



# Policy Documents

## Assessment Policy



*Published August 30, 2019,*



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*Next Review: August 2024*

*Reviewed and updated: August 2023*

*Reviewed and updated: August 2022*

*Reviewed and updated: December 2021*

*Reviewed and updated: August 2021*

*Reviewed and updated: August 2020*

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# I. MISSION AND PURPOSE

## A. Mission

### **Newton Free School Mission Statement**

Newton Free School's core mission is to uncover and harness its students' potential to shape them into inquiring, knowledgeable and caring people who can take the lead in making the world a better place.

To achieve this, Newton Free School aims for its students to find joy in learning and fulfill their potential within the classroom and beyond. It is our aim:

- To help our students grow into internationally minded people who can help to build a better and more peaceful world.
- To keep our pupils' learning abreast with the latest scientific achievements and provide knowledge based on ideas and issues that are of local and international significance
- To equip our students from an early age with study skills and learning habits so that they can seek and attain knowledge independently and collaboratively, understand and synthesize, analyze, dare and succeed
- To develop students who are able to think creatively and critically when addressing challenging problems
- To inspire students to become resilient and resourceful life-long learners who are always willing to grow from the experience.

### **The International Baccalaureate Mission Statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

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## B. Purpose of the Assessment Policy

This Assessment Policy is a working document developed by staff and administration at Newton Free School for the purpose of informing and guiding assessment practices across all programmes and subjects taught at the school. The policy is consistent with the stipulated principles and practices of the IB.

This policy serves as a guideline for parties (students, teachers, administration and parents) to understand IB DP, MYP and PYP assessment procedures, expectations and parties' responsibilities.

This document will be reviewed regularly (yearly) to support students' needs.

## II. PHILOSOPHY

At NFS we believe that assessment is an essential part of all teaching and learning that takes place. It is also our firm belief that ongoing assessment represents an integral part of learning and achieving one's goals, places learners at the centre, it also offers students different challenges and helps them to aim for more and to constantly develop themselves.

In order to achieve all of the above-mentioned, teachers are encouraged to use a variety of assessment methods and strategies to support students' individual learning styles.

Throughout all IB programmes, assessment forms an integral aspect of teaching and learning. To understand what students have learned, and to monitor their progress, teachers use a range of assessment strategies that provide meaningful feedback. IB assessment supports effective classroom practice by encouraging authentic demonstrations of understanding that call for critical and creative thinking.

IB programmes' assessment is ongoing, varied and integral to the curriculum. Assessment may be formal or informal, formative or summative, internal or external; students benefit from assessing their own work and the work of peers. IB students demonstrate their learning through a variety of assessments and consolidation of learning.

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## III. PRIMARY YEARS PROGRAMME ASSESSMENT PRACTICES AT NEWTON FREE SCHOOL

At Newton Free School assessment is at the heart of the learning and teaching process. We believe that all assessment practices should be of a formative nature that helps students understand the learning they have achieved and gives them guidelines to help them move their learning forward. It is our firm belief that rigorous assessment practices help our students develop their learning skills in the following aspects (in regard to the five essential elements of learning):

- The fostering of the learner profile attributes
- The understanding of concepts
- The acquisition of knowledge
- The acquisition and honing of ATL skills
- The ability to take responsible action

At Newton Free School all assessment strategies and practices are inclusive and tailored to the needs of all learners. At our school, assessment practices are enacted in a learning climate that is high on trust and low on anxiety.

### A. PYP Assessment Practices at Newton Free School

At Newton Free School we divide assessment into five equally important areas:

- Questioning for learning
- Feedback for learning
- Sharing criteria
- Self-regulation
- The formative use of summative tests and activities

These are largely informed by Dylan William's (2009) five aspects of formative assessment

	Where the learner is going	Where the learner is right now	How to get there
Teacher	Clarifying learning intentions and sharing criteria for success	Engineering effective classroom discussions, activities and tasks that elicit evidence of learning	Providing feedback that moves learners forward
Peer	Understanding and sharing learning intentions and criteria for success	Activating students as instructional resources for one another	
Learner	Understanding learning intentions and criteria for success	Activating students as the owners of their own learning	

**Table 1** *William's aspects of formative assessment (adapted from William p. 12, 2009)*

### Questioning for Learning

Our teachers recognize that questioning is a key part of their practice. The main aim here is to effectively utilize the practice of questioning with the aim of enhancing the learning experiences of the students through asking open-ended questions that create opportunities for students to exchange ideas, articulate their thoughts and come up with answers in a supportive and inclusive environment. The further essential aspect of questioning is to elicit evidence of learning upon which teachers are able to base their feedback to assist students' learning.

