



# The ISB Diploma Program, High School Assessment policy, and Academic honesty policy



As an IB World School that offers three IBO Programs, ISB has developed the assessment and academic honesty policies based on the IB philosophy and principles.

## **Assessment Philosophy**

Assessment is a continuous process, used by teachers and students to provide on-going feedback about learning and opportunities to set goals. It is an integral part of the learning process; it is both authentic and meaningful to student development, and aims to support and encourage learning. It is seen as a way to gauge what a student knows, understands, and can do, and is used by teachers to inform and develop their practice and approaches to teaching.

## **Assessment policy**

- Assessment is integral to planning, teaching, and learning
- Assessment is on-going and comprehensive, using a balanced range of strategies and methods, and both formative and summative approaches
- Assessment is authentic and requires the application of knowledge, understanding, and skills to address real-world situations
- Assessment is differentiated and allows for students to demonstrate their learning in various ways
- Assessment is holistic and criterion-based
- Assessment criteria are shared with the students in a developmentally appropriate manner
- Students play a role in clarifying assessment criteria through the use of peer and self-assessment
- Assessment includes opportunities for students to practice and demonstrate their development of the approaches to learning skills
- Assessment data is used to provide timely and usable feedback
- The assessment process allows for meaningful reporting to parents about student progress

## **Review policy**

This document was last reviewed in November 2016; reviews are scheduled on a 5-year basis or as needed in consideration of program changes.

## Reporting Student Assessment at International School of Belgrade

### Semester exams & other assessment components taken under exam conditions

- DP year 1 (ISB grade 11) students sit for a semester 1 exam (in December), and a semester 2 / end of year exam (in June), and both are reported in the students' report cards.
- DP year 2 (ISB grade 12) students sit for a semester 1 exam (in December).
- Full diploma and course candidates will do the DP mock exams, (in March of their senior year), and will do externally moderated IB DP exams during the three weeks of May. Mocks will make up 20% of the semester 2 school grade, and will be used to predict an IB final exam grade.
- Grade 12 students, who are not IB candidates, will do the mock exams, with the results incorporated into the semester 2 grade. Non IB students will have additionally end of grade 12 exams in May, which will be reported in ISB report cards before the graduation, and constitute 20% of the semester 2 grade.
- All semester and mock exams and other designated IB DP assessment components must be undertaken under exam conditions. Should a student be absent due to illness, a doctor's medical certificate will be required to permit a retake of the designated task. If no such medical certificate is forthcoming, the student will receive a 0 IB assessment grade for that task.

### Homework:

- Homework is assigned to reinforce and extend classroom learning. Homework assignments are assigned for the **formative purposes** (during the learning process), or for **summative purposes** (end of the learning process). These tasks can range from mini-quizzes, short answer questions, extended writing tasks, projects, presentations, and tests. Formative assessments can be used to inform final assessment outcomes, whilst summative assessments are used to measure knowledge, understanding, and skills at the end of each topic, unit, or quarter.
- In case of a late summative homework, 10% will be deducted for each day late. After three days, the summative assignment will be awarded a 0. In all situations, the teacher will provide learning feedback.

## Assessment grades

Assessment grades awarded range from 1 – 7, with 7 being the highest achievement. Descriptors are shown below for each level of achievement.

Grade	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 <u>always</u> 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	Satisfactory. 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.

## Semester Comments

First semester comments provide feedback to students and parents regarding the students' progress, achievement and further growth. These comments provide guidance for further improvements; they are not intended to be included in students' transcripts as indicators of achievement. Comments at the end of the year are shorter summative statements to note successful completion of the year.

## ISB DP Internal Assessment (IA) deadlines:

The ISB has a designated internal deadline calendar for students in each year of the Diploma Programme. (Please see internal assessment calendar document for years 1 - 2).

Students are expected to conform to the deadlines for each step within the process of the internal assessments.

Students that fail to meet the ISB final internal assessment deadline will not have their IA submitted to the IB.

## ISB Assessment regarding non-DP students

Students who are not IB candidates will cover the same curriculum in class as their IB candidate peers.

However, they will not do IB internal assessments, and will be given certain accommodations during the process of working on assignments.

The accommodations/modifications for the non IB students will be determined in each subject and by each teacher, but will mostly include:

- More time allocation for the production of work/assignments.
- Possible teacher guidance in steps requiring independent student work at the DP level.

