

Assessment policy in the IB programme of Karinthy Frigyes Gimnázium

School philosophy

1) The pedagogic work at Karinthy Frigyes Gimnázium focuses on the development of an open, accepting, understanding, tolerant and cooperative personality.

2) Our aim is that our students stand their ground in their studies, future profession and future life as adults capable of thinking independently and responsibly.

3) We consider the high-level knowledge of the language obtained at our school as a means of obtaining a sound knowledge in the different subjects.

4) The teaching staff of our school is a community that strives for renewal and self-development. We would like to convey these values to our students as well.

Assessment principles

- All students have the ability to achieve high level of knowledge
- Students should be given the assistance to achieve their educational goals
- Assessments can and should take various forms and methods
- Assessments monitor the progress of student learning
- Both students and teachers should be involved in the assessment
- Student learning is evaluated using predetermined criteria rather than comparisons to published averages or norms
- Assessment forms, methods, content and criteria should be aligned to the standards, practices and content expectations of the IB Diploma Programme as well as the established State Education Requirements
- Assessment by IB allows administrators, teachers, students, and parents to evaluate their students' progress relative to national, and worldwide performance
- Effective assessments provide feedback to teachers, students, and parents in order to improve instruction in the classroom and students' learning habits
- Assessments should reveal what the student knows and understands
- Assessments should be used to help parents understand and support what is going on in the classroom

- Parents and students should have access to students' grades using the electronic register of the school

Assessment types

Admission Assessment

KFG is a Hungarian state school with limited funding and the DP is run within this framework, therefore we can accept only a predetermined number of students into the programme each year. Applicants are asked to submit copies of their certificate of achievement of the last two years before the Diploma Programme and they are asked to participate in a written assessment held at the school in the subjects they choose to study. The written assessment is evaluated by the teachers teaching in the programme and the students' achievements are discussed in an admission meeting, which decides on their acceptance into the Diploma Programme.

Formative Assessments

Formative assessments are used on a daily basis within our school to measure the students' progress, to assist them in reaching their learning goals and to determine how to proceed with the lesson. Teachers use a variety of assessment forms like verbal assessments, presentations, class discussions, exam-type questions in order to monitor student learning. Based on the results of the formative assessments, students, parents, and teachers can evaluate the student's learning and make the necessary adjustments.

Summative Assessments

Summative assessments are given at the end of a teaching unit. Teachers use a variety of assessment methods such as oral presentations, projects, portfolios and paper tests in order to assess the level of mastery demonstrated by the student. The level of mastery is determined using a rubric for the assessment and the grade is recorded in the electronic register of the school.

We have school regulations for the correction of assessments:

- Major papers have to be announced at least a week ahead in the class and their dates must be published in the electronic register available to all stakeholders on the internet. This is to ensure that students have sufficient time to prepare and revise for the assessment.
- Not more than two major papers (of duration exceeding 45 minutes) may be taken on one day. This is to ensure that students are not overloaded to the extent that prevents them from performing at their full potential.
- A major paper should be corrected within 21 calendar days. This is to ensure that the material is still fresh in the minds of all stakeholders.

- Teachers are expected to give three assessments to monitor students' progress each semester. These assessments are not necessarily major papers.

Evaluation of assessments:

As the internal and external assessment are both criterion-referenced, the evaluation of summative assessments should also be criterion-based. As we give Hungarian grade reports to our students at the end of every semester, we have to follow the Hungarian 1-5 grade system of assessment, but the 1-7 scale of IB should also be recognised. Teachers use percentages most of the time for evaluation, which are easy to calculate with in both systems. Much discretion is left to the individual teacher in determining the grade boundaries, however, these should be in line with IB expectations and grade boundaries which are reflected by the subject reports published on OCC and the evaluation principles should be communicated clearly to parents, administrators and students.

Homework

Homework is assigned to students throughout the entire school for the purpose of reinforcing or reviewing the topic taught that day. Homework is sometimes used for grade generation and it is used for class discussion purposes. Either way, the teachers use the homework as a way to monitor student progress.

Semester reports and end-of-year reports

Students receive a school report at the end of each semester to inform students about their progress towards matriculation. The grading system for these reports is on a scale of 1-5, five being the best mark. Students receive a grade in the subjects studied and TOK. These grades can be used for receiving points in the Hungarian university entrance systems and they are also used for awarding scholarships and allow promotion from the first year of the IB to the second. However, the IB progress report is not a legal document for promotion within the Hungarian educational system. To receive an end-of-year report in the Hungarian system, the student has to receive a mark in each subject required in the given grade of the Hungarian state educational program. This could mean that the student is required to take exams for classes that were not studied in the IB, or for material that was not covered in the IB. The student also has to have CAS work converted into Service work for the Hungarian state system.

The regulations guiding end-of-year failing grades are the same as those in the Hungarian program regulations. That is, if a student fails, they may sit for a retake exam in August. If this exam fails as well, the candidate must repeat the year. A student failing at the end of the second year may not sit the IB exams.

