

# Assessment Policy

*For the national curricula of pre-university (**vwo**), senior general secondary (**havo**) education and the International Baccalaureate Diploma Programme (**IBDP**). Including the policy for promotion from year 3 to year 4 and admission to year 5 (**vwo / havo/ IBDP**).*

**ADOPTED:** 2020

**REVISED:** 2021 and then every other year

**CROSS REFERENCES to:** [Academic Integrity policy](#); [Admission Policy of ALASCA](#); [School Support Profile \(Inclusion & SEN policy\)](#), Language policy (planning in progress)

**REFERENCES:** see Ch 10

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**ALASCA**  
an Esprit School

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## Introduction and justification

The exam regulations applicable to ALASCA consist of the *assessment policy* and the *general exam regulations of the Esprit Schools Foundation*<sup>1</sup>. Both regulations follow the legal guidelines formulated in the Final Examination Act vwo-havo-mavo-vbo<sup>2</sup> and the Secondary Education Act<sup>3</sup>

A specific assessment programme<sup>4</sup> has been determined for each of the exam tracks and curricula, which identifies the precise planning and weight of each component of the assessment (examination). The assessment programmes will be established for each group of students. Students repeating a year, or switching between tracks, will also change cohort<sup>5</sup>. This implies that these students will proceed with the assessment programme of their new cohort. It may occur that students follow an individual curriculum, with a programme adapted to their personal needs and/or ambitions. In this case students also follow an individual assessment programme.

Any modification of the assessment programmes will only be approved and effectuated in exceptional cases by the pedagogical leadership. A request for such a change will usually be submitted by a subject teacher. In that case, the pedagogical leadership then decides whether: (i) the new provisions do not conflict with the general assessment programme and the examination regulations; (ii) the new provisions do not conflict with the school policy or with the interests of the students; (iii) the new provisions have a positive effect on the structure of the curriculum for the student, as well as their general "feasibility".

The school management will take decisions in accordance with general school policies, in case these regulations do not provide for established procedures.

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<sup>1</sup> In Dutch: Examenreglement Esprit Scholen

<sup>2</sup> In Dutch: *Eindexamenbesluit vwo-havo-mavo-vb*

<sup>3</sup> In Dutch: *inrichtingsbesluit w.v.o.*

<sup>4</sup> In Dutch: Programma van Toetsing en Afsluiting a.k.a. PTA

<sup>5</sup> A *Cohort* is a group of students following the same assessment programme in one year.

# 1. Philosophy and Principles of Assessment

## 1.1 The Goals of the Assessment

Throughout ALASCA, the assessments are used to provide students with feedback on their performance in order to stimulate them to further improve themselves (**formative evaluation**), and to identify the level of accomplishment by the end of a module (**summative assessment**). The freedom of students to experiment and to experience trial and error is a learning principle of the school which requires formative evaluation during the learning modules. Allowing students the opportunity to receive appropriate instruction and time to complete modules successfully draws on the philosophy of mastery learning (Bloom, 1981). All students are expected to attain a basic mastery (or above) in each module and they are given the opportunity to develop and show this.

The school has chosen to use **criterion-related evaluation**: a method of assessment that judges students' work based on identified levels of attainment arranged in rubrics. These levels of performance are based on the revised taxonomy of Bloom (Anderson and Krathwohl, 2001, p. 44) as well as on the Dutch national core and intermediate curriculum objectives for first years<sup>6</sup> of secondary education (SLO, 2016). The rubrics of accepted performance levels provide a common understanding for students and teachers on the learning intentions and success criteria of each module, and are aimed at creating a greater effect on learning (Clarke, Timperley, & Hattie, 2003). An educational committee of teachers review the currently used rubrics in order to develop a more generic, less time-consuming and more comprehensive assessment tool.

## 1.2 Assessment Practice

The learning objectives of the modules are arranged into performance levels using the taxonomy of Bloom in order to distinguish between the basic and more complex cognitive learning activities. This distinction roughly corresponds with the tracking of learners in havo (senior general secondary education), vwo (pre-university education) and vwo-plus (pre-university education with a challenge). The performance levels are used in the course of the modules for formative evaluation; the levels a student accomplishes for the various learning goals are used for summative assessment of that module. At no point is the averaging of grades used as no grades are being awarded<sup>7</sup>. The assessment practice of ALASCA values the most accurate demonstration of student performance, rather than averaging awarded feedback over a reporting period.

In the final years leading towards exams (years 5 and 6) the learning activities and processes are monitored by formative evaluation. However the learning outcomes are **summatively assessed** as part of (1) the school examination (SE's) or (2) as the national external examinations for senior general secondary education (havo 5) or pre university education (vwo 6) in May. In the International Baccalaureate Diploma Programme (IBDP) learner development throughout the courses is monitored by means of formative assessment, and summatively assessed in the **formal IB assessment**. This formal assessment consists of (1) the external examinations in May, (2) internally

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<sup>6</sup> Evaluation of learning in the senior years (Second Stage) uses either the curriculum objectives of the Dutch examinations or the assessment criteria of the IBDP.

