

ASSESSMENT AND REPORTING POLICY

1. Assessment philosophy in IB DP classes.

Kaunas Jesuit High School (KJHS) applies IB Diploma Programme Assessment criteria and requirements in its assessment philosophy and principles and strives to prepare students for success at universities. Alongside, KJHS promotes Full Diploma by highlighting the advantages of the process of learning, i.e. developing a positive attitude to studying, research and critical-thinking skills. Therefore, in the learning and teaching process, effective assessment places students at the center of their learning and allows teachers, administration and parents monitor students' progress and improve their achievements. Academic Honesty principles play an important role in the assessment.

2. Assessment and grading system.

In national programme classes KJHS applies 10 grade system whereas in the IB Diploma Programme classes students (grades 11-12) are assessed according to IB mark scale ranging from 1 (low) to 7 (high) with 4 (satisfactory) considered to be the "passing grade". Therefore, IB grading scale is as follows:

- 7 – excellent;
- 6 – very good;
- 5 – good;
- 4 – satisfactory,
- 3 – mediocre;
- 2 – poor;
- 1 – very poor.

In all IB subjects, students attain this grade through internally and externally assessed or moderated work, throughout the two-year programme culminating in passing (hopefully not failing) the final examination.

To be rewarded with the IB Diploma, a student should achieve a minimum of 24 IB points (IB grade 4 in 6 subjects). The maximum possible Diploma score is 45 points (IB grade 7 in 6 subjects plus 3 bonus points). However, there are specific IB requirements which mean that a student scoring a 1 (very poor) in any subject does not receive the Diploma, even if the total score is 24 or greater. Similarly, a student scoring a 3 in one subject at HL still needs to reach a total of 12 points at HL, or an overall Diploma total of 28 points.

Consequently, our recommendation is that students labour for a total of 28 points with no failing conditions and thus are considered strong IB Diploma candidates.

3. Assessment types.

In order to ensure student learning success and be constantly provided with a clear picture of student achievements, different types of assessment activities are employed by the teachers. Hence, the teachers are enabled to develop assessment systems to define learning levels, provide quality

feedback and student motivation, be engaged in ongoing discussions about grading practices and be able to involve students into the process of self-reflection. In this way, the teacher guarantees the relationship between IB Assessment Criteria and the Ignatian Pedagogical Paradigm (which is the fundamental basis of KJHS Philosophy) comprising three main elements: experience, reflection and action at the same time including context as a pre-learning element and evaluation as a post-learning element.

3.1. Formative assessment engages students into an active process of learning. Students learn to self-assess, peer-assess and improve their performances on their teacher's timely, meaningful and detailed feedback. Formative assessment provides students with an opportunity to learn new skills and achieve better results while taking risks and not being afraid to make mistakes as these individual results are not directly counted towards the final semester grade. Nevertheless, they are important while recording the students' progress.

Formative assessment can include items such as quizzes, practice essays and data responses, oral presentations, observations, questioning, discussion, peer/self assessments practice, [visual representations](#) etc.

3.2. Summative assessment tasks measure students' knowledge and achievements in a new context at the end of a unit or a course. Such tasks are modeled on the assessment mandated by IB and graded in accordance with IB criteria. These grades count towards students' semester final grade.

Summative assessment forms may vary from subject to subject; yet they might include:

unseen [examination](#) in controlled conditions (e. g. 3 questions in 3 hours), seen exam paper in controlled conditions (you know the question(s) in advance) multiple choice [test](#) in controlled conditions (paper-based), in-class test, essay or report (e. g. on an individual or group project), presentation (may be peer-assessed and/or tutor-assessed), performance (e. g. musical or dramatic), oral examination (e. g. foreign language speaking skills), creation of a web page.

4. Accountability.

The teachers are involved in the constant process of reviewing and reporting students' results and achievements. They register the track of student progress (in formative and summative forms) on their webpage thus informing the administration, parents and other teachers about the current situation the student is in. What is more, the teachers regularly meet in collaborative committees to discuss and clarify the difficulties, challenges and better possibilities to improve both teaching and learning results.

5. Work Load.

The teachers accurately plan the work load which the students have to undergo both in class and at home. The deadlines of papers or written assignments to be handed in for grading are planned, discussed and approved in advance in Teacher pedagogical teams and are placed in KJHS Website in order to inform the students and their parents.
