

INTERNATIONAL SCHOOL ALMERE THE NETHERLANDS

Diploma Programme Assessment booklet

Assessment components

Assessment at International School Almere is part of the teaching and learning process.

The aim is to support students to improve their learning. Formative and summative assessment opportunities offer feedback on student's strengths and points that need improvement.

The formative assessment monitors the student's progress. It gives the opportunity for reflection and give information to student about the areas that need improvement and for teacher to reflect on teaching methods and to adapt the instruction to the student's need. Small tasks in class like questions or small quizzes can be examples of formative assessment, which can be given without prior notice.

The summative assessment is aimed to determine the level of achievement of a student at the end of a unit of work or stage of the course. Examples: essays, lab reports, presentations, debates, tests, etc. The feedback is given in grades, calculated using the grade boundaries specific to each subject.

The teachers give feedback to parents and students on *Motivation, Commitment, Homework and Assignments* at the end of each term.

Report cards are handed in at the end of each of the three terms of the school year.

In the table below are *the components* used in the assessment process at International School Almere. The abbreviations used are Diploma Programme (DP), Community, Action and Service (CAS), Extended Essay (EE), Theory of knowledge (TOK).

Components	Short description
<i>Interim grades</i>	Each student achieves an indicative grade at the end of each term, based on the progress made during the term and related to the subject grade boundaries , as following: <i>7 Excellent performance</i> <i>6 Very good performance</i> <i>5 Good performance</i> <i>4 Satisfactory performance</i> <i>3 Mediocre performance</i> <i>2 Poor performance</i> <i>1 Very poor performance</i>
<i>Interim grades for EE and TOK</i>	<i>A Excellent performance</i> <i>B Good performance</i> <i>C Satisfactory performance</i> <i>D Mediocre performance</i>

	<i>E Elementary performance</i>
Final grades	The final grade, given at the end of each school year, reflects the three interim grades and the results of the mock exam, marked with grades from 1 to 7, with 7 being the highest grade.
Mock exams	In May of the first year and January/February of the second year of the programme, the students sit a mock exam for each chosen subject. The results are given as a grade on the scale 7 to 1, with 7 being the highest grade, using the grade boundaries specific to each subject.
Two-years calendar	The school sets internal deadlines for different stages of the internal assessment work of each subject, as well as for TOK, CAS, EE, which are mentioned in the two-school years calendar, given to students at the beginning of the first year of the programme. It is important for students (and parents) to be aware on how important is to meet all the deadlines mentioned in the calendar.

The awarding of the diploma and the promotion from year 1 to year 2 of the Diploma Programme are based on the following codes, provided by International Baccalaureate in The handbook of procedures for the DP:

A candidate will not qualify for the award of the diploma if certain requirements have not been met. The following codes indicate which requirements have not been met.

These codes (number) apply to all diploma (and retake) candidates.

1. Candidate's total points are less than 24.
2. An N has been given for one or more subjects, theory of knowledge or the extended essay.
3. A grade E has been awarded for both theory of knowledge and the extended essay.
4. There is a grade 1 awarded in any subject and level.
5. CAS requirements have not been completed.
6. Candidate is guilty of malpractice.
7. Grade 3 or below has been awarded four or more times.

These codes apply to diploma (and retake) candidates with 24 to 27 points inclusive.

8. There is one or more grade 2 awarded at higher level.
9. Grade 2 at standard level awarded two or more times.
10. Candidate has registered for three higher level subjects, and gained fewer than 12 points on these.
11. Candidate has registered for three standard level subjects, and gained fewer than 9 points on these.

Codes 12, 13, 18 and 19 refer to students in situations that do not apply for the ISAlmere

20. Candidate has a grade E in either the extended essay or theory of knowledge.

These codes apply to diploma (and retake) candidates with 28 points or more.

14. Grade 2 at higher level awarded two or more times.
15. Grade 2 at standard level has been awarded three times.
16. Candidate has registered for three higher-level subjects, and gained fewer than 11 points on these.
17. Candidate has registered for three standard level subjects, and gained fewer than 8 points on these.

The diploma will not be awarded if a candidate's results contain a requirement code. The results will only indicate the first requirement code applicable to a candidate's results.