<sup>7</sup> The Dutch government requires the use of grades in the assessment programmes in the Assessment programme of the second stage. The practice of grading and assessment will therefore be slightly different in the second stage.

assessed work that is externally moderated (the Internal Assessments), and (3) the submitted coursework (written and oral) that is assessed by IB examiners.

### 1.3 Summative assessment of learning in modules

The curriculum in the first four years is largely offered through (interdisciplinary) modules. At the beginning of every module students are given time to explore the learning goals and decide on the achievement level they wish to pursue: Foundation (Bloom levels: 1, 2), Advanced (Bloom levels 3 and 4), Expert (Bloom levels 5 and 6) or in some cases even eXcellence (X) level. During the courses, students will receive formative feedback on their learning. The assessment at the completion of a module does not provide a mark to determine student performance. Instead, the level of achievement of a module's learning goals is expressed as a *Foundation* (F), *Advanced* (A), or *Expert* (E). It is also possible to complete a module with the assessment "*eXcellence*" (X). The latter applies to students who have attained the learning goals at the expert level and then successfully have carried out an extensive broadening and deepening learning assignment.

There is no single, compulsory correlation between the number of accomplished learning goals at a certain level and the summative assessment used. For every individual module, the teacher specifies how many learning goals at least are to be achieved for the different achievement level. This information is clarified explicitly in the module guide under the heading "evaluation". A variety of options exist to arrive at the summative assessment of a module.

It is conceivable that with some modules the bar is set high: the final (summative) assessment then coincides with the lowest exhibited level of achievement. In that case a Foundation is awarded it for some learning objectives the foundation level is shown, even though other objectives may have been reached at advanced or expert level. For other modules, some of the learning objectives may have only one achievement level, i.e. Foundation. In that case, the other learning objectives are decisive to determine the level of summative assessment for the module. Also, within a certain module it can occur that some of the learning objectives are considered to be more important and therefore require a greater influence on the final assessment. For most of the modules, however, a specific relationship between achievement levels to the learning objectives will be stated. For example, for a module consisting of 20 learning objectives, the following may apply: completion at Expert (E) level requires at least 17 learning objectives to be reached at achievement level E; completion at Advanced (A) level requires 15 learning objectives to be reached at level A, etc. In all cases however, the key requirement of all modules is that all learning objectives should always be completed at least at the foundation level.

Every module must be completed at either the foundation level, advanced, expert or even excellence level. If not, the module is not completed and it is (initially) assigned *NC (= Not Completed)*. In that case, the student will need to make an extra effort to complete it, minimally at the foundation level. During the year, the school organizes several moments for students to make this extra effort in so-called *deficiency days*. Students that have already achieved Foundation or more in all the modules use these days to broaden their understanding or sometimes to elevate the level they have already attained.

### 1.4 The learning process and formative evaluation

As Kolencik and Hillwig (2011) have found, teachers often tend to focus on the content of their teaching practices. All the same, they do not always consider the effectiveness and efficiency of their

lessons. Moreover, students are hardly concerned with the “how and why” of their learning, i.e. the metacognitive aspects of learning (Kolencik & Hillwig (2011)). To address this concern, we have formulated the following rule of thumb: around 20% of our teaching time is devoted to activities that serve to make learning visible, such as discussing rubrics, self-assessments, peer feedback, reflective assignments, planning/ organization of work, feedback and formative assessment. The latter is an important key to visible learning, as it enables students (and teachers) to gain insight into how the learning process is progressing.

The activities used for formative evaluation or summative assessment take on a variety of forms. Online quizzes (Quizlet, Socrative, Google Forms) are used to monitor factual learning progress and provide learners with feedback and focus learning activities. Short classroom assessment techniques (CATs) i.e. brief activities requiring learners to calculate, speak, listen or read and think out loud, are used to be able to give and receive instant feedback during the lesson.

More complex levels of learning are evaluated with activities such as letter writing (personal, formal, etc), making lesson summaries, logbook entries, writing reviews, giving group presentations, making vlogs, etc. In addition, formal evaluation activities from Cambridge University's examination board (UCLES) and CiTo are used as trial exam tasks: for reading and listening, comprehension exercises in the languages and essay writing to apply theoretical concepts. Providing the opportunity to submit draft versions of writing tasks, enables peers as well as teachers to give formative feedback.

Throughout each module, the rubric is referred to as a major learning tool. Whenever a module is offered, the teachers evaluate the adequacy of the rubrics in use. At the present moment of school development, the rubric committee is evaluating the rubrics across the school and supporting their redesign as appropriate. In this way, the continuity, the vertical articulation and the clarity of the rubrics are improved across the year levels.

