guilty of malpractice in a previous session, this will normally lead to disqualification from participating in any future examination session.

Sanctions related to malpractice in one of the components of school assessment are similar to the ones planned by the IBO.

Students are expected to maintain the highest standards of honesty and integrity in their course work. Cheating, forgery and plagiarism are serious offenses, and students found guilty of any form of academic dishonesty are subject to failing the course or even to irrevocable dismissal.

3. IB Diploma Supportive formative processes

Teachers at Lémania College regularly give students the feedback required for improvement and collect the data needed to monitor students in the framework of cooperative planning and thinking.

Tasks performed in the framework of the supportive formative process are assessed following criterion-based assessment methods.

3.1. Formative Assessment Tasks

Time is available every week in the time-table for assessment tasks according to a yearly defined plan alternating the teaching subjects.

The yearly plan is set up for a cohort of students before they enter their first year for the complete duration of the programme.

Throughout the course, students are assessed through a variety of written and oral tasks, including essays, creative group projects, in-class quizzes, graded homework and oral presentations.

In addition to providing their feedback, teachers encourage the use of self-, cross- and peer - assessment in various formative tasks.

3.2. IB 1 - Final exams (end of year one)

IB 1 - Final exams take place at the end of year one. Their results are part of the passing conditions to year 2. Hence, IB 1 – Final exams participate in the formative assessment process as well as providing a summative grade for this year of study.

3.3. Mock exam week

These exams are a key preparation for the IB exams: in that sense, they participate both in the formative (exam preparedness) and summative (evaluation of the final level reached by the students) assessment. They are meant to prepare the students for the official IB exams.

3.4. Publishing the criteria and reporting the results

The criteria used by the professors to assess the various components of the supportive formative process tasks are communicated to their students orally and/or via Managebac.

Each task (weekly exam or class activity) receives a result expressed in marks.

Each result in marks is reported in the Managebac system which can be accessed at any time by students and parents to check results.

4 Report cards are issued alongside the academic year.

Grade reports/transcripts for application to universities must be requested three weeks in advance.

3.5. Passing the IB preparatory class

The preparatory year is designed to lead the student to the level required to start the IB Diploma Programme.

The student is required to have completed and submitted all assessment tasks for the year.

If the student performance is judged satisfactory, he/she will be allowed to proceed to the IB Diploma Programme in September.

If the student performance is not judged satisfactory, he/she has not reached the level required to start the IB Diploma Programme and can, therefore, not proceed to the IB Diploma Programme. He/she can re-take the preparatory year. Please see the Admissions Policy for further details.

3.6. Passing first year

- students must earn 24 points or higher in academic subjects;
- there is no grade 1 awarded in a subject/level;
- there are no more than 2 grade 2s awarded (HL or SL)
- The student has gained 12 points or more on HL subjects (for students with four HL subjects, the three highest grades count)
- The student has gained 9 points or more on SL subjects (students with two SL subjects must gain at least 5 points at SL)
- CAS requirements partially have been met
- TOK exhibition must be completed
- Collaborative Science project must be done (**sciences first assessment 2025**)

3.7 Predicted grades

The predicted grade is the professor's prediction of the grade that the candidate is expected to achieve in the subject, based on all the evidence of the candidate's work and the teacher's knowledge of IB assessment criteria and grade descriptors.

The predicted grade is not the average grade of the student over two years.

- (a) Predicted grades are required by the IB to support the final assessment process. Deadlines for uploading of these predicted grades on the IB Information System are published in the Diploma Programme Assessment procedures. These predicted grades are not communicated to students.
- (b) Students may require the school to provide predicted grades earlier in IB2 in order to support their University or College applications. They should discuss this with the DP Coordinator.

3.8. Calendar of school assessment and internal assessment components

All deadlines listed below are fixed and shared with students and parents via ManageBac one week before the starting of the new academic year. The deadlines are discussed and decided by teachers and DP coordinator.

- All components of the IB formal assessment to be completed during the course
- EE process
- CAS interviews
- weekly exams/tests/quizzes/orals yearly plan
- Mock exams
- Final exams

3.9. Reminder : conditions for Swiss universities

The Universities of Basel, Bern, Fribourg, Geneva, Lausanne, Luzern, Neuchâtel, St. Gallen, Zürich and the USI accept IB Diploma holders provided that students have a minimum of 32 points out of 42, while the EPFL and the ETHZ require 38 points out of 42 (points for Theory of Knowledge and Extended Essays are not considered). In addition, students must have a specified subject combination (please refer to the official website <https://www.swissuniversities.ch>).

The path to the information is : <https://www.swissuniversities.ch>, > Information + Programmes > Swiss Enic > Admission > Admission en Suisse > Baccalauréat International.

3.10. Collaborative planning and thinking

In order to provide adequate information for the update of the assessment policy, professors meeting will be held at least once a year on the following aspects:

- definition of the criteria for the assessment tasks of the supportive formative processes - passing conditions for preparatory class
- passing conditions for year 1 of the IB programme
- deadlines of the DP Assessment Calendar

4. Sanctions

Sanctions will be imposed to students acting against the regulations of the Academic Honesty Policy and the Assessment Policy. Please refer to the Academic Honesty Policy for details concerning procedures and potential consequences.

5. Attendance

Class activities and all assessment exercises are a major part of the learning experience. Students are more successful if they attend regularly. They are also expected to contribute to the learning process of their fellow students.

Therefore, Lémania College applies a zero tolerance to absenteeism and to the failure to complete assessment tasks. Students are required to attend 150 hours of teaching for Standard Level subjects and 240 hours of teaching for Higher Level subjects. If they do not reach those minimum requirements, the IB will not allow them to sit their exams. Please refer to the Students' Handbook for more details.

All absences have to receive adequate justification (such as medical or family reasons).

Should an absence or the failure to complete a required assessment task not receive adequate justification, the DP Coordinator will define corrective measures in consultation with the parents.

6. References

Assessment principles and practice – Quality assessments in a digital age,

https://resources.ibo.org/ib/works/edu_11162-47165?lang=en

Diploma Programme Assessment procedures,

https://resources.ibo.org/dp/works/dp_11162-423301?lang=en

General Regulations: DIploma programme,

https://resources.ibo.org/dp/works/dp_11162-423301?lang=en&root=1.6.2.8.5

Swiss Universities,

<https://www.swissuniversities.ch>

Lemania College Assesment Policy
Revision 2023

Please note that according to quality management standards,
our policies are reviewed on a regular basis.