



Bishop Mackenzie International School

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BMIS Diploma Programme Assessment Policy

Reviewed 2020, Updated 19/07/23



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A: Principles and culture of assessment

“We are a diverse and welcoming community in a joyful learning environment that promotes well-being, sustainability, and inclusivity and celebrates growth as success.”

BMIS Mission statement (BMIS 2)

Just as teaching and learning are a cornerstone to the BMIS Vision and Mission, assessment is a cornerstone to our teaching and learning. This assessment policy serves to provide students, teachers and all other stakeholders with guidance on the relevance and implementation of assessment in BMIS. As such this document represents a statement of intent and action describing principles and practices for achieving educational goals relating to all aspects of assessment.

At Bishop Mackenzie International School (BMIS), our DP assessment aligns with the requirements and philosophy set out by the International Baccalaureate Organisation (IBO) in Diploma Programme: Assessment Procedures, Diploma Programme: From principles into practice, and Diploma Programme assessment: Principles and practices. This policy provides a foundation for the BMIS High School Diploma, which is accredited by Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC).

A1: Philosophy of assessment

Learning is the process of acquiring skills, knowledge, understanding or character traits that persists over time and leads to a change in disposition or capability, through strengthening correct or desirable responses while reflecting on failures as a means to mentally reorganise thoughts to promote more successful outcomes.

‘BMIS Learning Framework’ (Bishop 7)

We believe that assessment is integral to the teaching and learning process, summarised in our definition of learning (above) and that it helps to support student learning through feedback, promotes deep learning and understanding, provides opportunities for students to exhibit what they know and can do, and informs, enhances, and improves the teaching process (IBO). Various opportunities such as internal, external, formative, and summative assessments are used to improve teaching practices and maximize student achievement, as assessment is an essential part of the learning process, and the appropriate use of assessments leads to better teaching and learning (KHS 1). As outlined in the ‘BMIS Learning Framework’ (Bishop 25-26), as a school, we have therefore agreed that:

- assessment should be meaningful, measurable, and relevant
- assessment should be aligned with curriculum and instruction
- assessment should be student centered
- assessment should be manageable
- assessment should be varied



A2: Purposes of assessment

At BMIS we recognize that teaching, learning and assessment are interdependent but have been split for clarity of purpose in this document.

Teaching: Assessments are critical tools for teachers, parents, and administrators to support student learning and to inform instruction. Assessment facilitates the evaluation, adjustment, direction and redirection of curriculum planning, design and delivery. This focus, embedded within the fabric of teaching and learning at BMIS utilises data, on-going evaluation and revision to monitor curriculum attainment, inform instructional practices and implement interventions. In addition, results of summative assessment allow teachers to collect data, measure understanding and revise and review delivery of curriculum according to students' attainment of skills and mastery of content.

Learning: All forms of assessment are designed to enrich and be strong indicators of student learning and to support them in 'learning how to learn'. We aim for our students to become more aware of their individual strengths and challenges and to support them in taking an active role in their learning process. Each subject employs a range of meaningful and rigorous assessment strategies whether formative, summative, internal or external. These assessments offer the student the opportunity to demonstrate and determine the degree of mastery of concepts and skills, as well as establish high academic standards to meet BMIS and IBDP standards. To that end, the various types of assessments provide the student the opportunity to reflect on their strengths, and weaknesses as well as their skills as IB learners in each subject area. Assessment in all its forms is a critical component to prepare students for post-secondary education.

A3: Commitment to effective assessment

BMIS ensures that assessment is equitable and fair through diverse, impartial, and consistent opportunities for students to demonstrate their mastery of knowledge, concepts and skills. We focus on what it is important to assess and not what is easy to assess making sure that assessment is meaningful and manageable (IBO. *Assessment principles and practices—Quality assessments in a digital age*). Therefore students and teachers will commit to using assessment only where it contributes positively to learning. Assessments are checked for validity, reliability, and comprehensiveness through departmental peer review, data analysis, moderation and/or measured against IB DP assessment procedures.

B: Practices and procedures of assessment

B1: Formative assessment

“Nobody grew taller by being measured” (Meighan).