An important principle used to evaluate the validity of the rubrics is whether the assessment of students' understanding at the end of the module is based on the whole course and not just aspects of the module. As the committee supports this continual review of assessment of every module in each year level, these efforts lead to more coherence and consistency of the rubric design and implementation. To ensure greater dissemination of this experience, different teachers take place in the rubric committee every year.

## **1.5 Assessment over the years**

By the end of year 3, all students will need to have completed all modules of the first three years. The final assessments of the modules are then used in year 3 to determine the kind of diploma programme the students will follow in subsequent years: pre-university education (vwo), senior general secondary education (havo) or International Baccalaureate Diploma Programme (IBDP).

Year 4 is the “preparatory year”, preparing the students for the exam years 5 and 6 in Pre-University (vwo) or IB Diploma Programme. All year 4 students follow their chosen assessment programme, i.e. either Nature or the Societal subject profile. The interdisciplinary modules and compulsory subjects are offered in 80% of the classroom time, leaving 20% of the classroom time for individual work and personalised learning. Teachers use a wide variety of classroom and individual assessment techniques for formative evaluation. The formative evaluation in year 4 also gains a summative character.

Each term, students are evaluated several times providing the grounds for teachers to make an assessment (satisfactory, developing or not completed) of the learning development during that complete term. The teachers award green or red codes with comments. In term 4 these assessments of all subjects, together provides a holistic view on the students aptitude to proceed to year 5: the havo<sup>8</sup> exams, the vwo<sup>9</sup> or IB pre-exam year.

For years 5 and 6 the assessment practice no longer requires the distinction between the foundation, advanced and expert levels. Formative evaluation continues using rubrics as a tool, whereas the summative, formal assessment then uses the grading scales prescribed by the national government (10 - 1 scale) or by the IB (7 - 1 scale).

The summative assessment in the national assessment curricula awards candidate grades on a scale of 10 down to 1, 10 being the highest and the 6 (5.5) as a passing grade. For the formal IB assessment the grade awarded is on a scale of 7 down to 1, with 7 being the highest grade and 4 being a pass. For theory of knowledge and the extended essay the grades are on a scale of A to E, with A being the highest grade. Grades from the formal assessment activities (national and IB) together make up the grade on the diploma.

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<sup>8</sup> Senior General Secondary Education

<sup>9</sup> Pre-University Education



## 2. The First Stage: years 1, 2 and 3

### 2.1 Assessment and Evaluation

#### 2.1.1 Final summative assessments

The modules of the first three years at ALASCA are rounded off with a summative assessment. These final evaluations come in two forms: (1) A substantive explanation of the final level at which the student has completed the module, the qualifications 'Foundation', 'Advanced', 'Expert' and 'eXcellence' are used for this purpose. A student finishing a module without a qualification of at least 'Foundation' receives an evaluation 'not completed' (NC). (2) Some modules are just evaluated using the verdict "Completed". A student who does not meet the assessment criteria then receives the qualification 'not Completed' (NC).

#### 2.1.2 Assessment and planning

The specific assessment activities used for modules will be decided by the teachers annually. Frequently used formats include presentations, writing a report or essay, making a video or taking a written or oral test. Information regarding the assessment activities that will be used are described in the module guide provided at the start of the school year. The information described in the module guide is binding. Deviations from this may occur, but only with explicit permission from the school leadership. In such cases, students are officially informed by (e)mail. Set deadlines for summative assignments of each module are scheduled in the digital student agenda, at the start of each term.

#### 2.1.3 Deficiencies: resits

If a student has not yet performed sufficiently for a module - resulting in the NC qualification - (s)he has deficiencies in knowledge or skills that still have to be addressed. To this end, the following three options exist: (1) deficiency days are planned at the end of each term, in which students are expected to eliminate deficiencies from the last lesson term; (2) deficiency days are planned at the end of the school year, in which students are expected to clear deficiencies from the previous school year; (3) for some components deficiency modules are organized during the year, whereby students are expected to eliminate deficiencies. The deficiency modules are planned in the option space and at time slots when no other education is scheduled.

The exact dates and times of resit assessment activities are determined by the teachers involved and communicated through the digital student agenda. In some cases, the school may decide to give students a summer task to eliminate deficiencies during the summer holidays.

#### 2.1.4 Deficiencies: catching up

If a student has been unable to take part and perform at an assessment event, due to **lawful absence**, in accordance with the absenteeism protocol, (s)he still will be given the opportunity to catch up during one of the organized deficiency days. This opportunity will then be mandatory.

When a student has been unable to show learning achievements due to **unauthorized absence** from an assessment event, the parents will be informed by the student's mentor. An NC (not completed) will be on the record as the final assessment for the assignment, test or module in question. The student does not have any unconditional right to make up for the missed education.