In order to hone their questioning practice, teachers have bi-weekly professional learning community meetings where questioning and other formative assessment practices are discussed and evaluated with the aim of putting them into practice in an effective way.

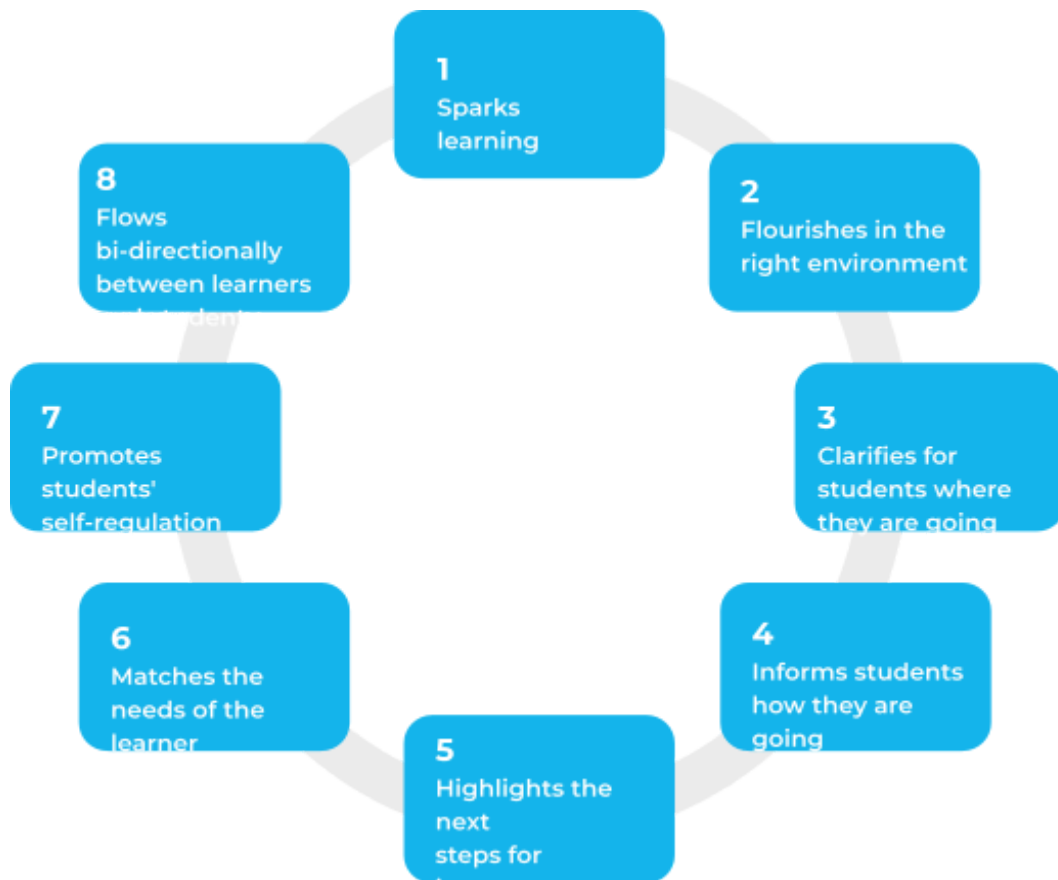
### Feedback for Learning

Again, we see effective, high-quality feedback as a practice that aids students and teachers alike in knowing where to go next on their learning journey and how to get there. Therefore, our teachers' comment-only feedback is meant to fill a gap between what is already understood and what is aimed to be understood. We agree with Terry Crooks (1988) that the most effective feedback content focuses on the following:



- The qualities of the child’s work, and not on comparison with other children;
- Specific ways in which the child’s work could be improved;
- Improvements that the child has made compared to his or her earlier work.

The process of providing effective feedback for learning can be illustrated as a cycle that firstly sparks learning and flourishes in an inclusive environment that is low on anxiety and high on trust. The teachers are expected to ensure that the students understand the learning criteria so that the students are aware of where they are expected to arrive on their learning journey and how they are going. The feedback given also guides the students towards the next steps for improvement, etc.



Graph 1 Adapted from Brooks 2017

### Sharing Criteria and Self-regulation

We believe that learners cannot achieve a learning goal unless they know exactly what the learning goal is and the steps they need to take to achieve it. It is these criteria that provide the specific basis for student understanding of the learning target or goal. When students

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understand the criteria for good work, the result is improved learning outcomes and improved practices of self- and peer-assessment.

### **The Formative Use of Summative Tests and Activities**

Summative tests are mainly used to support revision and to develop more effective reviewing strategies such as retrieval practice and spaced learning (Weinstein & Sumeracki, 2018). Since the teachers at Newton Free School have complete freedom to set summative assignments they are not limited in using these for formative purposes – the PYP students are not required to sit any high-stakes primary-level exams. The outcomes of summative assessment activities are used for students to reflect upon their learning and share with their peers their learning experiences to gain a better understanding of what they have achieved and what requires more work.