Teachers have a responsibility to design and provide on-going formative assessment that informs students about their learning and how to improve. Often referred to as **assessment for learning**, ‘formative assessment is the on-going process of identifying current student attainment and understanding, which is used to provide constructive feedback into the learning process. Assessment is truly formative only when the information gathered is actually used to reduce the gap between what has already been learned and future learning needs’ (Bishop 26). Formative assessment also enables teachers to address the needs of individual learners in their lesson planning and design of learning activities. The emphasis here, a key component of learning how to learn, is on making the student a better judge of his or her own performance and then helping him or her develop strategies to improve. Formative assessment focuses on assessment as an essential learning process. BMIS uses a number of practices and instruments to support this including:

- student self-evaluation supported by the teacher
- systematic use of detailed assessment criteria (rubrics, matrices)
- peer evaluation mediated by the teacher (either face-to-face or using an ICT resource such as a blog).

Student self-assessment has been shown to improve both self-confidence and self-motivation (Dweck 1999). Using this technique, students can accurately measure their own proficiency in specified skills against measures of proficiency in generalized skills.(IBO Diploma Programme: From principles into practice 79)

B2: Summative assessment

A distinction is often made between summative assessment, aimed at determining the level of achievement of a student generally at the end of a course of study, and formative assessment, aimed at identifying the learning needs of students and forming part of the learning process itself (IBO). Summative assessment is often referred to as **assessment of learning**, summative assessment typically happens at the end of a chapter, topic, unit, course, term, etc. In line with the IBO’s philosophy, summative assessments at BMIS are ‘not just an activity conducted after learning has taken place, but are designed to have an integrated role in teaching and learning’ (2017). Therefore, curriculum planning and delivery is designed ‘with the end in mind’ and learning experiences throughout the programme should clearly prepare students for IB DP formal assessment.

B3: DP formal assessment

In the context of the Diploma Programme (DP), the term formal assessment is preferred to describe all those assessment instruments that are used to contribute to the final qualification. Formal assessment of the DP includes internal assessment (IA) external assessment (EA) and the DP examinations. These include some multiple-choice tests for a few subjects and examination papers for most subjects, intended to be taken at the end of the two-year course, and a variety of other tasks (essays, research essays, written assignments, oral interviews, scientific and mathematical investigations, fieldwork projects and artistic performances) spread over different subjects and completed by students at various times under various conditions during their course (IBO).

Teachers are expected to refer to the *Coursework assessment* section and to the appropriate subject specific sections of the DP Assessment procedures document to familiarise themselves with their exact requirements (IBO *Diploma Programme Assessment procedures* 131).

B3.1: Internal calendar of IA & EA deadlines

The DP Coordinator (DPC) in collaboration with the DP teachers develops an annual internal calendar of IA & EA deadlines which is released to students at the end of Term 1 in DP 1. These deadlines are designed to assist students in the organisation and pacing of their academic work and avoid peaks in academic demand, which in turn reduces the chances of increased stress and anxiety. Even where these deadlines are before those of the IB, internal deadlines are regarded as final and late submission of work may jeopardise the student's final grade and award of the Diploma. In particular, where there are no mitigating circumstances such as students entitled to inclusive assessment arrangements or an emergency, BMIS is under no obligation to submit student work that has been submitted after the internal deadline. Due to mitigating circumstances extensions may be awarded for these deadlines, in such cases the procedure is:

- a) Email an extension request to the subject teacher and DPC letting them know well in advance what the extenuating circumstances are for not meeting the deadline.
- b) The subject teacher, DPC and any other member of staff identified as relevant to the discussion, discuss the validity of this request and the merit of giving an extension in the context of the whole programme.
- c) The subject teacher then discusses the outcome of the decision and, if appropriate, the length of the extension and strategies to meet the new deadline.
- d) A brief summary, including the extenuating circumstances, new deadline and strategies to meet it is then emailed to the parents or guardian.

B3.2: IA and EA draft and feedback

Prior to the completed draft deadline teachers are expected to schedule subject appropriate iterations of the following tasks:

- all relevant criteria descriptors and any other documentation used to assess the final piece of work, must be given to the student before the process begins
- IA/EA research/data collection: this could take the form of an annotated bibliography, a lab write up, a series of mathematical calculations etc.
- Self or peer criteria based assessment (optional).
- Prior to handing in both the IA/EA draft and IA/EA final submission students must complete a Declaration of Authenticity form which confirms, the assessment is complete, it is authentic and the student has successfully completed an academic integrity self-assessment through Turnitin.