Subjects offered in 2011-2013 and 2012-14 at International School Almere and their specific assessment requirements

During the two years programme, the student has two types of assessments which contribute to the final grade for each subject and to the successful completion of the diploma: internal and external assessments.

The internal assessments are completed by the student during the course, assigned by the teacher and moderated by IBO. There are internal deadlines mentioned in the two-years calendar.

In the **May session**, the students set *external examinations*, which are externally assessed. The school offers a **November session** for the retake students only.

The school's subjects offer is based on students demand.

At students request, using selection criteria, the school offers online courses for those subjects which are not offered in school. Economics online is offered for 2012-14.

CAS, TOK and EE make up the core of the programme. The specific tasks will be described briefly in this booklet.

In the table below there is a short description of the internal and external assessment and their weight to the final grade of each subject.

GROUP 1

Subject	Type of assessment	Higher level			Standard level		
		Paper/assignment	Short description	Weight to the final grade	Paper/assignment	Short description	Weight to the final grade
Dutch A (Language and Literature) English A (Language and Literature)	External assessment	Paper 1	Comparative textual analysis of unseen texts	25%	Paper1	Textual analysis of an unseen text	25%
		Paper 2	Essay in response to literary texts studied in part 3	25%	Paper2	Essay in response to the literary texts studied in part 3	25%
		Written assignment	Written tasks: Students submit two out of four written tasks based on material studied in the course	20%	Written assignment	Written tasks: Students submit one out of three written tasks based on material studied in the course	20%

	<i>Internal assessment</i>	Individual oral commentary		15%	.	Individual oral commentary	15%
		Further oral activity (one chosen oral activity is submitted)		15%		Further oral activity (one chosen oral activity is submitted)	15%
School supported self-taught language Literature course	<i>External assessment</i>				Paper 1	Guided literary analysis Two passages: one prose and one poetry. Students choose one and write a guided literary analysis in response to two questions.	20%
					Paper 2	Essay Three questions for each literary genre. In response to one question students write an essay based on at least two works studied in part 3	25%
					Written assignment	Reflective statement and literary essay on one work studied in part 1. The reflective statement must be 300–400 words in length. The essay must be 1,200–1,500 words in length.	25%
	<i>Alternative internal assessment</i>				Individual oral commentary (10 minutes)	A formal oral commentary on an extract from a work studied in part 2.	15%
					Individual oral presentation (10 minutes)	Presentation based on two works studied in part 4.	15%

GROUP 2

Subject	Type of assessment	Higher level			Standard level		
		Paper/assignment	Short description	Weight to the final grade	Paper/assignment	Short description	Weight to the final grade
English B Dutch B Spanish B French B	External assessment	Paper 1	Receptive skills Text-handling exercises on five written texts, based on the core.	25%	Paper 1	Receptive skills Text-handling exercises on four written texts, based on the core.	25%
		Paper2	Written productive skills Two compulsory writing exercises.	25%	Paper 2	Written productive skills One writing exercise of 250–400 words from a choice of five, based on the options.	25%
		Written assignment:	Receptive and written productive skills Creative writing of 500–600 words plus a 150-word rationale, based on one of the literary texts read.	20%	Written assignment	Receptive and written productive skills- Intertextual reading followed by a written exercise of 300–400 words plus a 100-word rationale, based on the core.	20%
	Internal assessment	Individual oral	Based on the options: 15 minutes' preparation time and a 10-minute (maximum) presentation and discussion with the teacher		Individual oral	Based on the options: 15 minutes' preparation time and a 10-minute (maximum) presentation and discussion with the teacher.	20%
		Interactive oral activity	Based on the core: Three classroom activities assessed by the teacher.		Interactive oral activity	Based on the core: Three classroom activities assessed by the teacher.	10%
Spanish ab initio French ab initio	External assessment				Paper1	Text-handling exercises. Understanding of four written texts.	30%

					Paper2	One question to be answered from a choice of three.	25%
					Written assignment: Receptive and productive skills.	A piece of writing, 200–300 words, carried out in class under teacher supervision.	20%
	<i>Internal assessment</i>				Interactive skills	Three-part oral internally assessed by the teacher and externally moderated by the IB towards the end of the course.	25%