### **B. Teacher Responsibilities for Keeping Records and Reporting**

The teachers are required to keep and maintain their records of student learning. The main purpose of these assessment records is to determine what students have achieved and what requires further work and comments to this effect will be produced in individual student records and reports.

Student's achievements are being reported to students and their parents on a regular basis – after learning the unit of inquiry, by the end of the first term and by the end of the academic year.

Data and information presented in students' records and reports should be succinctly outlined so that faculty members and the PYP Coordinator can access it without any hindrances. The aim of this practice is to facilitate a certain amount of monitoring of teacher's assessment practice by the Senior Leadership Team and also provide answers to any questions posed about our students' performance and/or progress.

### **C. Grading and Scores**

At Newton Free School we are aware of the research that shows that grades can be negatively associated with performance, self-efficacy, and motivation and that grades can sometimes cause counterproductive learning processes (Andrade and Heritage, 2018; Butler, 1988). We therefore do not grade or provide marks for our PYP students and instead, the teachers are required to provide comments and guidelines to the students to move learning forward.

## D. Achievement Descriptors

At NFS our assessment rubrics are informed by the five stages of Solo Taxonomy: structural, uni-structural, multi-structural, relational and extended abstract. Units of inquiry are also developed according to the above-mentioned stages and teachers support their students to reach extended abstract level. In addition to Solo Taxonomy, school reports identify student performance as:

<b>Well-established (WE)</b>	Exceeds expectations for their current grade level
<b>Established (E)</b>	The student has acquired grade level essential skills and knowledge and developed conceptual understanding in this area
<b>Developing (D)</b>	The student is working toward acquiring grade level essential skills and knowledge and developing conceptual understanding in this area
<b>Not evident (NE)</b>	The student has not yet acquired grade level essential skills and knowledge or developed conceptual understanding in this area.

## E. Students with Special Education Needs and Additional Language Support

Students who are identified with learning support needs or identified as those who require additional language support may have an Individualised Education Plan (IEP) to support their learning. Each IEP includes short-term goals tailored for specific students and is being reviewed and updated on a regular basis.

## F. Exhibition

In the final year of the PYP, students are expected to take part in a culminating project, the PYP exhibition, which requires that every student demonstrate their full engagement with the five essential elements of the PYP. The exhibition takes the form of a transdisciplinary inquiry conducted in the spirit of personal and shared responsibility. Although the exhibition is a summative assessment activity, it is also a celebration to mark the student's transition from the Primary Years Programme to the Middle Years Programme.

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## IV. MYP ASSESSMENT PRACTICES AT NEWTON FREE SCHOOL

Teaching and learning in the Middle Years Programme (MYP) at Newton Free School is a holistic process informed by rigorous assessment practice. Diverse assessment tools and strategies are utilized to ensure active learning, to monitor student's learning and to tailor instructions to meet the individual learning needs of all students.

### A. Assessment criteria and determining achievement level

Each subject group within MYP utilizes International Baccalaureate mandatory prescribed criteria to assess student learning. These criteria are closely aligned with the learning objectives to assess the factual, conceptual, procedural and metacognitive knowledge of students respective to MYP1, 3 and 5. The use of these criteria is mandatory; however, teachers can modify these criteria in MYP2 and 4 to scaffold the progression towards prescribed criteria.

Each criterion within each subject group is subject-focused and includes strands. Strands are sub-criteria, which specify the knowledge, understanding, skills and abilities of students. Each strand must be assessed at least twice per year throughout the course of studies in MYP.

IB provides assessment rubrics within each subject group. These rubrics are mandatory to use and help teachers determine the achievement level of students out of 8. Marks within the rubrics are grouped into four bands 1-2, 3-4, 5-6, 7-8. Each band has its level descriptor clarifying what students are expected to do to achieve certain levels of learning objectives.

Students are informed with regard to set objectives within every unit and criteria against which their knowledge will be assessed. Teachers provide assessment rubrics to students before the assessment task is given. Often strands are further clarified/simplified within task assessment rubrics to help students understand their learning objectives better. These rubrics are available at ManageBac for every task.

### B. Standardization

Teachers from the same as well as different subject groups perform standardization of each-others marks once a semester. This practice ensures the consistency of assessment

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practice throughout the programme. This process of standardization also applies to the assessment of personal projects undertaken in MYP5.

