

Assessment policy

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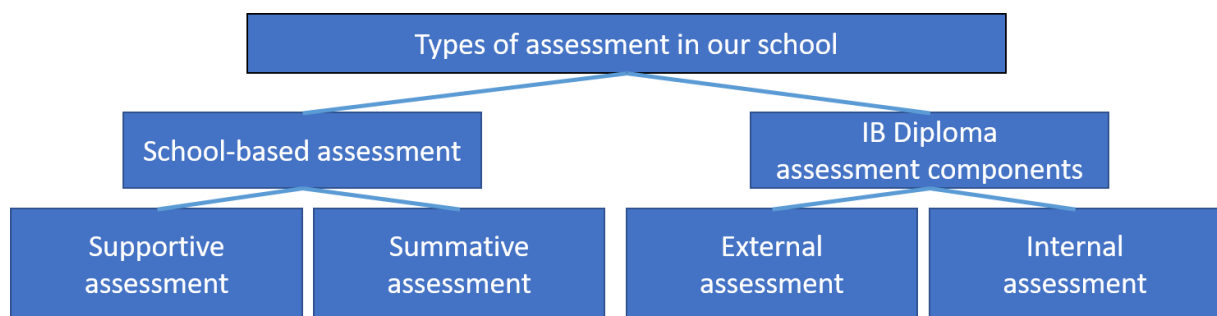
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Evaluation which is directly related to the teaching-learning process as it unfolds can have highly beneficial effects on the learning of students, the instructional process of teachers, and the use of instructional materials by teachers and learners.
 (Bloom 50)

Assessment in our IB Diploma Programme consists of **the official formal IB assessment components** and **supporting school-based assessments**. This policy outlines all assessment elements and how they are interrelated and implemented in the learning process. Furthermore, it explains how we will report assessment and academic development to students and parents/guardians. In all forms of assessment, we strictly follow our academic integrity policy.

In our school, assessment plays a vital role in bridging learning and teaching. It is an essential mean to inform the students about their individual progresses, academic achievements and areas of necessary development and improvement. In addition, it also serves the teachers and informs them about the levels of achievement of students and the efficiency of their different approaches to teaching and learning. It helps to plan and improve teaching according to the individual learner’s needs.



The school uses the IB grading system only, meaning that the grades from 1-7 will be awarded, with 1 being the lowest and 7 being the highest grade. For these grades, the school relates to the official [IB grade descriptors](#) in each subject.

1. School-based assessment:

1.1. Supportive (formative) assessment:

Supportive (formative) assessment means any kind of feedback-related assessments and procedures and is given to all students throughout the respective programmes. The goal of

supportive assessment is to support the students' learning processes, show strengths and weaknesses, communicate clear goals, detect misunderstandings, identify areas of growth and help the students to improve their academic achievements. On the one hand, feedback is given by teachers based on some submitted homework, participation in class, several presentations, creative products (e.g. in Film), essays and all other forms of student work that is not graded.

Self-assessment and Peer-assessment

The students will evaluate their own learning processes, developments and results by themselves (e.g. in portfolios, CAS, etc.) and give each other meaningful peer-feedback. This helps them to develop their skills as communicators and become more reflective learners and develop their Approaches to Learning (ATL) skills in general.

1.2. Summative assessment:

Summative assessment means all kinds of assessments that measure a student's understanding in forms of graded homework, essays, creative products, presentations, tests or mock examinations. These summative assessments all have clear and transparent assessment criteria and are based on or inspired by the IB assessment criteria for the respective subjects. Teachers will announce every summative assessment, explain them in detail and put them as an assignment in *ManageBac*.

Following each summative assessment, the students get a grade (exceptions, such as non-graded tests are possible) and evidence-based feedback from the teachers.

The student's achievement in summative assessments contributes to the school report cards, which the students get at the end of each semester in DP1.¹ All graded assignments as well as the achieved marks and grades will be transparent in *ManageBac* and thus accessible both for students and parents/guardians. These grades will also be used to create the predicted grades for IB Diploma Programme students and to decide whether a student is fit to move from DP1 to DP2.

