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**LA GARENNE**  
INTERNATIONAL SCHOOL

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Fait à  
Chesières, Suisse

**> Middle Years and Diploma Programme Assessment Policy**  
La Garenne International School



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## Statement of Assessment Philosophy

La Garenne International School is a learning-focused community where students are encouraged to show resilience and where a sense of positive esteem is derived from personal growth and achievement. Our philosophy is summarised in the school motto '*Be happy and never, never, never give up.*' Central to this is effective assessment. We foster a holistic view of education and place primary emphasis on ensuring that our students acquire the necessary skills to be effective life-long learners. In giving our highly-skilled staff a clear understanding of how assessment improves teaching and learning, we aim to produce reflective and self-regulating learners who can identify personal goals and plan strategies for growth.

## The Aims of Assessment

Assessment is a vital tool for:

- Informing academic staff about individual learners' level of understanding and consequently, identifying how they can improve.
- Identifying general trends across the age ranges and subjects that may inform wider targets for improving teaching and learning.

## Objectives and Principles

Our Assessment Policy is based on our core aims:

- Give each child individual attention: striving to make them feel appreciated and to keep them happy, motivated and healthy.
- Teach children how to live in an international community: developing tolerance and respect for others, thereby developing compassion and inter-cultural understanding.
- Guarantee a high-quality, holistic learning environment: combining inspirational, enquiry-based learning and an enriching extra-curricular programme to promote the development of the whole child and to give each student the opportunity to flourish in exceptional surroundings.
- Instil a life-long passion for learning: stimulating the children to be curious, creative, and independent critical thinkers.

## Links to other school policies

This policy is revised annually to ensure that it aligns with other school policies.

## Language Policy

Formal assessment takes place in English, the primary language of study. Assessments which take place in languages that cannot be facilitated by the school, namely for planned School Supported Self-Taught DP languages, are assessed in consultation with the



student's tutor and written in the reporting language of the school by the school's SSST coordinator.

### **Admissions Policy**

As La Garenne International School believes in an inclusive school environment, our admissions policy follows the principles outlined in our assessment philosophy.

### **Procedures in the IB Middle Years and Diploma Programmes**

The MYP & DP Coordinators, in collaboration with the Head of Secondary, are responsible for:

- establishing time-frames for formal assessment practice;
- establishing procedures for assessment;
- policies regarding assessment in the MYP and DP;
- identifying wider targets and strategies based on analysis of assessment data;
- monitoring the reporting process;
- ensuring that teachers follow assessment procedures;
- analysis of assessment data;
- ensuring that teachers are using a wide range of assessment methods to inform teaching and learning;
- monitoring tracking of learners;
- implementing CAT 4 assessments;
- annual review of the Assessment Policy.

### **Assessment Practices**

Assessment may differ depending on the context and may vary between subjects and age groups. La Garenne acknowledges that good practice can include:

- oral feedback
- self-assessment
- peer-assessment
- group/whole class assessment
- written marking of work
- teacher/learner questioning
- assessment of exemplar work of different levels
- use of assessment criteria and examination materials

La Garenne recognises that effective assessment practice must include a combination of both **formative** and **summative** assessment methods.



## **Formative Assessment**

The school allows for a degree of flexibility regarding the formative assessment methods used. However, formative assessment should be carried out with specific aims to:

- ensure clarity of factual information;
- comment on how the learner's practice can be improved through target setting;
- acknowledge that a learner's work has been checked and understood.

To evaluate a learner's understanding, their work should be subject to a range of assessment tools and methods. Formative assessment should be a feature of every lesson with the primary purpose to inform the students how they can advance their learning. Examples include:

- Peer-assessment
- Self-assessment
- Visualisation of understanding
- Verbal comments and discussion

## **Summative Assessment**

Summative assessment takes place throughout the school year. The levels that learners obtain in summative assessments are reported to parents and discussed at teacher-parent conferences at the end of each term. Formal assessments for the MYP and DP correspond to the IB-specific assessment criteria detailed in subject guides.

### **Summative Assessment in the MYP**

Summative assessment in the MYP takes place at the end of each study unit in each year of the programme. Summative assessments are based on the subject-specific assessment criteria A, B, C and D. Each of the eight MYP subjects are assessed out of a total of 7. Teachers apply the 'Best Fit' approach using the MYP grade descriptors to award grades, using the evidence that is available.

The assessment criteria used for MYP years 1, 3 and 5 are determined by the IB organisation. For years 2 and 4, teachers use and work towards the assessment criteria from the year. Each criterion and strand must be assessed twice throughout each year.

To ensure that summative assessment clearly supports our school objectives and principles, the school uses performance-based assessments which focus on skill acquisition, by engaging students in real-life problem-solving activities.