GROUP 3

Subject	Type of assessment	Higher level			Standard level		
		<i>Paper/ assignment</i>	<i>Short description</i>	<i>Weight to the final grade</i>	<i>Paper/ assignment</i>	<i>Short description</i>	<i>Weight to the final grade</i>
History	<i>External assessment</i>	Paper 1	document based paper on prescribed subject	20%	Paper1	document based paper on prescribed subject	30%
		Paper 2	essay based paper	25%	Paper2	essay based paper	45%
		Paper 3	essay based paper	35%			
	<i>Internal assessment</i>	essay	1500-2000 words on a topic of the student's interest	20%	essay	1500-2000 words on a topic of the student's interest	25%
Business & Management	<i>External assessment</i>	Paper 1	Based on a case study issued in advance.	40%	Paper1	Based on a case study issued in advance.	35%
		Paper 2	Two sections. Quantitative question Based on stimulus material.	35%	Paper2	Two sections. Quantitative question Based on stimulus material.	40%

	Internal assessment	Research project	A working document that addresses an issue facing a real organization 2000 words 30 hours	25%	Written commentary	Written commentary based on three to five supporting documents about a real issue or problem facing a particular organization 1500 words 15 hours	25%
Economics	External assessment				Paper 1	An extended response paper Topics: microeconomics and macroeconomics	40%
					Paper2	A data response paper Topic: international economics and development economics	40%
	Internal assessment				Portfolio	Three commentaries, based on different sections of the syllabus and on published extracts from the news media. Maximum 750 words x 3	20%

GROUP 4

Subject	Type of assessment	Higher level			Standard level		
		Paper/assignment	Short description	Weight to the final grade	Paper/assignment	Short description	Weight to the final grade
Biology	External assessment	Paper 1	Multiple choice questions	20%	Paper1	Multiple choice questions	20%
		Paper 2	Short answer questions	36%	Paper2	Short answer questions	32%
		Paper 3	Questions on options	20%	Paper 3	Questions on options	24%
	Internal assessment		D, DCP and CE are assessed for each lab report. MS is assessed over the whole course. PS is assessed once only	24%	D DCP CE MS PS	D, DCP and CE are assessed for each lab report. MS is assessed over the whole course. PS is assessed once only	24%
Physics	External assessment	Paper 1	Multiple choice questions	20%	Paper1	Multiple choice questions	20%
		Paper 2	Short answer questions	36%	Paper2	Short answer questions	32%
		Paper 3	Questions on options	20%	Paper 3	Questions on options	24%

	Internal assessment	D DCP CE MS PS	D, DCP and CE are assessed for each lab report MS is assessed over the whole course. PS is assessed only once	24%	D DCP CE MS PS	D, DCP and CE are assessed for each lab report MS is assessed over the whole course. PS is assessed only once	24%
Chemistry	External assessment	Paper 1	Multiple choice questions	20%	Paper1	Multiple choice questions	20%
		Paper 2	Short answer questions	36%	Paper2	Short answer question	32%
		Paper 3	Questions on options	20%	Paper 3	Questions on options	24%
	Internal assessment	D DCP CE MS PS	D, DCP and CE are assessed for each lab report MS is assessed over the whole course. PS is assessed only once	24%	D DCP CE MS PS	D, DCP and CE are assessed for each lab report MS is assessed over the whole course. PS is assessed only once	24%

GROUP 5

Subject	Type of assessment	Higher level			Standard level		
		Paper/assignment	Short description	Weight to the final grade	Paper/assignment	Short description	Weight to the final grade
Mathematics	External assessment	Paper 1	No calculator allowed Compulsory short- and extended-response questions based on the compulsory core of the syllabus	30%	Paper1	No calculator allowed Compulsory short- and extended-response questions based on the whole syllabus	40%
		Paper 2	Graphic display calculator (GDC) required Compulsory short- and extended-response questions based on the compulsory core of the syllabus	30%	Paper2	Graphic display calculator (GDC) required Compulsory short- and extended-response questions based on the whole syllabus	40%
		Paper 3	Graphic display calculator (GDC) required Extended-response questions based mainly on the syllabus options	20%			