1.2.1. School report cards

At the end of each semester in DP1, all subject teachers provide a written report including a **subject grade** on the candidate's academic achievements, the **semester test** performance and **the ATL skills**. This report will be delivered to candidates and their parents in form of a school report card. The report card criteria for all the subjects are:

- Social skills
- Thinking skills
- Communication skills
- Self-management skills
- Research skills
- Semester test: grade and comment

¹ These school report cards must not be confused with the IB Diploma certificate!

In addition, we value our students' development as IB learners. Therefore, all subject teachers give a feedback on each student's individual development using the following criteria related to the IB Learner Profile (LP):

- This is the student's strongest IB Learner Profile attribute:
- The student shows an effective development in these IB Learner Profile attributes:
- The student needs to develop the following IB Learner Profile attributes further:

We at HPC International School value and appreciate our students' achievements and engagement. Therefore, the school provides **award letters** with the report cards for the following achievements:

- Best academic achievement
- Best attendance
- Outstanding engagement within the school community

Furthermore, we report each student's **attendance** to parents/guardians. Therefore, they will get a separate attendance record together with the report card. For details regarding the attendance, please refer to our attendance policy.

The DP1 July report cards will be used for the decision whether a student can move on to DP2.

At the end of DP1, students must meet the following criteria to move to DP2:

- reached an average of 4.0 in all subjects in the July report card
- an attendance rate of 70% minimum in all subjects
- submitted the complete draft of your Extended Essay in time
- submitted the Maths IA (final version)
- submitted the Learner Portfolio DP1 materials in Language A
- HL Language A: submitted the HL essay draft
- History students: submitted their Internal Assessment (final version)
- Psychology students: submitted their Internal Assessment (final version)
- submitted their Science IA materials
- Film students: submitted the Film Portfolio IA draft for roles 1 and 2
- a green flag in CAS (*ManageBac*)
- completed your TOK exhibition

In case a student has not met one or more of the criteria aspects, they cannot move on to DP2.

In DP1, every report card including critical aspects or failing conditions is followed by an individual consultation for each student with the homeroom teacher and the IB DP

coordinator. Parents/guardians are invited and the meeting will be held as a student-led conference.

DP2 students do not get a report card. They can get individual predicted grades for their university applications (see chapter 3).

1.2.2. Tests and mock examinations

In DP1

In each semester of DP1, a **minimum of one larger semester test is written in each subject, which contributes 50% to the report card grade.** The other 50% come from individual subject-specific assignments (e.g. homework, presentations, creative work, essays, etc.) (see chapter 1.2.3.). A schedule of semester test dates for all subjects is published at the beginning of each semester.

In DP2

In DP2, students have two larger assessments:

End of semester test (December DP2)	In December of DP2, students write their end of semester tests in all subjects chosen (except Group 6 subjects). The end of semester test covers all content the students have dealt with in DP1 and DP2 so far and thus serves to inform each of them about their individual current understanding and performance level. Furthermore, the end of semester test results will contribute to the compilation of the second predicted grades for university applications (see chapter 3).
Mock examinations (February/ March DP2)	In February/March of DP2, students write a full set of mock examinations in all of their chosen subjects (except Group 6 subjects). The mock examination session serves as a simulation of the final IB sessions in terms of preparation, organization, time management, assessment procedures and writing actual IB exam papers in the prescribed time. Therefore, authentic IB examination papers from previous sessions will be used. The mock examinations will contribute to the compilation of the final predicted grades (see chapter 3).

Table 1 - Overview of larger tests in DP2

The remaining assignments in DP2 consist of subject-specific assignment categories (see chapter 1.2.3.).

Tests and mock examinations help the students to evaluate their levels of knowledge, to manage their time and to get familiar with the formal requirements of examinations (e.g. how to behave during the IB examinations). Mock examinations provide a chance to learn how to balance intellectual, physical and emotional aspects of life before and during the examination, how to plan time for recreation and how to cope with emotional strain. All official IB rules for examinations mentioned above are applied for the mock examinations.