### C. Assessment strategies

Teachers use a range of tasks to assess students' learning. Assessment strategies utilized within MYP are as follows:

#### 1. Diagnostic or pre-assessment

Diagnostic, also known as pre-assessment, helps teachers understand their students' prior knowledge, skills, strengths and areas of growth. The diagnostic assessment provides information with regards to students' understanding of topics/concepts to be covered within upcoming units thus helping teachers to tailor their instruction to the individual learning needs of students – help inform the differentiation.

#### 2. Self-assessment

One of the key principles of learning within MYP is reflection. Thus self-assessment practice helps students to reflect on their own learning. Self-reflection is an integral part of all MYP units. Some of the examples of students' self-assessment practice are self-assessment questionnaires, self-developed assessment criteria for tasks/assignments, self-evaluating summative tasks before marking, etc.

#### 3. Peer assessment

Peer assessment takes place every once in a while within units. The strategy is mutually beneficial for students as they review peer work, reflect on it and give constructive feedback. After their work is assessed by the teacher the students will reflect, comment and sometimes even give MYP achievement levels to their peers during the lesson.

#### 4. Formative assessment

Teaching and learning in MYP is informed by formative assessments. Teachers develop a range of formative tasks within each unit to assess student's performance throughout the instruction and occur on a regular basis. Formative assessments can take place through observations during classes, asking concept-checking questions, quizzes, tests, homework and so forth. Depending on the task type, teachers can either give students general feedback during class or leave comments on individual students' work. Formative assessments are used to identify students' understanding of the topic and concepts they are introduced throughout the course of units. It helps teachers to proactively identify and address the

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learning challenges of students, determine appropriate teaching strategies and plan future instruction considering students' performance. Students benefit from constructive feedback to excel in their performance to meet learning objectives.

## **5. Summative assessment**

Teachers design summative assessment tasks to determine the student's achievement of prescribed criteria by the end of the unit. Depending on the length of the unit students might have to complete one or two summative assignments. Summative assignments can vary from subject to subject and can fall into the category of essays, projects, open-ended questions, presentations, etc. Teachers work with students throughout the unit to prepare them for completing these assignments using the MYP ATL skills framework. Students submit essays and large project-based assignments for formative feedback first. After careful consideration of feedback students submit completed tasks for marking through ManageBac. Summative tasks are assessed within two weeks' time and marks are recorded through ManageBac. Students are given formative feedback on their assignments. Formative feedback helps students to improve their performance/achievement level throughout the following units.

## **D. Assessment tools**

Examples of assessment tools utilized at Newton Free School include, but are not limited to:

- Projects
- Presentations - verbal (oral or written), graphic (through various media – comics, posters, films)
- Written compositions/Essays/Articles
- Quizzes/tests
- Experiments/lab reports
- Process Journal
- Digital solutions or products in response to problems

## **E. Deadlines**

NFS takes deadlines for student work very seriously. It is very important for students to submit completed assignments within the given timeframe so as not to fall behind and meet the requirements of the programme. For each formative or summative assignment, students are given deadlines. For formative tasks students receive feedback from teachers, which is

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important to be considered for future work, while completing summative assignments and receiving feedback on time allow students to more strategically pursue their studies throughout the following units. If the deadlines are not met, the following procedures apply:

- Teachers post assignments on ManageBac with clear deadlines;
- If a student does not hand in the assignment within the given timeframe, the teacher follows up with the student to find out the reason. If further clarification or guidance is required, the teacher meets the student individually. If a student has a valid excuse for not meeting the deadline, the teacher extends the deadline for another 7 days.
- In addition, subject teachers or a tutor contact parents/guardians to inform them of this matter.
- If a student does not hand in the assignment after the extension of the deadline, the teacher marks the work N/A against respective criteria and parents/guardians are notified.
- An achievement level of 0 will be given to work that does not meet the relevant criterion/criteria
- If a student is absent/excused from class-based assessment tasks he/she will be given an opportunity to make up during a long break or after classes per agreement with the teacher.

Although formative tasks are not assessed by marks, if there are several missed submissions parents/guardians will be contacted to discuss issues that are taking place. If the student misses several summative tasks again parents will be contacted and an alternative assessment plan will be arranged.

## F. Academic misconduct

If the student hands-in plagiarized/cheated/colluded work she/he is given another opportunity to re-submit work within a defined timeframe, however his/her work will not be assessed higher than 3 out of 8.

Detecting plagiarism after the resubmission of the work or detecting repetitive action of plagiarism for the second time leads to the mark of N/A in all respective criteria (for further details please see the Newton Free School Academic Honesty Policy).