Important note: Students may not make significant changes to their IA/EA without express permission from their teacher. A significant change is where the IA/EA runs contrary to the approved proposal. If a proposed change puts the student at risk of missing a set deadline then approval must also be received from the DPC.

Draft: A draft is a complete document. It must represent the student's best efforts and ability to satisfy all subject specific criteria for that assessment. It must meet all IB requirements for that component which will include but are not limited to; presentation, max/min volume counts, structure and referencing.

Teachers are expected to read, evaluate and feedback on complete IA and EA drafts once only. It is therefore vital that the level of support given is appropriate as too little support and the ability of the student to meet their potential is compromised; too much help and it will not be the work of an independent learner. It is important to make the distinction that this is not a summative report but a formative evaluation to inform and improve student progress. Therefore, it is crucial to give detailed and directional feedback on both the subject specific knowledge/skills represented in the work and areas for improvement against all component criteria. To allow teachers sufficient time to give this level of feedback and students to apply it the standardised time between submission of draft and final submission is 5-7 working weeks.

B3.3 IA marking & IA/EA submission

Teachers for each subject and level with an IA/EA component ensure that the students' work conforms to the requirements for the subject and level. Details of these requirements are available in the subject guides available on the programme resource centre and will be clearly communicated to the students at the beginning of the process. Teachers must assess students' work using the IB assessment criteria for that subject and level. Where possible teachers will collaborate in moderating IA marks. (IBO *Diploma Programme Assessment procedures* 132). When this is not possible teachers should standardise against IB IA/EA exemplars and in light of any examiner feedback on IB moderated IAs.

Students' responsibility (for submission to their teacher). To ensure:

- Complete IA/EA's are submitted before the deadline
- This is the correct document intended for submission
- File size and type are correct and not corrupt
- Student name is part of the File name i.e. Susan Bloggs Extended Essay: Susan_Bloggs_EE_PDF
- There are no identifiers within the doc i.e. names (for example students, the schools or teachers), candidate session number or personal code
- Any other required (student completed) documents are added

Teachers' responsibility (for submission to the DPC). To ensure:

- All documents have been checked for academic integrity, minimally this is an evaluation of the work and the Turnitin reports
- File size and type are correct and not corrupt
- Student name is part of the File name i.e. Susan Bloggs Extended Essay: Susan_Bloggs_EE_PDF
- There are no identifiers within the doc i.e. names (for example students, the school or teachers), candidate session number or personal code
- Any other required (teacher completed) documents are added
- If required (IA), marks are added.
- If required (IA), documents are annotated

Note: Students will complete one Declaration of Authenticity form for all IA and EA's.

B3.4: Predicted grades

Grades are predicted twice in DP2; a projected grade for the purpose of college applications in late November and the official IB Predicted Grade which is submitted in mid-March. Predicted grades are required for all subjects, including TOK and the EE. It is important that each prediction is made as accurately as possible, without under-predicting or over-predicting the grade. A predicted grade is the teacher's estimation of the grade the student is expected to achieve in the subject (IBO *Diploma Programme Assessment procedures* 134). A predicted grade is based upon:

- the teacher's knowledge of IB standards
- student's current achievement; summative and formative assessment of work to date
- evidence of the student's developmental trajectory

Note: it is the teacher's assumption that the student will maintain their current level of academic commitment and course engagement.

B3.5 IBDP Examinations and final grades

Diploma Programme examinations are administered in May of the second year to all students in all subjects. These tests are carefully administered in accordance with the associated examination session's directions in the IB document, "The Conduct of IB Diploma Programme Examinations." Performance in each subject is graded on a scale of 7 points (maximum) down to 1 point (minimum). Performance in Theory of Knowledge and the Extended Essay are each graded on a scale of A (maximum) to E (minimum) where a maximum of 3 bonus points is awarded their combined grades. The CAS requirement is not assessed however must be satisfactorily completed according to all guidelines. Candidates receive their final grade, out of a maximum total point's score of 45, in early July. Candidates, with the consent of their legal guardians and after a consultation with the DPC, may challenge IB grades by requesting a Category 1 re-mark: see "Article 15: Enquiry upon results" of the General regulations: Diploma Programme. It is important to note that this process has a fee and candidate's grades may be lowered or raised as a consequence of a category 1 re-mark.