	<i>Internal assessment</i>	<i>Portfolio</i> •mathematical investigation •mathematical modelling.	two pieces of work based on different areas of the syllabus	20%	<i>Portfolio</i> •mathematical investigation •mathematical modelling.	two pieces of work based on different areas of the syllabus	20%
	Starting with 2012-14, the portfolio will be changed into:	Mathematical exploration	A piece of written work that involves investigating an area of mathematics	20%	Mathematical exploration	A piece of written work that involves investigating an area of mathematics	20%
Mathematical Studies	<i>External assessment</i>				Paper 1	15 compulsory short-response questions based on the whole syllabus	40%
					Paper 2	5 compulsory extended-response questions based on the whole syllabus	40%
	<i>Internal assessment</i>				Project	A piece of written work that involves investigating an area of mathematics	20%

GROUP 6

Subject	Type of assessment	Higher level			Standard level		
			<i>Short description</i>	<i>Weight to the final grade</i>	<i>Option</i>	<i>Short description</i>	<i>Weight to the final grade</i>
Visual Arts	<i>External assessment</i>				Option A	Studio The student prepares a selection of his or her studio work in the form of an exhibition. This is externally assessed by a visiting examiner following an interview with the student about the work	60%
					Option B	Investigation The student presents selected pages of his or her investigation workbooks that have been produced during the course. This selection is externally assessed by a visiting examiner following an interview with the student.	60%

	<i>Internal assessment</i>				Option A	Investigation The student presents selected pages of his or her investigation workbooks that have been produced during the course. This selection is internally assessed by the teacher and externally moderated by the IBO at the end of the course.	40%
					Option B	Studio The student presents a selection of his or her studio work. This selection is internally assessed by the teacher and externally moderated by the IBO at the end of the course.	40%

Short description of CAS, EE and TOK and their specific assessment details

Component	Short description	Requirements	Assessment
<i>Creativity, Action and Service (CAS)</i>	<p>Creativity can be defined as arts, and other experiences that involve student's creative thinking, experimenting and expression.</p> <p>Action can be defined as physical exertion contributing to a healthy lifestyle, that is new and challenging for the student.</p> <p>Service can be defined as an unpaid and voluntary exchange that has a learning benefit for the student, while maintaining the rights, dignity and autonomy of all those involved.</p>	<p>A minimum of 2-3 hours of activity per week, to total a minimum of 150 hours during the 2-years programme.</p> <p>Students will reflect on their CAS experiences <u>before, during and after</u> an activity. (With evidence of the achievement of the eight CAS learning outcomes)</p> <p>Students will receive their DP diploma <u>only</u> if the CAS is completed, as it is compulsory and at the heard of the DP.</p>	<p>Ongoing reflection and evidences of achievement of the eight CAS learning outcomes.</p> <p>By the end of year 2 students have to produce a reflective essay of at least 10 pages.</p>
<i>Extended Essay</i>	<p>The EE is an in-depth study of a focused topic chosen from the list of approved DP Subjects — normally one of the student's six chosen subjects for the IB diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity.</p>	<p>A 4,000 word study of a topic of special interest</p> <p>Independent research while having a teacher as an advisor</p> <p>It is a mandatory component of the IB diploma.</p> <p>Essays will be assessed externally</p>	<p>Essays are externally assessed and the maximum score possible is 36. This is divided into 24 points from General Assessment Criteria and 12 points from Subject Assessment Criteria</p> <p>General Assessment Criteria: There are eight general assessment criteria. For each, different degrees of quality are described by a set of achievement levels. These criteria are mainly concerned with the writing of the abstract and conclusion, the use of information and data, and the overall presentation.</p>
<i>Theory of Knowledge</i>	<p>The TOK course, a flagship element in the Diploma Programme, encourages critical thinking about</p>	<p>The TOK course takes ca 100 hours over two years and is a mandatory component of the IB Diploma.</p>	<p>TOK and EE combined can add up to three points extra to the total IB Diploma result.</p>

	<p>knowledge itself, to try to help young people make sense of what they encounter. Its core content is questions like: What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge?</p>	<p>One essay of 1200-1600 words on a title chosen from a list of ten titles prescribed by the IBO.</p> <p>One 10-minute presentation to the class plus a written rationale.</p> <p>Keeping a TOK journal</p>	<p>Essay is externally assessed by the IBO and makes up 2/3 of the final grade.</p> <p>Presentation is internally assessed but justified to the IBO and makes up 1/3 of the final grade.</p>
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The subject specific assessment requirements are extracts from the IB Subject Guides, provided by IBO. More information can be found on www.ibo.org.