## G. Final grades and reporting student's achievements

By the end of the first term and academic year, students will receive term/year marks out of 7. Newton Free School communicates students' achievements in each subject area to the

parents on a regular basis - two reporting periods, one from September to December, and another from January to June. Reports include information with regard to students' achievement levels for each criterion as well as formative written feedback/comments from teachers. The level for each criterion assessed within each subject throughout the reporting period is reviewed and final achievement levels are decided based on the 'best fit' principle. Teachers use personal judgment to come up with the termly/yearly achievement level mark of the student. Final achievement level marks are summed up, which makes up the boundaries. These boundaries are then converted into a final grade out of 7 according to the principle presented in the following table:

Grade	Boundary	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 a 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 a 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 a 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 an extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classrooms and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates a 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.

In addition to producing report cards, Newton Free School conducts parent-student-teacher or parent-teacher conferences. Once in the middle of the semester teachers meet parents/guardians individually and discuss the performance and needs of the student with them. When students are attending the meetings, they have an opportunity to reflect on their own progress and discuss challenges they are facing.

## V. FORMAL DIPLOMA PROGRAMME ASSESSMENT REQUIREMENTS AND AWARDED THE DIPLOMA

### A. Internal Assessments

Internal assessments (IA) are DP's mandatory part of the assessment for almost all subjects. The assessment is done by the relevant subject/core subject teacher (teachers) according to IB standards and practices and is moderated externally by IB to ensure that all assessment standards are met by students and teachers. Internal assessments include:

1. Oral work in languages
2. Fieldwork in geography
3. Laboratory work in the sciences
4. Investigations in mathematics
5. Artistic performances.
6. Science group joint project

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## B. External Assessments

External Assessments take place at the end of the 2nd year of DP. They are externally assessed and administered exams for each subject by the IB. For Newton Free School students, the exam session takes place in May. Examination papers may include the following types of assessment:

1. Essays
2. Structured problems
3. Short-response questions
4. Data-response questions
5. Text-response questions
6. Case-study questions
7. Multiple-choice questions – though these are rarely used.

For more details concerning the weighting of the external and internal assessment components of the Diploma Programme subjects please refer to Appendix 1.

## C. Awarding of the IB Diploma

Candidates who successfully meet these conditions will be awarded the **IB Diploma**:

- DP candidates must study six subjects, three at Higher Level, three at Standard Level – plus the three core subjects EE, TOK and CAS.
- They must accumulate no fewer than 24 points from assessment in these subjects.
- They must meet all of the requirements within a maximum of three examination sessions.

Candidates who have completed the above conditions through multiple languages may be eligible for a **Bilingual Diploma**. Specifically, a bilingual diploma will be awarded to a successful candidate who fulfills one or more of the provided criteria:

- Completion of two languages selected from the studies in the language and literature subject group with the award of grade 3 or higher in both languages
- Completion of one of the subjects from the individuals and societies, or sciences subject groups in a language that is not the same as the candidate's nominated studies in language and literature language

- Attainment of grade 3 or higher in both the studies in language and literature language and the subject from individuals and societies, or sciences subject groups.

The IB diploma is awarded **based on performance** across all parts of the DP:

- Each subject is graded 1–7, with 7 being the highest grade.
- These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.
- TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total. The TOK/EE Matrix can be seen below.
- CAS is not assessed but must be completed in order to pass the diploma.
- The overall maximum points from subject grades, TOK and the EE is therefore 45:  $((6 \times 7) + 3)$ .
- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

There are a number of **additional requirements** for the award of the diploma. They are as follows.

- CAS requirements have been met.
- There is no “N” awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- 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.)
- The candidate has not received a penalty for academic misconduct from the final award committee. All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma.

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## D. Table of grades

Unlike the other subjects, theory of knowledge (TOK) and the extended essay (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 zero and three 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.

Core points matrix

		Theory of Knowledge (TOK)				
Extended Essay	Grade	A	B	C	D	E or N
	A	3	3	2	2	Failing Condition
	B	3	3	2	1	
	C	2	2	1	0	
	D	2	1	0	0	
	E or N	Failing Condition				

The IB grading scale is following (from seven to one):

7 – Excellent

6 – Very good

5 – Good

4 – Satisfactory

3 – Mediocre

2 – Poor

1 – Very poor

Grades 2 and 1 are failing grades.

### E. Predicted grades

Teachers predict the grade they believe each candidate will attain in the forthcoming examination session for a subject and level. Predicted grades should be based on the grade descriptors that are available in Diploma Programme grade descriptors (in order to view the grades, please follow the link: [IB Grade Descriptors](#))

NFS will be predicting final Diploma Programme grades for each student twice, for two different purposes in IB2. Firstly, teachers will be predicting grades on an individual basis between October and February for university admission purposes. Secondly, in March

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teachers will be predicting grades in all subjects, including EE and TOK, as per the IB requirements to make predicted grades available prior to the final examinations.