## **MYP4 & 5**

To help prepare for IB Diploma and High School Diploma assessments, students in MYP4 and 5 sit more examination-style assessments. MYP5 students also sit a formal examination paper, under exam conditions, at the end of the academic year. The result of this exam determines the final grade of the year on their Report Card.

Students begin the Personal Project during MYP4 and complete this at the end of MYP5. It is assessed in accordance with the criteria outlined in the MYP Projects guide.

## **Summative Assessment in the DP**

In the Diploma Programme, summative assessment takes place at least six times each year and is always based on the criteria specified in the subject-specific IB guide.

Diploma Programme students receive a numerical summative assessment grade from 1-7 in their six subject areas, 7 being the highest grade. In addition, they are awarded a grade A-E for the Theory of Knowledge and Extended Essay core components. For the 'Creativity, Activity, Service' component, the summative assessment indicates Y: Yes or N: No to reflect whether students are on target. The maximum number of points available for the DP is 45, as the core aspects of the Extended Essay and Theory of Knowledge combine to offer an additional 3 points. A score below 24 points is considered a failing grade. All students are encouraged to complete the core components of the DP, including the Extended Essay.

## **Grade Descriptors**

The following grade descriptors give an outline of the level of achievement required to meet each level in both the Middle Years Programme and the Diploma Programme:

- 1 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 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 Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.

- 4 Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
- 5 Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
- 6 Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
- 7 Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

### **Standardisation of Grades**

Standardisation is essential and takes place frequently to ensure accuracy of marking. Where there is more than one teacher of a subject area, standardisation is compulsory following each summative assessment period. Standardisation is also compulsory for the MYP Personal Project and the DP Extended Essay.

### **Effort Grades**

Students in the MYP and the DP are awarded an effort grade for each subject in addition to their summative assessment grade. These grades are designed to show parents and the school how much effort the student is making in their lessons. They also encourage the student to reflect and to consider how to improve. The effort grades are:

<b>EE</b>	<b>Exceeding Expectations</b>	All work is attempted to the best of the pupil's ability
<b>ME</b>	<b>Meeting Expectations</b>	Most of the work is attempted to the best of the pupil's ability
<b>AE</b>	<b>Approaching Expectations</b>	Acceptable work, but it could be improved with more effort
<b>BE</b>	<b>Below Expectations</b>	Work shows a lack of care and attention with little or no effort





## **Grade Books and Assessment Data**

All teachers must keep detailed assessment data for students in their subject gradebooks on ManageBac. Assessment data should be collected as often as possible and at least once every two weeks for **all** classes.

## **Reporting of Summative Assessment and Effort Grades**

Reporting follows the format below throughout the school year; each reporting period is also accompanied by a transcript of grades.

### **Report 1: Sep-Oct (Mid-term)**

- Effort grade for each subject
- Attainment grade for each subject
- *Optional* subject teacher comment in all subjects, to be used if the student has obtained a grade which is two marks lower than their baseline prediction.

### **Report 2: Oct-Dec (Term 1):**

- Effort grade for each subject
- Effort grade for effort categories in each subject
- Attainment grade for each subject
- Criteria grade for each MYP subject
- *Compulsory* subject teacher comment in all subjects
- Compulsory form tutor comment
- 600 characters are allocated for the comment
- Student reflective comment

### **Report 3: Jan-Feb (Mid-term)**

- Effort grade for each subject
- Attainment grade for each subject
- *Optional* subject teacher comment in all subjects, to be used if the student has obtained a grade which is two marks lower than their baseline prediction.

### **Report 4: Mar-Apr (Term 2):**

- Effort grade for each subject
- Effort grade for effort categories in each subject
- Attainment grade for each subject
- Criteria grade for each MYP subject
- *Compulsory* subject teacher comment in all subjects
- Compulsory form tutor comment





- 600 characters are allocated for the comment
- Student reflective comment

#### **Report 5: May-Jun (Mid-term)**

- Effort grade for each subject
- Attainment grade for each subject
- *Optional* subject teacher comment in all subjects, to be used if the student has obtained a grade which is two marks lower than their baseline prediction.

#### **Report 6: June (Term 3)**

- Effort grade for each subject
- Effort grade for effort categories in each subject
- Attainment grade for each subject
- Criteria grade for each MYP subject
- *Compulsory* subject teacher comment in all subjects
- Compulsory form tutor comment
- 600 characters are allocated for the comment
- Student reflective comment

Teachers can report in more depth on summative and formative assessments during Teacher-Parent conferences. If parents have additional questions, the school has an open door policy and can arrange a meeting at any time.