However, as they wish, those concerned can submit a substantiated request to make up for the missing part to the school leadership. In case of a positive decision, the school leadership will determine a new moment to catch-up, in consultation with the relevant teacher(s).

### **2.1.5 Assessment deadlines in Google Classroom**

At the start of each year the deadlines (time windows) for entering summative assessments in Google Classroom <sup>10</sup> are determined. Teachers are bound by these time slots, even when students improve draft assignments and hand them in again.

## **2.2 Moving up or Repeating a year**

### **2.2.1 Grounds for moving up or repeating year 1 and 2**

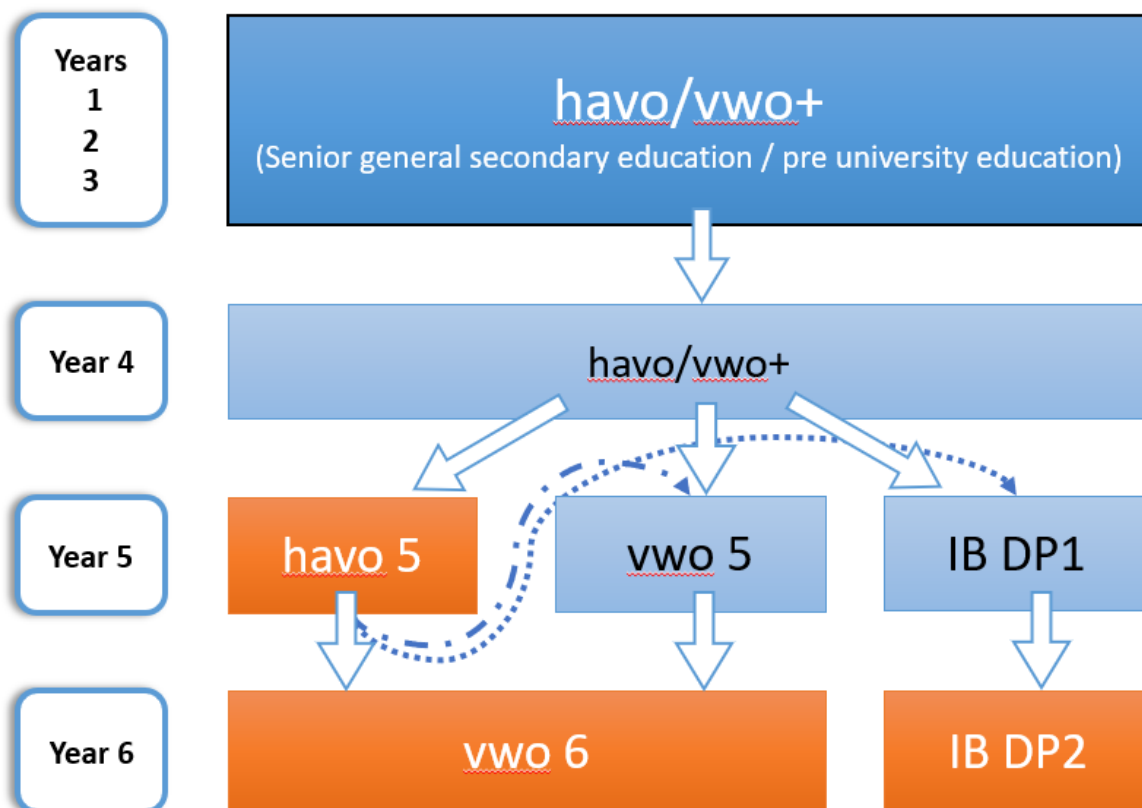
Our school strives to give students as many opportunities as possible to grow. For that reason, the school principally does not work with repeating a year in the lower classes. Pupils automatically move on from year 1 to year 2 and then to year 3. The school may decide to have a student repeat the year, only in case of very large deficiencies or due to social-emotional / developmental psychological considerations. The school leadership decides on this, following the recommendations of the mentoring team of that year level.

### **2.2.3 Promotion from the First to the Second Phase**

The academic level of each student is determined first midway year 3 and, for some students, at the end of year 4. To this end, the mentor team of year 3 makes a substantive assessment of the competence of each student and presents their findings to the school leadership for assessment. These serve to decide on the admission of students to the specific assessment programmes of the Dutch curriculum tracks, i.e. pre-university education (vwo), senior general secondary education (havo), and admission to the IB Diploma Programme (IBDP). For further details on criteria see the [Admission Policy of ALASCA](#), chapter 4 and the flowchart below.

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<sup>10</sup> Google Classroom is the school's digital learning environment; Magister is the database of module assessments (NC, F, A, E, or X).



**Flow chart summarizing possible school careers at ALASCA.**

Key to the flow chart:

Dark Blue: First Stage of secondary school

Light Blue: Second Stage of secondary school: specific school and external assessment programmes.

Orange: Years of external examinations.