1.2.3. Assignment Categories

There are clear assignment categories throughout all subjects. They are used for school-based assessment grades and communicated to students by subject teachers at the beginning of

each semester. Furthermore, all assignment categories are accessible for parents/guardians and students on *ManageBac* throughout the semester. The different assignment categories contribute to the report card grade.

In DP1

Example assignment categories for DP1
--

Semester test (50%) Guided classwork (25%) Independent work (25%)

Students write one semester test in each subject that counts for 50% of their report card grades. In addition, there are two other assignment categories:

1. Guided classwork

Example given:

Tests, quizzes, work done in class under the direct guidance of the teacher, etc.

2. Independent work

Example given:

Homework, individual presentations, individual research tasks, etc.

Both of them count 25% of their report card grades.

For group 6 subjects, such as Film, there are 2 major categories:

1. Theoretical work

Example given:

Film analysis, comparative study

2. Practical work

Example given:

Individual practical film production work, collaborative practical film production

Each of these two categories counts for 40% of the report card grade.

The remaining 20% are tests, quizzes and smaller individual and collaborative film assignments.

In DP2

Example assignment categories for DP2
--

End of semester test (70%) Guided classwork (15%)
--

Independent work (15%)

Students write one end of semester test in each of their subjects that contributes to their second predicted grades (see chapter 3). Here, the guided classwork and independent work categories count for 15% each of these predicted grades.

Teachers create and mark a minimum of 2 graded assignments for both guided classwork and independent work per semester in *ManageBac*, so that grades and achievements are transparent to students and parents with the aim of informing learning throughout the semester.

For group 6 subjects, such as Film, there are only 2 categories:

1. Theoretical work

Example given:

Film analysis, comparative study

2. Practical work

Example given:

Individual practical film production work, collaborative practical film production

Each of these two categories counts for 50% of the second predicted grades.

1.2.4. Grade Boundaries

Example grade boundaries

Grade 7: 91 – 100%
 Grade 6: 80 – 90 %
 Grade 5: 65 – 79%
 Grade 4: 51 – 64%
 Grade 3: 36 – 50%
 Grade 2: 20 – 35%
 Grade 1: 0 – 19%

Each subject teacher sets clear grade boundaries at the beginning of each academic year for their subjects in *ManageBac*. They define how many marks/points a student needs in relation to the maximum marks/points achievable to score a certain grade. They are applied to each assignment and respectively report card grades and are communicated to students by subject teachers at the beginning of each year. They are accessible for parents/guardians and students on *ManageBac* throughout the semester.

1.2.5. Homework policy

Homework/independent work of students is part of the learning process and contributes to assessment.

Purpose of homework

- Homework/assignments are designed by teachers to support students in deepening the understanding of the material dealt with in lessons and to practice the application of the learned material.
- When working with methods such as flipped classroom, homework is meant to prepare the next lesson. Before the lesson students study material independently and during the lesson the material studied independently is being applied.
- Homework can be designed as a training for Internal/External assessment including the gathering of material for a portfolio.

How homework contributes to school-based assessment

- Homework informs learning and teaching and teachers give a feedback – in oral or written form and/or grading.
- Not timely uploaded/handed in homework will be marked with F, meaning 0 points are earned for this assignment.
- Regularly uploaded high quality homework can earn the student points for the report cards and eventually compensate a failure in tests.

Further regulations related to homework

- Tasks for assignments and deadlines given in *ManageBac* are always binding.
- All tasks and assignments must be entered to *ManageBac* by the subject teachers and clearly state the task description and the final deadline.
- All digitally submitted work will be checked for authenticity by using *Turnitin*. The *Turnitin* option is therefore activated by teachers for every dropbox they create in *ManageBac* and every submitted file will be checked automatically.

Procedure for uploading and commenting on results:

1. Student uploads their completed assignment to the dropbox of the respective assignment in *ManageBac* before the deadline expires. It is the student's responsibility to ensure that they have access to *ManageBac* and can upload their work in time. Coping with technical difficulties and problems lies within the control of a student is therefore not an accepted reason for not submitting results in time. In case a student faces any issues regarding the timely submission of work, they must inform the teacher in time before the deadline expires. Students are responsible for checking the uploaded work and ensuring that the uploaded file can be opened by the teacher.
2. Teacher gives a comment on the results by either using the *Turnitin Feedback Studio* option.