Teachers are encouraged to write comments on all candidates' work submitted for internal assessment to indicate how marks have been allocated. These comments are very helpful to the examiners who moderate this work.

## VI. DP ASSESSMENT AT NEWTON FREE SCHOOL

### A. Assessment practices

At Newton Free School the following assessment practices are widely used: Summative and Formative Assessments.

#### **Formative Assessment**

Formative assessment at NFS is ongoing and as regular as possible. Formative assessment gives students, teachers and guardians information about students' achievements and current challenges, what and how they should improve their skills and knowledge. It gives teachers the possibility to almost daily assess a student's needs and effectively modify the learning and teaching process, giving them the feedback that's important for their progress.

Formative assessment can take different forms: comments and feedback during class discussions, interviews, debates, projects etc., it can take place during student reflection sessions and so on.

Teachers are encouraged to record the formative assessment process whenever it is possible using formative assessment checklists and maintain regular communication with students and their guardians about the process and progress.

#### **Summative Assessment**

Summative assessment usually takes place at the end of a specific unit/course per subject and measures a student's achievement level towards the objectives of a given unit/course. Summative assessment is used for grading in year 11 and year 12. Examples of summative assessments are tests, exams, essays, laboratory projects, presentations, research etc.

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At Newton Free School we acknowledge that high achievements and significant progress in summative assessments depend on regular, ongoing and accurate formative assessments by teachers.

Per subject/unit/course following types of assessment are used accordingly, but are not limited to:

Class discussions/debates (Group and/or individual)

- Essays
- Presentations (Group and/or individual)
- Projects (Group and/or individual)
- Multiple choice answer tests and quizzes
- Examinations

### **Self-Assessment**

At Newton Free School we strongly believe that self-assessment is a powerful tool whereby students can acquire a more nuanced insight into what constitutes quality work and performance within an academic domain. We are also aware of the research that has shown that self-assessment within the classroom develops such self-regulation skills as setting targets, evaluating progress in relation to academic criteria and improving the quality of learning outcomes (Harris & Brown, 2018; Andrade, Du & Mycek, 2010; Fletcher, 2010). Moreover, self-assessment has been shown to lead to improved efficacy, motivation and engagement in students (Fletcher, 2016; Klenowski, 1995; Harris & Brown, 2018; Panadero, Jonsson & Botella, 2017).

Self-assessment aids students to accurately gauge how their performance compares with academic standards and learning goals set by the school. Further, it allows them to receive feedback in a timely manner and empowers them to identify weaknesses in their own work, which will eventually heighten their motivation and improve their agency as independent learners. We strive to bring student self-assessment in close alignment with IB curricula criteria and standards so that our students have more agency to accelerate their progress without having to be entirely reliant on teacher feedback. Nevertheless, all our teachers strive to promote and structure effective self-assessment practices within classrooms. We believe that once students have mastered self-assessment skills they will go on engaging these skills throughout their adult lives. Newton Free School will also employ metacognitive strategies

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## Peer Assessment

At Newton Free School we value the positive contribution peer assessment makes towards developing effective learning habits and collaborative skills in our students and we encourage our students to engage in peer assessment activities as this kind of feedback is normally available to them in much greater volume and with greater immediacy than teacher feedback. Peer assessment presents students with many intellectual challenges that help them develop their social and problem-solving skills (Topping, 2018). Criteria for peer assessment will be set and mediated by the teacher and facilitated via such class activities as providing oral feedback on written tasks, presentations, projects, etc. We see that peer assessment is very much in agreement with the learner profile attributes such as critical thinking, communication and caring.

## B. Exams

At Newton Free School students have to take exams during the Diploma Programme years in every subject, except the Core:

- January of year 1 i.e. at the end of 1st semester of the year 1;
- June of year 1 i.e. at the end of 2nd semester of the year 1;
- March of year 2 i.e. DP mock exams.

The exact schedule for exams will be known before the one-month period.

## C. Awarding final grades for years 11 and 12

All summative assessments including school-based exams are assessed by the IB grading scale as shown above. The following formulas are used to calculate year 11 and year 12 final school grades for students:

**Year 11:** Average of 1st and 2nd-semester grades, whereas each semester's average grade is calculated as average marks of subject-specific assignments and relevant exam marks.

**Year 12:** Average of 1st and 2nd-semester grades, whereas each semester's average grade is calculated as average marks of subject-specific assignments and relevant exam marks.

All subject teachers are responsible for presenting students and their guardians with the subject's grading and assessment system at the beginning of year 1 via in-class presentations, written presentations and so on.



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Per student needs and specific university requirements, the final grades will be converted into a particular grading system.