**havo:** senior general secondary education;

**vwo:** pre-university education; **IBDP:** International Baccalaureate Diploma Programme.

## 3. Recording and reporting of learning

### 3.1 Portfolio presentations

The achieved level for each module is recorded and reported in the school's learning management system "Magister". Magister can be consulted at any time by both students and parents/guardians, meaning that report cards are not necessary. More importantly, each student presents his/her personal growth, learning development, achievements, challenges and ambitions to the mentor group (ca. 16 students) at the end of each semester. The feedback (verbal and written) from each peer is used to prepare a presentation to the parents/guardians at home as well as during the parent evening.

### 3.2 Triad sessions of student, parent and mentor

During the triad sessions, each student reflects on the current learning development and future goals and interests. The preference for specific track or curriculum is a point of attention in years 3 and 4. Together with the teacher mentor and the parents the learner then discusses the necessary learning conditions, directions and ambitions. If this leads to outcomes/decisions that require closer follow-up, these are recorded in Magister. In addition the students take notes and use this to direct their learning for the coming semester. This practice will continue right up to the exam year.

### 3.3 Grading in the Diploma Programme

In years 5 and 6 the performance of students following the IB Diploma Programme will continue to be formatively evaluated, using performance criteria in rubrics aligned with the subject objectives. Besides, Internal Assessment in each subject is graded on a scale of 7 points (maximum) down to 1 point (minimum) using the specific grade boundaries of the subject.

Midway and at the end of year 5 (DP1), every subject teacher assesses the overall progress and performance of the students on the aforementioned scale of 7 points. This will not be an average, but a professional assessment of the student's work using the subject's criteria. The end of year assessment is intended to be formative in that it provides information on the student's progress. However, at the end of the DP1 this could also have a summative effect when the team of tutors concludes that a student is not yet ready for the exam year. If the student's formative assessments for the subjects and core components and indicate lack of progress and performance, the tutor team can decide to hold a student back.

The performance in *theory of knowledge* and the *extended essay* are each graded on a scale of A (maximum) to E (minimum). The *CAS* requirement is not assessed, yet proof of *CAS* experience over the 18 month period needs to be shown as a condition for the diploma. 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 (see IBO (2012) Article 12)

### 3.4 Grading Senior General Secondary Education (havo) & Pre University (vwo) tracks

During the pre-exam years of the General Secondary and Pre university education (the Dutch tracks) the assessment activities of the specific assessment programmes<sup>11</sup> will be graded on a scale of 10 points (maximum) down to 1 point (minimum), a 6 (or 5.5) being the lowest passing grade. This is in accordance to the general practice of Dutch education. All other activities are assessed formatively.

## 4. Autonomous learning: Homework

ALASCA acknowledges that young learners require time to explore and follow other, i.e. non-academic and personal interests, such as hobbies, sports, social and other leisure activities. The school intends and encourages the students to perform most of their learning activities during school hours when teaching staff is available to facilitate and support their learning. Consequently, the school actively seeks to minimize the amount of homework to what is useful and strictly necessary for the students' academic development.

For some modules, frequent practice and rehearsal in between weekly lessons are necessary to retain, automate and strengthen knowledge and skills. Similarly, reading and some specific learning projects need to be carried out after school requiring (collaborative) planning of the students' time. The practice of taking personalised learning activities (individual and collective) home can be regarded as homework<sup>12</sup> or as autonomous learning. This learning can be done outside scheduled lessons at school, during projects in the school's urban surroundings or at home depending on the student's choice of planning. This way "homework" as such, is reduced but has not been completely eliminated. In the Second Stage of education, as the students are progressing towards the different diploma programmes, there will be an increased demand for autonomous learning tasks, preparation and revision of subject matter. Evidently, "homework" in the form of independent study effort then plays a more important role.

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<sup>11</sup> In Dutch: Programma van Toetsing en Afsluiting a.k.a. PTA

<sup>12</sup> In contrast to the traditional practice of each teacher giving the same homework to each student for the next lesson.

## 5. Pre-university education (vwo) and Senior General Secondary Education (havo)

The Esprit schools have common exam regulations for the general policy and organisation of the Dutch national and school examination: the *exam regulations of the Esprit Schools Foundation* (written in Dutch). Any policies regarding the internal assessment programmes of the havo and vwo tracks specific to the school are addressed below.

### 5.1 Internal Assessment (the SE school exams) vwo/havo

Three forms of assessment are used in the tracks of pre university (vwo) and General Secondary Education (havo) examination: written assessments<sup>13</sup>, oral assessment interviews<sup>14</sup>, and practical assessment activities<sup>15</sup>. Every subject offers the appropriate formats that prescribed by the government<sup>16</sup> as one (internal) assessment programme in line with *exam regulations of the Esprit Schools Foundation*<sup>17</sup>. The internal assessment programme of every subject can consist of one or more assessments, each with the same weight, used to calculate the final Internal Assessment grade (out of 10).