It is important to follow this procedure and to upload assignments in time to the given dropboxes, because it gives the coordinator and parents/guardians information on students meeting deadlines and access to original student's work.

Procedure for submitting assignments in handwriting (on teacher's request only):

Option 1 – teachers want a handwritten version of the student's work: Students hand their written work directly to the teacher or, in case the teacher is unavailable, take the assignment to the library. Teacher corrects or writes comments on the submitted materials and afterwards returns it to the students.

Option 2 – teachers create a *ManageBac* dropbox for handwritten materials: Students take a photograph of their hand-written work and upload it to the respective assignment in *ManageBac*. Teachers must explicitly state in the task description that a photograph of the handwritten work is required for the given task.

1.2.6. Assessment for Students with special educational needs (SEN)

For students with special assessment requirements, our inclusion policy outlines procedures for class work and assessment in detail.

1.2.7. Rules for students missing a graded school-internal assessment

In case a student is sick on a date of a graded assignment, the student must always provide a doctor's note on the same day (before 4:00 pm.). This doctor's note must be sent to the homeroom teacher who will then inform the respective subject teachers.

- If a student misses to provide a doctor's note, the assignment will automatically be marked with 0 points (grade 1) in all cases.
- If a student provides a doctor's note in time,
 - **for semester tests:** the semester must be retaken on another date (set by the subject teacher)
 - **for all other graded assignments:** it is up to the teacher's decision whether the respective graded assignment must be retaken. The teacher sets the date for the retake, but has to ensure that there are no other tests for this on this day and that there is enough time for the students to prepare the test.

For longer-lasting assignments (e.g. projects, film production work, research activities, etc.), the school applies the same rules as for IB assessments. Please refer to chapter 2.2.1 here.

1.2.8. Maximum number of school-internal assessments per week and day

To support the students' well-being, time-management and balanced education, the school has set specific limits regarding the maximum amount of school-internal assessments per day and week.

- **Mock examinations:** the mock examinations will take place over a period of two weeks and follow the pattern of the final IB examination schedule. Thus, students might have to take several examination papers per day and per week, depending on their subject choices. This serves to simulate the final IB examination schedule and conditions.
- **Semester tests:** the school ensures that students do not have to take more than 2 semester tests per week.
- **Other graded assessments:** the school ensures that students do not have to take more than 2 graded assignments (tests, etc.) per day. This does not include longer-lasting assignments (e.g. the Film Textual Analysis which lasts over a month) having their deadlines on the same day. In this case, it is the student's responsibility to manage and organize their time and work effectively and to balance the longer-lasting assignments and the subject-specific graded assessments.

2. IB Diploma assessment components

Marks from IB DP assessment components contribute to a different degree (students are informed about assessment criteria of each subject by the subject teacher) to the subject results for the IB Diploma and thus are crucial for applications to further education.

IB Assessment consists of different assessment components, defined for each subject. Subject teachers inform students about the assessment components and the assessment criteria at the beginning of DP1 and before starting to work on each specific assessment component. This will be done via a presentation which will be made available to the students and parents/guardians as well as a publication of a handbook specifically made for the assessment component on *ManageBac*. In general, IB assessment components are divided into external assessment and internal assessment components.

2.1. External Assessment

External Assessment is all work assessed by IB examiners outside school. It comes in two different forms:

2.1.1. IB final exams

In May of DP2, students sit examinations in each academic subject (exception: Group 6 subjects such as Film) according to an examination schedule compiled by the IB. Examination papers are graded externally by IB examiners and results are accessible for students on the 6th of July.

The school will provide a copy of the examination schedule, including the starting and end times as well as the examination room, to each student and the schedule will be available in *ManageBac* at all times. Furthermore, copies of the schedule will be displayed in the library and on the door of the DP coordinator's office.

Individual revision schedule

Based on results of mock examinations, in March of DP2 each subject teacher gives personal recommendations to candidates concerning the individual revision schedule. It is the student's responsibility to follow these recommendations. To get the best possible support from teachers, each DP2 student is encouraged to design an individual revision schedule.