#### D. Absence policy

At Newton Free School students are highly recommended to be present at school regularly and to be involved in all classroom and/or outside class activities.

Only absences due to health conditions are excused by the school and the teachers, for all such absences relevant medical documents should be handed to the school.

In case students have an excused absence, they must complete their assignments in proportion to the number of days they were absent, for example, if a student is absent for one day, she/he must make up the assignment in one day, or at teacher discretion. One week is the maximum time for an assignment to be accepted after returning from an extended excused absence.

Please note, that the absence policy doesn't concern official IB DP exams at the end of year 2 and/or other IB DP deadlines, for further information please contact the DP coordinator.

#### E. Tracking student progress

All teachers are responsible for regularly recording students' achievements, all summative assessments and in the case of formative assessments, where appropriate.

Student progress and achievements are recorded on ManageBac, an online platform specially designed for IB. The Platform is used by teachers, coordinators, students and guardians.

The CAS coordinator is responsible for regularly monitoring students' CAS portfolios according to the best IB practices and requirements.

In each semester the school holds parent-teacher meetings where students' progress reports are presented. Please note that individual student's progress reports and other private information known to the teachers are strictly confidential and should be communicated only to the specific student's guardian and student him/herself. Individual parent-teacher meetings can be arranged at any time upon the request of the parties.

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## VII. PARTIES' RESPONSIBILITIES

### A. Students are responsible:

- To successfully meet all deadlines regarding assignments;
- To take into consideration all teachers' comments and recommendations regarding their assignments;
- To be presented at all CAS end EE meetings per supervisors' request;
- To act in accordance to Academic Honesty Policy requirements when doing their work;
- To develop effective time management skills and in case the student is not meeting the deadlines due to overwork, they are asked to immediately communicate with guardian/teacher/coordinator in order to apply for an extension or to find an alternative solution;
- In case teacher's recommendation to find additional learning time in order to improve academic condition;
- To always give their best effort to the assignments.

### B. Teachers are responsible:

- To provide students, at the beginning of each course, with a syllabus that contains the following:
  - ◆ Subject content and structure
  - ◆ Summative assessment requirements by the IB and the Newton Free School
  - ◆ Formative assessment forms and their significance
  - ◆ Summative assessment criteria and relevant rubrics
  - ◆ Grading system and structure for given subject
  - ◆ Key deadlines for the IB and for the Newton Free School
- To present students with samples of assessed work (worked examples), which may have been produced by NFS students or taken from the official IB materials in order to illustrate different levels of achievements;
- To communicate and discuss Academic Honesty policy to the students;
- To regularly give students feedback about formative and summative assessments, the feedback should be ongoing, fair and constructive;
- To communicate with guardians and/or the DP Coordinator regularly and immediately in case of ongoing poor academic performance and/or misbehave;

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- To work collaboratively with other teachers (including CAS coordinator, TOK teacher and EE supervisor) regarding curriculum designing, balancing assignments and deadlines;
  - To follow deadlines set by DP Coordinator and the IB;
  - To always stay alert about ongoing changes in DP curriculum and/or other practices and requirements;
  - To use a variety of teaching and assessment strategies to differentiate learning process;
  - To provide links to possible Extended Essay topics in relevant IB subject

### C. Guardians are responsible:

- To daily monitor student progress using the reporting system and through effective communication with subject teachers;
- To provide students with a supportive environment for studying;
- To support student with the meeting of deadlines;
- To support and encourage students via discussing his/her assignments and assessments regularly;
- To attend all parent teacher meetings;
- To support the school and the students in all matters related to academic honesty

### D. The PYP and MYP Coordinators are responsible:

- To create ample opportunities through professional learning community meetings for teachers to develop and employ effective assessment strategies
- To ensure assessment strategies employed are fit for the needs of our learning community
- To keep the faculty members updated with regard to any changes in relation to assessment practices within the school
- To provide assistance to teachers, students and other people involved with creating assessment resources such physical and online portfolios, assessment criteria and formative assessment forms to be used with students.

### E. The DP Coordinator is responsible:

- To create exam and IB and NFS assignments timetable with teachers' collaboration and communicate it with all parties;

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- To inform teachers, guardians and students of ongoing changes in IB DP curriculum, IB news and other practices (guides, statistics, schedules, deadlines, requirements, forms);
  - To provide the IB teachers with the subject reports and exam information from previous years in order to analyze student strengths and weaknesses.
  - To plan IB trainings for IB Diploma teachers when necessary;
  - To arrange teacher collaboration meetings;
  - To register students for IB examinations;
  - To support students, teachers and parents in the development of an understanding and appreciation of the importance of academic honesty.