### 5.2 Assessment deadlines

Every written, oral and practical assessment has two resit deadlines. The first resit is scheduled in the term immediately following the original assessment, the second resit opportunity is scheduled in the last term of that school year. If the assessment takes place in term 4, the first resit is scheduled in the final week of that term (the deficiency week), and the second resit at the beginning of the next school year, yet no later than the first term. In case the assessment is scheduled in term 3 of the exam year, the first and second opportunity to resit are scheduled during deficiency days of that term.

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<sup>13</sup> In Dutch: schriftelijke examen toetsen (SET)

<sup>14</sup> In Dutch: mondelinge examen toetsen (MET)

<sup>15</sup> In Dutch: praktische opdrachten (PO)

<sup>16</sup> As described in Examenblad.nl for each subject

<sup>17</sup> In Dutch: Examenreglement Esprit Scholen (2011)

## 6. IB Diploma Programme

The *exam regulations of the Esprit Foundation*<sup>18</sup> addresses the general policy and organisation of the Dutch national examinations. The assessment policy and organisation of the internal and external assessment in the IB Diploma Programme at ALASCA (in accordance with the International Baccalaureate Organisation . *Diploma Programme Assessment procedures 2019*) are described in the following chapter.

### 6.1 Assessment deadlines

The **external deadlines** set by the IB to upload coursework and grades on IBIS<sup>19</sup> are fixed. Missing IB deadlines for a subject severely jeopardizes the final exam of the involved candidates (see 6.1 internal assessment no data). For uploading to IBIS eCoursework system, the following opening dates and deadlines are set:

- 15 January - 15 March: The Extended Essay  
Theory of Knowledge Essay,  
Written assignments/tasks for the Language A and B.
- 15 January - 20 April: All internally assessed components: Internal assessment (IA) marks  
Predicted grades (PG).
- 15 January - 30 April: Externally assessed components for the Arts: Comparative study and process  
portfolio for Visual Arts

The IB subject teachers and the coordinators of Theory of Knowledge, EE and CAS set **internal deadlines** in accordance with their requirements and the external deadlines. The careers counselor indicates the important **application deadlines** for university application procedures and standardized tests. Before publishing these deadlines, the IB staff meets to align, include safety margins and, as necessary, adjust the deadline policy.

#### 6.1.1 The deadline policy

1. The internal deadlines for assigned work in the Diploma Programme cannot be changed during the course. Changes can only be made in the years following.
2. In the creation of the planning (of deadlines) the IB staff built in a safety margin in order to reduce the risk of missing the external IB deadline.
3. Missing an internal deadline to submit a final assessment product may result in the latest draft product being uploaded for IB assessment.
4. trial examinations for all DP candidates will be planned in February/March, i.e. two months in advance of the written IB exams. These should not conflict with other deadlines and standardized tests. Teaching staff actively seek to reduce the workload for students during this period.

#### 6.1.2 Timelines and distribution of workload

1. We strive for an even distribution of planning and implementation of assessments for both teachers and students, for this reason moving deadlines and granting extensions is deemed undesirable in most cases.
2. Teachers will provide assessment overviews for students per year level that will be coordinated during planning sessions per year level.

<sup>18</sup> In Dutch: Examenreglement Esprit Scholen (2011)

<sup>19</sup> IBIS: International Baccalaureate Information System

3. Students will be requested for feedback concerning their experiences of the distribution of workload on a regular basis during mentor sessions. In addition, the Sounding Board is advised to review this point on their agenda at least twice per year.

## 6.2 Internal Assessment in the IBDP

An important part of the Diploma Programme assessment process is the involvement of the teachers in assessing and grading the students. This involvement occurs in three ways (IBO, 2019):

1. Teachers submit marks for *internal assessment* on the work done by candidates for a subject and level.
2. Teacher *predict the grade* they believe each candidate will attain in the forthcoming examination session for a subject and level.
3. Teachers write comments on all candidates' work submitted for internal assessment to *indicate how marks have been allocated*. These comments are very helpful to the moderators who read this work.

Teachers are encouraged to be involved in the moderation of internal assessment for the IBO.

### 6.2.1 Internal Assessment

Coursework undertaken by candidates during the Diploma Programme is subject to either external assessment or internal assessment (IA) and moderation.<sup>20</sup>

All teachers ensure that the candidates' work conforms to the requirements of their Internal Assessment as specified in the subject guides. Teachers assess candidates' work using the IB assessment criteria for that subject and level. The marks are awarded within the range of minimum and maximum marks available, without the use of fractions, decimal places or estimates. Teachers' assessment must be based on work actually done by the candidates (see [Academic Integrity](#)).

Candidates must complete all work for internal assessment in the language for which they have been registered for that subject and level, i.e. English. Teachers must award marks even if the work, or participation, is incomplete<sup>21</sup>. If a candidate submits no work, an "F" must be entered on IBIS<sup>22</sup> for the mark. This will result in no grade being awarded for the subject and level.