B3.6 Award of the IB Diploma

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. The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- CAS requirements have been met.
- The candidate's total points are 24 or more.
- There is no "N" awarded for Theory of Knowledge, the Extended Essay or for a contributing subject.
- There is no grade E awarded for Theory of Knowledge and/or the Extended Essay.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- 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

B4: BMIS internal grading

BMIS internal grading is intended to comprise all assessments that contribute towards the BMIS mid-year and final reports and ultimately the BMIS High School Diploma. The BMIS High School Diploma is a four year programme beginning in Grade 9, only awarded to students on successful completion of all graduation requirements at the end of Grade 12. The BMIS High School Diploma provides an alternative pre-university qualification for students who elect, or who are advised, to follow a modified MYP Certificate programme in Grades 9 and 10, and/or a modified IB Diploma programme in Grades 11 and 12. The BMIS High School Diploma is recognised by North American universities.

B4.1: Internal assessment schedule

This includes all formative and summative assessment set by subject teachers as well as the Grade 11 examinations and Grade 12 mock examinations. It is important to note that although this is not externally graded by the IB it is internally graded IBDP level work and therefore summative assessment tasks should mirror the DP subject equivalent in type and grading. For formative assessment teachers are encouraged to assess in a variety of relevant ways including, but not limited to: compositions, creation of solutions or products in response to problems, essays, portfolios, process journals and developmental workbooks, tests, questionnaires, investigations, research, performances, presentations (verbal/multimedia). Each course will have its own regime and weighting for internal tasks and assessments which will be communicated by the class teacher. Through our online platform: ManageBac students will be provided with clear timelines for the completion and submission of these tasks and should ensure these are met.

Teacher response table			
Assessment type	Grading/marking:	Feedback	Response time
BMIS Formative Assessment	Optional	Required: the form is up to the teacher's discretion but should give clear direction for improvement	10 Working Days
BMIS Summative Assessment	Required: on ManageBac	Required: this may take the form of annotated assessment transcripts or notation against DP criteria	10 Working Days
G11 Examinations	Required: on ManageBac	Required: this may take the form of annotated examination transcripts or notation against criteria	10 Working Days
G12 Mock Examinations	Required: on ManageBac	Required: this should take the form of annotated examination transcripts or notation against criteria and direction for revision.	10 Working Days
IA/EA tasks	Optional	Optional: the form is up to the teacher's discretion	10 Working Days
IA/EA complete drafts	Required: on ManageBac	Required: this should take the form of notation against criteria and clear direction for improvement.	15 Working Days
IA	Required: to the DPC	Required: to the DPC, grade justification against criteria for IB submission	15 Working Days

B4.2: Grading and feedback

BMIS has been developing a curriculum assessment system through the ManageBac portal. We use this system extensively for assessment and reporting purposes. Students have online access to their assignments, feedback from

teachers and individual portfolios. Grading on this platform is based on the IB DP subject specific grade boundaries, component weightings and where appropriate, criteria descriptors. Teachers use subject-specific assessment criteria from the IB course guides and use a best-fit approach based on the strand descriptors in the DP subject assessment criteria when determining student performance. To determine the 'best-fit' the achievement levels are considered chronologically and the frequency of achievement, trend, and bands are also taken into consideration. As individual subjects will conduct, in both scope and rigour, a wide range of graded assessments from spot tests to G12 Mock examinations; it is therefore up to the teacher's professional judgement as to the weight or impact the results have on students' final grades. This must be clearly explained and justified to students prior to the assessment taking place. As stated, assessment with well-analysed timely feedback is intrinsic to teaching for successful learning.

B4.3: Examinations

The Grade 11 end of year and Grade 12 mock examinations serve both as a clear summative assessment for BMIS internal grading and a preparation for DP examinations. Please note that a formative assessment is only as good as its feedback and, in the DP, this is never as important as for the Grade 12 mock examinations. After the mocks, the Grade 12s have only a couple of weeks before they move into self-study which should be driven and directed by teachers grading and feedback.

Grade 11 end of year examinations where possible should mirror the DP examinations, including:

- Format: number of applicable papers, paper lengths and examination times.
- Structure: style and weightings
- Content: should cover only taught subject content.
- Access to necessary equipment

Departments should create a bank of resources where these papers are stored in order to ensure the same material is not used in future assessments.