## Grade 11 – 12 grading procedures

### Year 1 DP and non DP ISB students:

Final grades in Semesters 1 and 2 are scored:

- 40% quarter 1
- 40% quarter 2
- 20% semester exam

### Year 2 DP and non DP ISB students:

Final grades in Semester 1 are scored:

- 40% quarter 1
- 40% quarter 2
- 20% semester exam

### Year 2 DP students:

Final grades in Semester 2 are scored:

- 20% mock exam (March)
- 80% quarter 3

### Year 2 non DP ISB students:

Final grades in Semester 2 are scored:

- 80% quarter 3 with mock
- 20% semester exam (May)

## Parent – Teacher - Student Conferences (PTSC)

- ISB calendar schedules two time slots in the school year for the parent-teacher-student conferences. Student presence is an expectation.
- The first PTSC is scheduled in Semester 1, at the end of quarter 1, after families receive student report cards.

- The second PTSC is scheduled in Semester 2, at the end of quarter 3, and for seniors, after the IB mock exams.

ISB has an open door policy, and families are invited to communicate and schedule other conferences, at any time of the school year.

## **ISB Academic Honesty Policy**

The International School of Belgrade, an IB World school, recognizes and fully supports the principles of the Academic Honesty.

ISB values academic honesty as one of the essential principles of its academic programs. Its foundations are grounded in the IB learner profile and approaches to learning skills that enable students to learn and understand the importance of academic honesty in both their academic attitudes and life.

***“In all their studies, students must demonstrate academic honesty and avoid any form of academic misconduct.” (from the Academic honesty in the Diploma Programme)***

High school teachers at ISB use different strategies to identify potential cases of misconduct, and use specifically the turnitin.com program on ManageBac to check the originality of written student work.

Reports from the turnitin.com are analyzed, besides the similarity percentages, and are shared with students and relevant teachers.

Malpractice is defined as behavior that *“results in, or may result in, a student gaining an unfair advantage in assessment”*. (IB procedures)

- A DP student not respecting these principles will be treated under *the Academic Honesty Tracking Procedure* (see appendix)

Malpractice includes:

- COLLUSION – when other student supports malpractice, deliberately allowing his/her own work to be copied or submitted by another student.
- DUPLICATION of WORK – when a student presents the same work for different assessment components for diploma or school requirements, when it is contrary to the regulations of the school or the IB.
- UNFAIR PRACTICE – some examples are: taking unauthorized material into an examination room; misconduct during an examination, obtaining unauthorized access to examination material, the use of calculator or other means of arriving at an answer when this is precluded in the syllabus; disruptive behavior in the examination room
- PLAGIARISM -

In an instructional setting, plagiarism occurs when a student deliberately uses someone else’s language, ideas or other original (not common knowledge) material without acknowledging its source.

Defining and avoiding plagiarism: (such discussions conflate plagiarism and misuse of

sources)

- Submitting someone else's text as one's own or attempting to blur the line between one's own ideas or words and those borrowed from another source;
- Carelessly or inadequately citing ideas and words borrowed from another source

A student who attempts to identify and credit his/her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

(From the Council of Writing Program Administrators – <http://www.wpcouncil.org>)

A message to all students:

*(From the "Introduction" of Writing with Sources – A Guide for Harvard Students)*

*Acknowledging or documenting your sources, by citing, not only marks you as a fair and generous person, but it also makes your argument stronger. You cite a source by making a notation, in your paper that refers your reader to a place where you provide publication data for the source, which allows your readers to find in it what you have found. Citing sources both protects and bolsters your argument. Your citation says to a reader: "**Here is where I found this idea, these words, of this information. Here you can verify the summary of the idea I am giving you or find the context for the words I have quoted – in case you wish to check on them or pursue the matter yourself.**" And it often says, "**this person deserves the credit for these thoughts or words; I hereby acknowledge my indebtedness.**" But it also says, "**this learned scholar has found this to be so; it's not just my idiosyncratic opinion or blithe assumption.**" **Acknowledging your sources is therefore at once an obligation, a service, and an advantage.**<sup>1</sup>*

- MLA referencing format is taught at ISB and expected to be used consistently by students in their assignments.
- High School students are expected to submit their assignments to the [www.turnitin.com](http://www.turnitin.com) and check the academic honesty through the school's Moodle page.

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<sup>1</sup> Harvey, Gordon. Writing with Sources: A Guide for Harvard Students. Indianapolis/Cambridge: Hackett Publishing Company, Inc., 1995