Rules during examinations

The school applies the rules for examination stated in the "Conduct of Examination Booklet" for the respective examination session issued by the IB. Students will be informed about the rules and the consequences of any breach of regulations two weeks before the final exams and mock exams in a training session. After the training sessions, students will sign and confirm that they were informed about these rules.

Secure storage of examination materials, preparation of examination room, invigilation and conduct of the examinations

The school ensures a secure storage of examination materials, prepares the examination room, organizes the invigilation and ensures the proper conduct of examinations as stated in the “Secure storage of confidential IB examinations material booklet” and the “Conduct of Examination Booklet” issued by the IB for each examination session. The DP Coordinator is responsible for ensuring that all rules and regulations stated by the IB are properly applied for each examination session. This also includes the process of checking the students’ calculators properly as stated in the “Calculators guidance for examinations booklet”. Any further documents or guidelines published by the IB (e.g. adapted assessments) will be taken into account as well.

Students and invigilators will be informed about the procedures, rules, requirements and the overall examination process by the DP Coordinator in a specific training session.

The school provides a detailed invigilation plan showing all invigilators and back-up invigilators as well as every person being responsible for other tasks (e.g. resetting calculators) the latest one month before the beginning of the final IB examinations.

2.1.2. Externally assessed coursework

In some subjects (e.g. Film: Textual Analysis & Comparative Study) some of the assessment components which are completed within the two years are also assessed externally by IB examiners.

The Extended Essay and the TOK Essay are externally assessed coursework.

The deadlines for these components are clearly stated in the school’s assessment calendar.

2.2. Internal Assessment

Internal Assessments are assessment components which are completed within the two years of IB DP, uploaded timely by a school internal deadline and marked by the respective subject teachers. The marking is moderated by IB examiners. Depending on the IB moderation the teacher’s marks can be altered, meaning going up or going down. Internal Assessment grades contribute to a subject-dependent percentage to the final IB Diploma. Students are informed about the percentage by subject teachers at the beginning of DP1 and before starting to work on each assessment component. They will also be stated in the IA handbooks for each component.

The TOK exhibition is internally assessed coursework.

2.2.1. Rules for IB Coursework Assessment

Candidates with incomplete work for assessment

“A candidate is normally eligible for a grade only if work has been submitted for all components [(Internal Assessments and/or External Assessments)] of the assessment in a subject. If a candidate fails to attend an examination, or to submit work for any other component in a subject, no grade is normally awarded. An ‘N’ will be issued for the subject and level” (“Diploma Programme Assessment procedures” p.151).

“If ‘N’ appears in the place of a grade [on the Diploma], it means that no grade has been awarded for one or more of the following reasons

- Withdrawal from the examination session
- Failure to complete one or more component of assessment
- A breach of regulations

A candidate will not qualify for the award of the diploma if certain requirements have not been met (“Diploma Programme Assessment procedures” p.211).”

“If a candidate submits no work [e.g. does not upload an Internal Assessment], an ‘F’ must be entered into IBIS for the mark by the teacher. This will result in no grade being awarded for the subject and level in the Diploma” (139). A work not being submitted will not result in a zero mark (0 points/ grade 1) (152).

Every assessment component must be submitted by the candidate before a school internal deadline expires. These school-set deadlines are binding (151).

If a candidate fails to submit a draft in time, the teacher is not obliged to give any feedback on this assessment component. Furthermore, not sticking to the school-internal assessment calendar will cause unnecessary stress and consequently will result in lower scores or even failure.

If a candidate fails to submit either all assessment components of TOK or the Extended Essay, an “N” will be given for the respective core element. This will result in the candidate not receiving a Diploma (212).

Students failing to complete the CAS programme will not be granted an IB Diploma until the programme is completed. They are allowed to complete the CAS programme within one year until the 1st of June the year after examination session (367).

