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Assessment Framework

Assessment within the IB program varies by group and subject curriculum. Course assessments are primarily formative in nature, and focus on providing students with descriptive feedback which is designed to “inform and improve” (*Diploma Programme*, p. 78) student learning. Formative assessment tasks and tools function *as* student learning. As per specific IB subject curriculum and assessment instruments, teachers provide students with opportunities for learning and demonstration of that learning, the effectiveness of which is gauged via ongoing formative assessment tools. For each formative task, students are assessed according to IB expectations and levels. Thus, formative assessment also serves as preparation for summative internal and external assessments (*Guidelines*, p.1).

Preparation for Assessment

In preparation of assessment, teachers analyze assessment data from previous years alongside IB grade levels, and prepare a consistent means of assessing students within a particular group and specific subject. Mark bands as well as mark schemes provide helpful data for designing formative assessments. These tools are used by teachers in conjunction with criterion-based assessment. Criterion-based feedback enables students to understand specific expectations, successes, and areas for improvement. Information provided by the IBO regarding norm-referenced assessment from previous years are helpful descriptive feedback for teachers, as they identify trends in student performance and guide teachers in tailoring future assessment practices to better meet student needs.

Formative Assessment

At the heart of ongoing assessment is the development of student learning. Ongoing formative assessment reflects the IB curricular goals, grade levels, and assessment instruments. Teachers collect data via homework and other formative tasks to modify their teaching to support student learning. Furthermore, students are encouraged to reflect on their own strengths and weaknesses as a way to enhance their learning within and beyond individual IB courses. Student formative assessment tasks and tools take a variety of forms based on individual subjects. Some examples of assessment tools include self-evaluation, peer-evaluation, checklists, and rubrics (*Guidelines*, p. 3).

Summative Assessment

Internal Assessment

Internal Assessments (IAs) are summative tasks graded according to IB assessment tools and moderated by an external moderator. Rather than being formative in nature, these tasks serve as assessments *of* learning and represent the culmination of a student's learning in a particular area.

External Assessment

Most evaluative tasks within the Diploma Program are assessed by IB examiners outside of the school. These external assessments include exams, theory of knowledge essays, and extended essays. In the case of the external assessments which are not examinations, teachers provide a predicted grade prior to the external examiner's summative assessment.

Sources and Supporting Documents

[*Diploma Programme: From principles into practice. 2015.*](#)

[*Guidelines for Developing a School Assessment Policy in the Diploma Programme. 2010.*](#)