Grade 12 mock examinations should mirror the DP examinations in all possible ways, including:

- Format: number of papers, paper lengths and examination times.
- Structure: style and weightings
- Should cover all subject content.
- Access to equipment

Where teachers are using past papers to construct mock examinations, please follow these guidelines:

- do not exceed using 33% from any one past paper
- a minimum of 20% must be original or modified examination questions

note: where this is not possible, please contact DPC



B4.4: Award of the BMIS High School Diploma

(Graduation requirements for the class of 2023 onwards)

The BMIS High School Diploma (HSD) is accredited by NEASC: New England Association of Schools and Colleges and recognized by North American universities. The BMIS HSD is a four year pre-university qualification for all students in Grades 9, 10, 11 and 12 (equivalent to US grades). BMIS students are able to graduate with the BMIS High School Diploma providing they meet the following graduation requirements:

- Maximum absence of 20 days in each of the four High School Diploma Grades (approximately equivalent to a minimum 90% attendance record in a normal school year).
- Successful completion of the community and service programme in Grades 9 and 10, and successful completion of the DP CAS programme in Grades 11 and 12.
- Minimum of 12 credits cumulative for Grades 9 and 10.
- Minimum of 10 credits cumulative for Grades 11 and 12.
- 22 Credits or higher. (Maximum credits available is 36.)

EARNING CREDITS: Subject credits are based on school report grades awarded at the end of the academic year

For Grades 11 and 12 students choose at least five HSD or IBDP courses, one of which may be the Career skills course. Full IB DP Students choose six courses, three higher level and three standard level, to be completed over two years, as well as the Core Components of the Extended Essay and Theory of Knowledge. HSD & DCP students are expected to complete the Extended Project Qualification component. English is required; Maths may be required for university application.

IB Diploma Course Requirements	Final report grade	Credits
Group 1 <i>First Language</i>	3-7	HSD = 1 / SL = 1 / HL = 1½
Group 2 <i>Second Language</i>	3-7	HSD = 1 / SL = 1 / HL = 1½
Group 3 <i>Individuals and Societies</i>	3-7	HSD = 1 / SL = 1 / HL = 1½
Group 4 <i>Experimental Sciences</i>	3-7	HSD = 1 / SL = 1 / HL = 1½
Group 5 <i>Mathematics</i>	3-7	HSD = 1 / SL = 1 / HL = 1½
Group 6 <i>Arts and Electives</i>	3-7	HSD = 1 / SL = 1 / HL = 1½
TOTAL		8 credits per year
Core components		Additional credits
DP: Theory of Knowledge	D-A	1 credit per year
DP: Extended Essay (Credit available in Grade 12 only)	D-A	1 credit
HSD: Career skills course	3-7	1 credit per year
HSD: Extended Project Qualification (Credit available in Grade 12 only)	D-A	1 credit
COMBINED GRADE 11 & GRADE 12 TOTAL		11-19 credits available

B4.5: High School Diploma Subjects

High School Diploma subjects are iterations of IB SL subjects with the most complex or challenging (20-30%) content/assessment removed and a formative ATL component is included. HSD subjects are graded on a 1-7 scale that parallels the IB assessment model which integrates neatly into the G11 and G12 academic reports and reporting systems in BMIS. Both the ATL component weighting of 30% and the grade boundaries are considered set for all HSD subjects. Subject teachers select one or two ATLs that are considered a core necessity to a student's growth in that subject. The teaching of ATL's is explicit and sustained where:

- Explicit Teaching is teaching solely focused on the development of the students' understanding of a stated skill. The explicit teaching of skills supports a focus on dynamic competency over inert content, a key factor in developing lifelong learners. It allows teachers to target skills they believe are integral to their subject area while diversifying student's transferable skills.
- Sustained is a concerted effort in the process of broadening and deepening students' learning competencies. The sustained approach to explicit teaching not only develops students' skills but gives them a vocabulary to address their own strengths and weaknesses. We believe this is integral to metacognitive growth.

Subject specific ATLs can be found in the class description on ManageBac and in semester reports. For each ATL a grade is allocated minimally two times a year prior to each semester report. This is a formative assessment based on the teachers understanding of the relevant ATL in the context of the subject and on review of the student's application throughout the semester. These appear on Managebac as tasks in the ATL category and are marked out of 20 points.

Below is the Criteria model for the ATL skills alongside the 1-7 Grade and 0-20 point's ranges.