## VIII. LINKS TO OTHER POLICIES

[Academic Honesty Policy](#): Students will follow all requirements of the Academic Honesty Policy while completing assignments, homework, formative assessments, summative assessments, and all IB Diploma requirements including Extended Essay, Theory of Knowledge, and CAS.

[Language Policy](#): All student language needs will be considered when creating and implementing assessments. All teachers are viewed as language teachers and should offer feedback to students about their use of language.

[Special Educational Needs Policy](#): Assessments will follow all requirements outlined by the SEN Policy.

## IX. COMMUNICATION OF ASSESSMENT POLICY TO THE NFS COMMUNITY

The Assessment policy will be introduced to the NFS community through a variety of pathways including staff meetings, parent meetings, and homeroom lessons. The policy will also be available on the NFS website. New staff will be familiarized with the document during orientation.

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## X. REVIEW PROCESS

The Assessment policy will be reviewed regularly as part of the Board's cycle of policy reviews, curriculum review cycle and as part of the whole school improvement plan. The policy will be updated as needed. The Leadership team will review the implementation of the policy in classrooms and throughout the school on a regular basis as part of the appraisal process.

## XI. REFERENCES

1. Diploma Programme Assessment procedures 2019 – The International Baccalaureate Organization
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4. Grade descriptors (For use from December 2017) – The International Baccalaureate Organization
5. Special Educational Needs/Inclusive Education (SEN) Policy – Newton Free School
6. Academic Honesty Policy – Newton Free School
7. Language Policy – Newton Free School
8. Assessment policy, The IB Diploma Programme – [Viborg Katedralskole](#)
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10. Using Self-assessment to Improve Student Learning by Harris, L R & Brown, G T (2010)
11. Rubric-referenced Self-assessment and Middle School Students' Writing by Andrade, H, Du, Y and Mycek, G T (2018)
12. Exceeding Expectations: Scaffolding Agentic Engagement through Assessment as Learning by Fletcher, A K (2016)
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14. Effects of Self-Assessment on Self-regulated Learning and Self-efficacy: Four meta-analyses by Panadero, Jonsson and Botella (2017)
15. Using Peer-Assessment to Inspire Reflection and Learning: Learning by Judging and Discussing the Work of Other Students by Topping K (2018)

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16. MYP: From principles into practice – For use from September 2014/January 2015 - The International Baccalaureate Organization
  17. Developing an Assessment Plan to Learn about Student Learning, Peggy L. Maki (2002)
  18. General regulations: Middle Years Programme 2014 – The International Baccalaureate Organization
  19. [Aarhus International School Assessment Policy](#)

## XII. ABBREVIATIONS

**NFS** Newton Free School

**IB** International Baccalaureate

**IBPYP** International Baccalaureate Primary Years Programme

**IBMYP** International Baccalaureate Middle Years Programme

**IBDP** International Baccalaureate Diploma Programme

**PYP** Primary Years Programme

**MYP** Middle Years Programme

**DP** Diploma Programme

**SEN** Special Education Needs

**CAS** Creativity, activity, service

**EE** Extended Essay

## XIII. APPENDIX 1

### Language A: Literature

Assessment Type	Internal/External	Final Grade Weighting (%)	
		HL	SL
Oral Work	Internal	15	15
Written Assignment	External	20	20
Oral Work	Internal	15	15
Paper 1	External	25	25
Paper 2	External	25	25

### Language B (English)

Assessment Type	Internal/External	Final Grade Weighting (%)	
		HL	SL
Oral Work	Internal	25	25
Paper 1	External	25	25
Paper 2	External	50	50

### Economics

Assessment Type	Internal/External	Final Grade Weighting (%)	
		HL	SL
Portfolio	Internal	20	20
Paper 1	External	30	40
Paper 2	External	30	40

Paper 3	External	20	--
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### Geography

Assessment Type	Internal/External	Final Grade Weighting (%)	
		HL	SL
Paper 1	External	35	35
Paper 2	External	25	40
Paper 3	External	20	--
Fieldwork	Internal	20	25

### Science (Physics/Chemistry/Biology)

Assessment Type	Internal/External	Final Grade Weighting (%)	
		HL	SL
Practical	Internal	24	24
Paper 1	External	20	20
Paper 2	External	36	32
Paper 3	External	20	24

### Mathematics HL/SL

Assessment Type	Internal/External	Final Grade Weighting (%)	
		HL	SL
Paper 1	External	30	40
Paper 2	External	30	40
Paper 3	External	20	--





Exploration	Internal	20	20
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**Music**

Assessment Type	Internal/External	Final Grade Weighting (%)	
		HL	SL
Listening Paper	External	30	30
Investigation	External	20	20
Creating	Internal	25	50
Solo Performance	Internal	25	--