The IB may request additional sample work, or work from all candidates, for internal assessment in any subject, to moderate marks and/or quality assurance. This may be requested at any time before the issue of results. The IB Coordinator ensures that all candidates' work and associated materials that may be required can be made available until the close of the examination session (15 September).

### 6.2.2 Predicted Grades

The predicted grade is the teacher's estimation of the grade 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 standards. Predicted grades are also required for Theory of Knowledge and the Extended Essay. Each prediction must be made as accurately as possible, without underpredicting or over-predicting the grade. The Predicted Grades are exclusively used in the grade award meetings when considering a subject's grade distributions and the performance of individual candidates. A check on the

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<sup>20</sup> See section B3.2 of the Diploma Programme Assessment procedures 2019

<sup>21</sup> For details see section B3.7 of the Diploma Programme Assessment procedures 2019.

<sup>22</sup> IBIS: International Baccalaureate Information System



appropriateness of results is realised by comparing awarded grades with predicted grades. If there are significant discrepancies, further reviews may be conducted. Predicted grades are not used for candidates affected by adverse circumstances, including candidates with incomplete assessments for one or more components. (IBO, 2019)

The policy on predicted grades serves as follows:

1. to provide students and universities with accurate predictions: students need to work with realistic expectations and universities need to trust our predictions as a reliable source.
2. Predicted grades for universities are shared with students and parents upon request only. Please note that requests from parents to change grades, predicted or otherwise will not be honoured.
3. Predicted grades for Internal Assessments, TOK essays, TOK presentations and externally assessed components will be shared with the students. It is of utmost importance to note that these predicted grades are subject to external marking and/or moderation (see above).
4. It is understood that poor predicted grades may have a negative effect on a student's morale. The IB Coordinators and the student's mentor and parents need to provide emotional support and continued encouragement if this is the case.

### 6.2.3 Annotation

Teachers provide comments on all candidates' work submitted for internal assessment to indicate how marks have been allocated. These comments can be written on the work, or accompanying forms (where applicable) or entered into the teacher comments box on the internal assessment mark entry and sample selection screen. To ensure personal quality control of candidates' assessment, teachers are expected to keep track of how they have allocated the marks that are submitted to IB.

## 6.3 External Assessment in the IBDP

The written examinations of the IB Diploma Programme are set each year in May (first 3 weeks) and November (the resit possibility) regardless of national or local holidays, sports, school or family events. ALASCA follows these IB exam procedures (IBO, 2019). See [School Support Profile](#) (Inclusion & SEN policy) for access arrangements for exam sessions. Early July exam results will be made available to the schools.

### 6.3.1 Trial examinations in DP2

The trial exams in March are an opportunity for students to experience the final written IB Diploma examinations, for the first external exams ever, in as realistic a setting as possible. Ideally, trial exams are **not** used as a predictive tool for the final DP examinations. Students who are not ready for the DP examinations should be identified and kept back at the end of DP1.

In the exceptional case where teachers have severe doubts about the student's ability to succeed in obtaining the IB diploma after the trial exams, parents will be fully informed of the risks involved. In consultation with the school, parents may choose to withdraw their child from the May examination session.

### 6.3.2 Requirements for the IB Diploma

All assessment components of the three core elements and the six chosen subjects must be completed to qualify for the award of the IB diploma. The IB diploma will be awarded to a candidate, provided that all the following requirements have been met (IBO, 2014):

- a. The CAS requirements (CAS experiences incl one or more CAS projects, forms of reflection, portfolio);
- b. The candidate's exam marks for the chosen subjects is 24 or more;
- c. No "N" is awarded for Theory of Knowledge, the Extended Essay or a contributing subject;
- d. No grade E is awarded for Theory of Knowledge or the Extended Essay;
- e. No grade 1 is awarded for any subject;
- f. No more than two grades 2 are awarded (HL or SL);
- g. No more than three grades 3 or below are awarded (HL or SL);
- h. The candidate has attained 12 points or more on the Higher Level Subjects (for candidates who register for four HL subjects, the three highest grades count);
- i. The candidate has gained 9 points or more on Standard Level subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

A maximum of three examination sessions is allowed to satisfy the requirements for the awarding of the IB diploma. Additional costs involved will be charged to the student.

### 6.3.3 Publication of examination results

1. Students receive information regarding their results in their exam information packages.
2. Teachers will receive results the day after students have been notified.
3. Examination session results will be emailed to the parents, published in the ALASCA Newsletter and on the school website and presented during the first Parent Information Evening of the school year.

### 6.3.4 Analysis and evaluation of DP results

The school is committed to students' success in the DP exam. The exam results are evaluated in the following manner:

#### DP Results Analysis

Evaluation and Assessment guides the learning and teaching. The stakeholders involved in the analysis of the results are students, teachers, the leadership team including the IB coordinator, the TOK coordinator, the CAS coordinator and the EE coordinator.