Mock exams

Mock exams in each subject are held at the end of the first year of the programme. The aim of these exams is to evaluate students' progress to IB expectations. These form of these exams is as close to the IB exams as possible, they contain questions that appear in old exam papers and are corrected using the corresponding markschemes (purchased from IB or distributed at workshops). While these exams usually do not have a role in determining the end-of-year mark of the students, their results are used to determine the students' predicted grade during the university admission process.

IB Diploma Programme internal assessments

Internal assessments are mandatory pieces of student work completed during the 11th and 12th grade that focus on skills as well as the subject content. These assessments are graded by the subject teacher using the rubric published by IB and in line with the IB feedback from previous years. The internal assessment scores are submitted to IB for moderation to ensure all internal assessment scores worldwide are consistent. Examples of this type of assessment include, but are not limited to, oral presentations in Language A and B, individual investigations and solutions in Group 4, mathematical investigations in Group 5 or Theory of Knowledge presentations. Internal assessments are assignments that contribute to the students' IB score for that subject but they can serve as classroom assignments which contribute to the students' school grades as well. Internal assessments often allow for greater student flexibility in exhibiting their acquired knowledge and skills according to IB criterion-referenced rubrics as well as the opportunity for students to show their work over time and outside of the restrictions of the examination environment.

IB Diploma Programme external assessment

External IB assessments are mandatory assessments that are completed during the 11th and 12th grade that are not scored by the classroom teacher. These assessments mostly include the IB exams that are held during the May testing session after the 2nd year of the program but they also include some essays that are sent directly to IB examiners for evaluation, for example the World Literature Assignment, the Theory of Knowledge essay or the Extended Essay.

The IB Course Calendar:

Internal and external assessments for the IB subject courses occur throughout the two years of the programme. In order to balance student workload, at the beginning of the two-year course the Diploma Programme teachers agree to have all major assessments administered or due according to a coordinated schedule. This schedule is also communicated to students and its online version is available on the webpage of Karinthy Frigyes Gimnázium. If a student does not submit the assessment by the date and in the

form set in the course calendar and has not requested an extension from the Principal or the IB Coordinator for a sound reason, the school will not turn in the assignment to the IB and the student will need to repeat the year. The date when the students submit an assessment to the IB Coordinator is not the same as the date the assessment will be submitted to the IB. Completed assessments will be kept in a safe until the deadline for submitting them in to the IB.

Grade reporting

In order to keep parents and students up-to-date on grades and progress monitoring, our school uses an electronic register, which is practically always available to students and parents. Parents are encouraged to check their students' progress on a weekly basis. Parents also have the opportunity to meet teachers and discuss issues concerning their children's progress during the teachers' open days held twice in the academic year. They also receive a school report at the end of the first semester and the end of the academic year, which contains the semester/academic year grades for all subjects taken in the programme.

Integrating Hungarian Law with the IB assessment policy

When a student chooses to enter the IB Diploma Programme, it is a 2-year commitment to this programme. The core beliefs, subject courses taken and general content of the programme are not aligned with those of the Hungarian state education system, so the students should not attempt to fulfil the requirements of the Hungarian Secondary school system as well. The IB Diploma is accepted in the Hungarian university entrance procedure so in most cases fulfilling the requirements of the IB Diploma Programme would be a better choice than fulfilling the requirements for both systems. However, it may happen that a student would like to fulfil the requirements of both systems in certain subjects or may wish to switch to the Hungarian system at the end of the first year of the IB.

To receive an end-of-year report in the Hungarian system, the student has to receive a mark in each subject required in the given grade of the Hungarian state educational program. This could mean that the student is required to take exams for classes that were not studied in the IB, or for material that was not covered in the IB. The student also has to have CAS work converted into Service work for the Hungarian state system.

It may also happen that a student wishes to take the Hungarian State Matriculation Exam at higher level for certain subjects in which the IB Diploma is certified only for the Standard Level Hungarian State Matriculation Exam. In such cases the student should receive a mark for both the 11th and 12th grades of the Hungarian state educational program in the given subject. They should also have CAS work converted into Service

work for the Hungarian state system. After this the student may take the Hungarian state matriculation exam.

Connection to other policies

Academic Honesty Policy – Students will adhere to all requirements of the Academic Honesty Policy while completing assignments, homework, formative assessments, summative assessments, and all IB Diploma requirements including Extended Essay, Theory of Knowledge, and CAS.

Language Policy – Student language needs will be considered when creating and implementing assessments.

Special Educational Needs Policy – Assessments will follow all requirements outlined by the SEN Policy of Karinthy Frigyes Gimnázium.

References

The Diploma Programme: From principles into practice. IBO, 2009.

Diploma Programme assessment: Principles and practice. IBO, 2010.

Diploma Programme: General Regulations. IBO, 2011.

Guidelines for developing a school assessment policy in the Diploma Programme. IBO, 2010.