Novice <i>Watching</i>	Learner <i>Copying</i>	Practitioner <i>Doing</i>				Expert <i>Teaching/ Sharing</i>
		Starting	Practicing	Getting better	Got it!	
1	2	3	4	5	6	7
0+	2+	4+	6+	9+	12+	15+
I know what the use of the skill looks like when others are using it	I can copy someone else using the skill	I am starting to use the skill by myself	I am using the skill by myself in familiar situations	I am getting better at using the skill in unfamiliar situations	I am able to use the learning skill whenever I need to	I use the skill without needing to think it through first
I can break the skill down into steps	I use the skill one step at a time	I am still conscious of using the skill one step at a time	I am starting to put all the steps of the skill together	I can usually use the skill without referring to the way that I have done it in the past.	I can confidently use the skill without referring to the way that I have done it before	I am capable of teaching other students how to use the skill
When I try to use the skill myself I make lots of mistakes and ask lots of questions	I still make mistakes and ask for help but I am getting better at correcting them	I can correct my mistakes with some help	I can correct my own mistakes	Any mistakes I make I can quickly correct	I can usually correct any mistakes automatically	I correct any mistakes I make automatically
I need lots of help to use the skill	I can use the skill in familiar situations with some help	I still need help to use the skill sometimes	I don't need help to use the skill in familiar	I still need help to use the skill in unfamiliar situations sometimes	I hardly ever need help to use the skill anymore	I can use the skill in unfamiliar situations without any help from anyone else

B4.6: High School Diploma Core Components: CSC & EPQ

The Career Skills Course provides an exciting opportunity for Grade 11 and Grade 12 students to develop specific skills relating to a chosen field or career, while additionally earning 1 HSD credit for each year of study. Students are able to focus on a topic they would like to explore, develop and ultimately specialise in and will be paired with a mentor in the field. This course is intended to give students flexibility in pursuing an area of study that will help with achieving a target career. It can be studied in conjunction with other BMIS courses that may overlap in subject area (EG a Career Skills course focussed on Visual Arts may be studied in conjunction with DP Visual Arts). Additionally students will have a course supervisor who will help students on a weekly basis giving structure, guidance and ensuring that they are accountable for their short and long term goals. Students are allocated a total of 240 hours across two years to complete the Career Skills Course and are expected to demonstrate independence, curiosity and determination in completion of their chosen studies. There are three distinct components, described below which, like HSD subjects, are graded on a 1-7 scale.

Exhibition (40%)

The Career Skills exhibition is a celebration of students' achievements on the course in a format appropriate to aiding their chosen career pathway. This can take many forms, from a concert or performance, to a sports highlight reel, to an exhibition where a product and posters are displayed. The student should develop a main piece or pieces across Grades 11 and 12 that take the format best suited to displaying their expertise in applying to a job or further study in the chosen field. ATLs: Thinking skills (Critical and Creative decision making and problem solving) - linked to direction of career skill development. Affective skills (Self-motivation and Resilience) - Linked to students drive to develop career skills.

Portfolio (40%)

The digital portfolio is updated consistently throughout the course with a focus on highlighting skills development. It will be possible to document using written evidence, photos, videos and other mediums. The portfolio can be achieved in a variety of ways, such as a PowerPoint presentation, weekly blog, weekly podcast, written diary, video log, a video documentary. ATLs: Organisation skills and - linked to the good time management, self-managed and self-directed learning in the context of the Career skill being developed. Communication skills (text and visual) - linked to clear and sustained communication of the growth process over the two years.

Presentation/Interview (20%)

These are a series of interviews conducted by a three member panel where the student will need to defend their choices and development during the process. Some students may wish to hold a 'Ted-style Talk' presentation to discuss their project, concept and ideas in depth, before the interview. 4 Interviews:

1. Career research proposal: A detailed proposal on the potential career areas for exploration demonstrating research and a clear understanding of relevant industries and career paths open to the student. (Y1 August)
2. Career skills proposal: A detailed proposal on one career area and a clear and well researched justification of the development of a chosen skill for the area. (Y1 October)
3. Career product proposal: A detailed proposal on the construction of a product that best represents the skills the student has developed over the two years. Research is represented through a detailed justification of pros and cons product selection. (Y2 October)
4. Viva Voce: reflection on the whole process (in front of G10's) (Y2 April)

ATLs: Research - linked to the clear understanding of the skill being developed in the context of the careers where it is applicable. Communication skills (Oral) - linked to clear and concise communication with the ability to understand and respond to questions on the Career skills in development.