Unacceptable reasons for incomplete or late assessment components

We will not accept the following reasons for not having all assessment components completed, since they are all within the control of the candidate:

- misreading or misunderstanding of examination timetables or Internal Assessment time schedules set by the school.
- oversleeping and, therefore, being late for an examination
- holidays/vacations
- social and sporting commitments
- attendance at interviews
- taking part or attendance in events such as competitions, concerts and graduation ceremonies
- the candidate not providing work by the internal school deadline(s)
- the candidate not completing work owing to a lack of diligence or personal organization
- any technical problems (e.g. no internet connection or difficulties with laptops, tablets or printers)
- the school identifying academic misconduct (e.g. plagiarism) and not submitting the candidate’s work

Other reasons that are not accepted:

- short time illness (less than 20 percent of time provided for completion)

- injuries that do not have an impact on the candidate’s ability to complete the assessment component
- serious illness without a doctor’s certificate
- serious illness, but not handing in a doctor’s certificate before a deadline
- serious illness, but not informing the school immediately

“In cases where it is not clear whether the circumstances were reasonably within the control of the candidate, the Assessment Division, IB Global Centre, Cardiff, may rely on the judgment of the coordinator” (Diploma Programme Assessment procedures 152).

Acceptable reasons for work being incomplete

“A candidate with incomplete work is still eligible for the award of a grade in certain circumstances. These are:

- if the candidate has attended a written examination, but failed to gain any marks for the component
- if an acceptable reason is provided by the coordinator for the assessment being incomplete (IBO 152).”

“Acceptable reasons for work being incomplete include circumstances not reasonably within the control of the candidate, such as:

- illness or injury [(certified by a doctor and making writing or completing the assessment component impossible)]
- unavoidable attendance at a hospital or law court
- major adverse or unforeseen circumstances during the examination session
- work not being provided by a previous school for a transfer candidate (IBO 153).”

In cases of assessment components that take place over a longer period of time

If a candidate gets seriously sick for 7 days or more during an IA process (or EA process), an extension can be granted taking into account the following rules:

- The candidate has to visit a **doctor immediately** and get a **certificate that proves that the candidate cannot write or complete the assessment component** for 7 days or longer or that writing or completing the assessment component at this stage will threaten the candidate’s health
- **Inform the IB DP Coordinator immediately. The decision about the extension of the deadline is on coordinator’s discretion.**
- If a candidate does not provide a doctor’s certificate in time, the deadline will not be extended
- If a candidate hands in a doctor’s certificate after the deadline expired, the deadline will also not be extended

If a candidate gets seriously sick during the last 10 days of the assessment process:

- The candidate uploads the work that has been completed by that time before the deadline

2.2.2. Authentication of candidate's work

The subject teachers are supposed to support the “candidates in the preparation of their work for assessment and [ensure] that all candidate’s work complies with the requirements of the subject guide” (Diploma Programme Assessment procedures 143). Furthermore, teachers (and supervisors in the cases of the EE) must judge the authenticity of a candidate’s work.

Every coursework submitted to “the IB will be checked via new text matching software for possible collusion and plagiarism. Any potential breaches of regulations will be investigated by the IB and the candidate may not receive a grade for the subject (143).” The plagiarism detection software will also be used for “cross-comparison of work within a group of candidates [...]. [...] The software [is] able to identify possible collusion between candidates (145).”

If “a candidate found guilty of academic misconduct [by the IB] [...] an “N” [will be issued] in the subject or diploma requirement concerned (213).”

The training of students and procedures are clearly defined in the school’s Academic Integrity Policy.

Our school uses *Turnitin* to check every coursework component for authenticity.

2.2.3. Assessment calendar and School-internal deadlines

A calendar including dates of introducing assessment components and criteria, binding deadlines for the submission of assessment components and teacher comments, mock examinations and dates for examinations has been developed as a result of collaborative planning of all DP teachers and is provided to each student at the beginning of the programme. Students, teachers and parents/guardians have access to the assessment calendar in ManageBac.

The assessment calendar reflects the effort to distribute the workload for students evenly over the two years of IB DP to ensure a balanced approach to education.

Furthermore, the assessment calendar shows the requirements for DP1 students to move to DP2, revision time and the dates for the final IB exams.

The school insists on meeting all school-internal deadlines before the IB deadline for early registrations for IB exams (November 15th). In case a student has not met any school-internal deadline before this date, they will not be registered for the upcoming exam session. Students and parents/guardians will be informed in a letter that they can still be registered until March 15th, but at considerably higher costs (late registration fee).