#### Evaluation Process

1. Students will be asked to provide feedback after their exams through a questionnaire and the individual teachers fill in the G2 form following the exam session.
2. The IB Coordinator distributes the exam results to the teachers the day after they become accessible to the students (July).
  - Individual teachers will complete the “guided reflection form 3”, carefully considering how this will impact their teaching and the students’ learning in the future. There will be a standard form addressing a number of questions to show improvements in Subject knowledge, understanding as well as general Approaches To Learning (ATL) skills, and subject-specific skills.
  - Teachers will also compare their Predicted Grades with the actual grades in order to determine trends. The aim is for Predicted Grades to be as close to the actual grades as possible.
  - Decisions based on all this information will be incorporated explicitly in course outlines and Unit Plans.
3. Following the individual subject teacher reflections, the IB staff will compare data and plans, identifying commonalities and differences, develop ideas for improvement within each subject and if appropriate adjust the curriculum in previous years. This information is taken to exam years team discussion where the focus is on ATL skills.
4. For the Core elements of the programme, a yearly evaluation will take place between the mentors, IB Coordinator, Core coordinators (TOK, CAS and EE) to discover trends, analyse data and suggest changes and improvements.
5. The IB Coordinator will distribute the Internal Assessment Feedback Forms and Subject Reports to the Subject Teachers once they have been published by the IBO. The subject teachers will review these and adjust their action plans accordingly.
6. The IB Coordinator and the management team carefully look at the results and feedback from the various levels and where necessary, seek further clarification from teachers. The IB coordinator analyses the data concerning previous years and to assess effects of improvement actions. The pedagogical leadership may address the results and resulting actions in the Focus interviews later with the individual teachers. The focus will be on determining trends, analysing and comparing the results/data, determining areas for professional development if necessary and addressing major points in the Activity Plan.

This evaluation process will provide the data for the Parents’ evening at the beginning of October.

#### Products

Evaluation and Analysis Folder (academic year)

<b>File</b>	<b>Accountable</b>	<b>Timing DP</b>
Student Feedback (questionnaire)	IB coordinator	End of May
Individual subject Teacher feedback and action plan	Individual Teachers	End of July
Core Elements Evaluation and Action Plan	IB coordinator & Core coordinators	End of July
Subject reports form IBO	IB coordinator	September
Internal Assessment Feedback from IBO	IB coordinator	September
Diploma Programme feedback & action plan	IB coordinator	Mid September
Results analyses in relation to previous years	IB coordinator	End of September
Parent Information Evening	IB coordinator/Management team	Early October
Implementation into School Activity Plan	IB coordinator/Management team	End of October
Action Plan for Professional Development	Management team	End of October

## 7. Learner Support Arrangements<sup>23</sup>

Learning support encompasses any service provided to a student that requires an adjustment to the delivery of instruction, evaluation and assessment to meet the needs of the individual student. It may entail offering alternate educational options, providing an increased level of staff support, and behaviour management strategies. Inclusive Access arrangements may be necessary to include all students to have a fair chance taking part in the learning and teaching. The assessment is considered to be part and parcel of learning and teaching. In the [School Support Profile](#) the school's philosophy, understanding and beliefs regarding the inclusion of all students is described. It identifies the eligibility for learning support throughout the school and how students in need of support are identified and the process to ensure their needs are met during their school career, as well as in the final years of the diploma programmes.

## 8. Links to other Policies

The assessment policy is linked to the policy on [Academic Integrity](#) as the conduct of the students and teachers towards intellectual ownership of information and ideas, will determine the acceptance of products submitted for assessment. The specific measures and conditions that are required to address special needs and ensure that the students' receive the fairest chance possible to learn and to perform are described in the [School Support Profile](#) (Inclusion & SEN policy) and the Language policy.

## 9. Implementation of the Assessment policy and training of new teachers

The assessment policy will be implemented using the following steps:

- The head of school ensures that the policy is available to the school community at large and that the policy is reviewed in a timely manner
- The pedagogical leadership ensures the teachers, students and supporting staff are aware and actively engaged with the Assessment policy.
- The DP coordinator ensures that the relevant and correct information is reflected in the Student and Teacher's Handbooks and updated when and as necessary. The DP coordinator also ensures that mentors familiarise the students with the policy.
- The IB coordinator monitors and ensures compliance with IB regulations and helps develop understanding of IB assessment practices.
- The school's Coach of new teachers<sup>24</sup> introduces new teachers to the assessment policy. All newly appointed teachers will (also) be introduced to the (IB) assessment practices during their induction week before the start of school.

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<sup>23</sup> Also see the [School Support Profile](#) (the Policy on Inclusion and SEN)

<sup>24</sup> In Dutch: School Opleider / Begeleider Nieuwe Docenten

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