The Pearson Edexcel- Level 3-Extended Project Qualification (EPQ) is a standalone project designed to extend and develop students' abilities beyond the syllabus and prepare for university or their future career. The EPQ allows students to lead their own projects. Students get to plan and carry out research on a topic that they've chosen and aren't covered by their other qualifications. They can take inspiration from something touched on in class or something personal and unrelated to their studies. They then use this research to produce practical projects like an artefact or a production. By taking responsibility for the choice, design and decision making of an individual project students are able to:

- have significant input to the choice and design of their project and take responsibility for an individual task
- develop and improve their own learning and performance as critical, reflective and independent learners
- develop and apply decision making and, where appropriate, problem solving skills
- extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills
- where appropriate, develop as e-confident learners and apply relevant technologies in their studies
- develop and apply skills, creatively demonstrating initiative and enterprise
- transfer skills developed as part of their project to other areas of study
- use their learning experiences to support their personal aspirations for further education and/or career development.

The following are examples of project types:

1. Dissertation – a theoretical written project on any topic presenting an argument, eg research into a biological, historical or environmental issue
2. Investigation/Field Study – a practical investigatory project involving the collection of data, eg a scientific investigation, a geographical study of erosion, a biological study of pollution, a statistical survey
3. Performance – development of practical skills resulting in a performance, eg performing music, drama, sport
4. Artefact – for example, making a painting or sculpture, designing a piece of furniture or a garment, creating a website, so

Assessment objectives and weightings

There are four assessment objectives for the EPQ. These detail the knowledge, skills and understanding that the learner is required to demonstrate. They are as detailed below, along with the approximate weighting that they are given in each unit.

Assessment objective	Marks available	Weighting
AO1 Manage Identify, design, plan and carry out a project, applying a range of skills, strategies and methods to achieve objectives.	9	17%
AO2 Use resources Research, critically select, organise and use information, and select and use a range of resources. Analyse data, apply relevantly and demonstrate understanding of any links, connections and complexities of the topic.	12	22%
AO3 Develop and realise Select and use a range of skills, including, where appropriate, new technologies and problem solving, to take decisions critically and achieve planned outcomes.	24	44%
AO4 Review Evaluate all aspects of the extended project, including outcomes in relation to stated objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced project outcomes and conclusions in an appropriate format.	9	17%
Total	54	100%

Evidence will be graded on an A–E scale. A*: 46+, A: 40+, B: 35+, C: 30+, D: 25+, E: 20+, U: 0+

Note: UCAS Points: A*: 28, A: 24, B: 20, C: 16, D: 12, E: 8, U: 0



B5: Reporting

We report to parents, in writing and at parent conferences, on at least six separate occasions throughout the academic year.

Every student will receive a comprehensive report twice a year, once in the middle of the year in January, and once at the end of the year in June, electronically through the ManageBac portal. BMIS uses a continuous assessment approach to student evaluation in the classroom, which means that all homework, classwork, projects, tests and other exhibitions of learning will be reflected in each written report. These are also available for viewing through parent accounts on the ManageBac portal. Comprehensive reports cannot be issued earlier than the published date unless in exceptional circumstances. Parents should contact the Head Teacher with any requests.

Formal conferences are scheduled twice a year, once in the middle of Term 1 and once in the first half of Term 2. Parent-teacher conferences are usually arranged on an appointment basis during the school day. Classes do not run on these days and we encourage students to attend the conferences, as much as possible, with their parents.

Parents are encouraged to call and schedule meetings when they have any concern at all regarding their child's progress. We strongly encourage parents to contact the child's tutor, subject teacher (including the ELL or learning support teacher if applicable) or the counsellor if, and when, the need arises. Early intervention to address issues means that we can help to overcome them sooner rather than later. Collaboration between home and school is crucial to the successful development of each and every child in our school.

In all school reports, for all year groups (Grades 6 to 12) the following grading scale will be used to indicate progress and achievement in the written reports. Written reports will also contain information to allow parents and students to clearly see how the achievement grade has been determined in each subject. A student does not have to meet all the factors in a descriptor to achieve the specific grade. Teachers will use the descriptor that most closely describes their progress or achievement.