As long as the two IB core components Extended Essay and/or TOK essay are not submitted after the school-internal deadline has elapsed, the predicted grades for these components will remain “F”.

The final deadline for all internal assessment components (except Group 6) and other coursework components (such as Extended Essay) is January 31st of DP2.

No changes or revision of any coursework component is possible after this date. Teachers will mark all internal assessment components after this date and these marks will contribute to the final predicted grade as well (see Chapter 3).

Each school-internal deadline for each subject component must be created as a deadline in ManageBac by the subject teacher and students upload their final works to this deadline. No other ways of submitting coursework is allowed. Furthermore, subject teachers submit the coursework of all students directly to DP coordinator on the day of the school-internal deadline. Parents/guardians will be informed if a student has not met the school-internal deadline. If a student misses to submit a draft of their work, they and the parents/guardians will have to sign the “DP Missed Draft Deadline Form” and hand it back to the subject teacher and coordinator.

2.3. Award of the IB Diploma

According to the IB, these are the requirements for the award of an IB Diploma:

- **Core requirements**

„DP category candidates must study six subjects, plus the three core subjects—EE, TOK and CAS. They must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations.

- They must meet all of the additional requirements—see section “A2.2.2” .
 - They must meet all of the requirements within a maximum of three examination sessions.
 - Candidates who successfully meet these conditions will be awarded the diploma.
 - Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma.
- 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.
 - CAS is not assessed but must be completed in order to pass the diploma. See section “A2.2.2” .
 - 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.“ („Diploma Programme Assessment procedures“ p.11)

- **Additional requirements**

- 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 the 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 (SL or HL).
- 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.“ („Diploma Programme Assessment procedures“ p.11)

3. Predicted grades for IB DP students

Since most students will apply to universities before they have received their final IB Diploma grades, universities request so-called “predicted grades”.

According to the IB, a **predicted grade** “is the teacher’s prediction of the grade the candidate is expected to achieve in the subject, based on all the evidence of the candidate’s work and the teacher’s knowledge of IB standards.” (“What are predicted grades?”)

Predicted grades at HPC International School will be compiled according to the IB prescriptions.

They consist of

- **evidence of a candidate’s work** (e.g. semester tests, in-school assignments, IB assessment component work (such as IAs or EAs), mock examinations, individual development, etc.)
- **teacher expertise** (e.g. knowledge of IB standards, experience, IB grade descriptors, etc.)

The school will issue predicted grades at different stages during the IB Diploma Programme:

November DP2 (before exam registration)	Early predicted grades
January DP2	Second predicted grades
March DP2	Final predicted grades

Table 2 - Overview of predicted grades procedure

Those are the only dates the school compiles and provides predicted grades and the school will not make any changes of predicted grades outside of these dates. **Teachers send their predicted grades to the career counsellor at the dates listed above**, who compiles a list of PGs for all students.






Predicted grades will be shared, but not negotiated with the students. Students can approach their subject teachers and ask for advice regarding how to reach a higher predicted grade in the subject.

If students need predicted grades for university applications, they need to send an email to the career counsellor. For organizational matters, email requests should be sent minimum 10 days before the student needs the predicted grades.

4. Assessment and the IB Learner Profile



Assessment elements are an essential part of each lesson and crucial in developing the IB learner profile attributes:

-  Teacher feedback supports the improvement of conceptual understanding in the subject disciplines for students to become knowledgeable.
-  Peer feedback develops a caring learner showing empathy, compassion and respect.
-  Self-reflection on achievements helps the students to understand their strengths and weaknesses, supporting learning and personal development, developing reflective skills.
-  The classroom provides a safe space that allows students to become risk-takers.
-  Mock exams help students to cope with stressful situations and a well-structured (internal) assessment calendar helps to improve their time-management skills thus contributing to the development of attributes of a balanced learner.

Publication and revision

This policy will be published on our school website and is available in ManageBac and OpenApply for all new applicants.

This policy is revised annually in a process that includes all stakeholders.

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