Grade	Descriptor	General Descriptor
7	Excellent	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
6	Very Good	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
5	Good	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
4	Acceptable	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
3	Mediocre	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
2	Poor	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.
1	Very Poor	Minimal achievement in terms of the objectives.

B6: Homework & Self Study

Homework is a classwork-related learning activity or an assessment activity completed away from school. Homework should be relevant and part of the overall learning continuum/scaffold of a unit. The type of homework varies with the subject. A typical homework for each subject might be:

- Language & Literature: reading, writing essays and commentaries, preparing for orals.
- Language Acquisition: shorter writing, learning vocabulary and grammar, exercises.
- Mathematics: exercises, working through solutions to questions.
- Sciences: practical write-ups, studying textbooks, and exercises.
- Humanities: longer research essays, case study analysis, background reading and exercises.
- Arts: working in the studio, site visits, keeping up your workbook.

Homework is, however, just part of the overall study that students are expected to undertake away from school. In order to ease the burden of home study, all IB Diploma students are provided with some in school study periods and a quiet area in which to work. It is recommended that students get into the habit of sitting down each day to study, to do homework that has been assigned, to re-read the day's notes and to do background reading. Students may choose to work at a suitable location at home or at BMIS in the afternoon; maybe in the library or the Design lab. Students should use their study periods during the day constructively.

Expected Homework & Self Study hours

Given the rigorous academic nature of the IB Diploma programme, it is sometimes necessary for students to study every night of a week, including some weekends and holidays. DP students are expected to develop, and continually evaluate and modify, a study schedule for their out-of-school time. The development of this study schedule will be supported by their tutor. In practice this looks like:

DP Pathway:

- 3 Blocks (50min) per HL
- 2 Blocks (50min) per SL
- 1 Block (50min) for TOK
- 1 Block (50min) for EE
- 30 holiday days (6 hours a day) over 2 years

Total expected weekly academic hours: 39hrs

DGP Pathway:

- 3 Blocks (50min) per IB Subject (HL & SL)
- 3 Blocks (50min) per CSC
- 1 Block (50min) for EP
- 20 holiday days (6 hours a day) over 2 years

Total expected weekly academic hours: 35hrs

HSD Pathway:

- 3 Blocks (50min) per IB Subject (HL & SL)
- 2 Blocks (50min) per HSD subject
- 3 Blocks (50min) per CSC
- 1 Block (50min) for EP
- 20 holiday days (6 hours a day) over 2 years

Total expected weekly academic hours: 31hrs

C. Assessment policy review

C1: Assessment policy review cycle

This DP Assessment Policy is intended as a working document. Stakeholders, such as administrators, teachers, students, parents, may provide feedback at any time through forums such as collaborative meetings, parent-teacher meetings and email.

The DP assessment policy will follow the biyearly review cycle for the four major DP policies:

- Year A Term 1: Assessment policy
- Year A Terms 2&3: Academic honesty policy
- Year B Term 1: language policy
- Year B Terms 2&3: Inclusion/special educational needs (SEN) policy

For each review the following steps will be followed

1. Policy Evaluation group reviews, adjusts and develops the policy
2. Policy is shared with the teaching staff to give the opportunity to provide feedback
3. Amended policy is reviewed for approval by Leadership: BMIS Director, Secondary Head Teacher, DPC
4. Policy is shared with the BMIS Board.

C2 Roles and responsibilities

Policy Evaluation groups, permanent members:

1. Assessment policy: DPC, ATTL Coordinator
2. Academic honesty policy - Pastoral and I&S representative, EE coordinator.
3. Language policy: Language Support, Language A and B representatives, Librarian
4. Inclusion/special educational needs (SEN) policy - Ed support team, counselor

It is the role of the Policy Evaluation groups to provide a comprehensive review and development of their allocated policy in light of the effectiveness of that policy and in response to any changes in IB DP requirements and/or policies. It is the role of Leadership: BMIS Director, Secondary Head Teacher, DPC to review any proposed changes for approval or disapproval with feedback. It is the responsibility of all stakeholders to adhere to and deliver this policy. All stakeholders where appropriate, can and will be held to this.

C3 Communication

To parents: Parent afternoon session and Q&A with members of the Policy Evaluation groups

To staff: PD session Q&A for practical application and delivery

To students: A summarised version delivered through a presentation and available online

Finally, the policy will be made public through the school's website.



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