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Directive no 49
of the Head of School
of Miina Härma Gümnaasium
March 8, 2022

ASSESSMENT POLICY

IB Diploma Programme (IB DP)

Assessment at Miina Härma Gümnaasium (MHG) is viewed as means to inform teaching and learning through:

- a) a systematic gathering of evidence on student progress towards meeting the PYP, MYP and DP standards,
- b) analysis of that information and
- c) providing feedback.

The assessment policy explains the philosophy and practices related to assessment procedures.

MHG Assessment Policy is directly linked to our mission statement, which is:

Miina Härma Gümnaasium (MHG) is a student-centred school, which helps to develop a broad range of knowledge and skills through contemporary approaches to learning and opens up opportunities to make further choices both in the field of education and employment. MHG provides students with the confidence and agency to contribute to the development of Estonia and the world.

The policy is derived from the school's and IB's assessment philosophy and practices in consent with each other. The Assessment Policy for Miina Härma Gümnaasium IB Diploma Programme has been based on the relevant documents:

- Assessment principles and practices - Quality assessments in a digital age, IBO, updated 2021
- Diploma Programme Assessment procedures, IBO, 2021
- Guidelines for developing a school assessment policy in the Diploma Programme, IBO, 2010
- Diploma Programme: From principles into practice, IBO, 2015
- IBO Subject Guides
- Learning and Teaching, IBO, updated 2019
- MHG Language Policy, updated 2022
- MHG Academic Honesty policy, updated 2022



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The assessment in MHG aims to:

- Support student progress by providing feedback, encourage and guide them towards focused learning, help in building positive self-esteem, and offer guidance in students' further educational choices;
- Inform teacher reflection on to what extent teaching supports student learning and progress, and the need for adjustments;
- Inform curriculum review;
- Provide the grounds for deciding on the level of expected learning outcomes achieved by the student in order to continue in the next grade.

General Principles of Assessment

1. Oral or written formative assessments are used to assess students' knowledge, skills and understandings. There is no need to pre-inform the student about formative assessment.
2. Summative assessment tasks (Mock exam, criterion-based assessment, summative test, project, essay, presentation, practical task etc) are used to compare the students' subject-specific knowledge, skills and understandings to the individual goals and expectations of the written curriculum.
3. The number of summative tasks, their schedule, format, and topics are announced by the teacher at the beginning of the study period.
4. The time of the summative assessment task is announced at least five days in advance and recorded in Stuudium (www.mhg.ope.ee) under the Assessments section.
5. Summative assessment tasks recorded under Assessments in Stuudium evaluate the knowledge and skills acquired over a longer period of time and expect students to review the material or conduct any other thorough preparations for the task. In general, the maximum number of summative tasks allowed in a week is no more than three and no more than one per school day.
6. It is not allowed to schedule a summative assessment task on a Monday following a school holiday.
7. The student has the right to see their own written work.
8. The information about grades is shared through Stuudium, by subject teachers, or homeroom teachers.



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9. Sign “ND” in Studium marks the work not done/presented that needs to be presented at the time agreed with the teacher but no later than 10 working days from the appearance of the “ND” sign. The “ND” sign is removed after the completion of the task.
10. The sign “HW” in Studium stands for homework not completed/presented.
11. The sign “!” in Studium represents work completed at an unsatisfactory level. The task needs to be resubmitted within 10 working days from the appearance of the “!” sign. The “!” sign can also represent any other notice or observation that requires the student’s attention

Assessment Practices

Grading and marking

All IB DP grades are awarded through a combination of internally and externally assessed work. The nature of this varies from subject to subject. Individual IB DP Subject Guides should be referred to for specific requirements. The majority of assessment comes in the form of externally assessed written examinations.

Students receive grades ranging from 7 (highest) to 1 (lowest) for each DP course attempted. A student’s final diploma score is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance—including successful completion of the 3 elements of the core. Theory of Knowledge (TOK) and Extended Essay (EE) are awarded individual grades and collectively can contribute up to three additional points towards the overall diploma score. Creativity, Activity and Service (CAS) does not contribute to the points total, but authenticated participation is a requirement for the award of the diploma.

The grade descriptors in IB DP are the following (each of the descriptors is specified in detail in each IB DP Subject Guide):

- Grade 7 (85-100%) - excellent
- Grade 6 (70-84%) - very good
- Grade 5 (56-69%) - good
- Grade 4 (43-55%) - satisfactory
- Grade 3 (31-42%) - mediocre
- Grade 2 (16-30%) - poor
- Grade 1 (1-15%) - very poor



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In grading teachers use **formative and summative assessment** tasks to demonstrate students' achievements.

Formative assessments

Formative assessment represents the process of gathering, analysing, interpreting and using the evidence to improve student learning and to help students to achieve their potential. While preparing students for the summative assessments, teachers in each subject area use a variety of formative assessments. All teaching and learning activities have the potential to be formative assessments.

Formative assessment in MHG encompasses:

- Self-assessment
- Peer assessment
- Presentations
- Quizzes
- Projects
- Role-plays
- Homework
- Worksheets
- Discussions
- Field Work
- Studio Work
- Practical or experimental work

Effort grades

Effort grades are given by each subject teacher to show the extent to which the student is making use of his/her abilities at home and in class, and how they affect the overall study atmosphere. Effort grades are given four times a year in Year 1 and three times a year in Year 2. When the effort grade in a single subject is "3" or below the student will be subjected to a meeting with the class teacher. The average of the first effort grade (given at the end of the first period of 7 weeks of the first IB DP year) must be at least "4" and there must be no grades "1" and "2" among the grades. If a student fails to meet this requirement, a meeting with the student, IB DP coordinator, parents and class teacher will follow to discuss whether the student can continue in the IB DP. While grading the students' effort the following aspects will be considered: participation, homework, deadlines, progress, influence on the group, catching up after being absent. Subject teachers can change the general description or include the learner profile while grading. The effort grade rubric is published on Stuudium (Tera) so it is visible to parents or legal guardians.

Descriptors	1- Very poor	4- Satisfactory	7 - excellent
Criteria	2-Poor/3-Mediocre		5-Good/6-Very good
Preparedness	<ul style="list-style-type: none"> • Rarely time for class • Absences are not documented in advance and/or demonstrate no follow up • Rarely prepared with materials for class • Assignments and homework are rarely complete • Assignments and homework are rarely handed in on time 	<ul style="list-style-type: none"> • Usually on time for class • Absences are usually documented in advance and are followed up appropriately • Usually prepared with materials for class • Assignments and homework are usually complete • Assignments and homework are usually handed in on time 	<ul style="list-style-type: none"> • Always on time for class • All absences are properly documented in advance and are followed up thoroughly • Always prepared with all materials • Assignments and homework are always complete • Assignments and homework are always handed in on time
Engagement	<ul style="list-style-type: none"> • Rarely listens to instructions and feedback • Often displays disrespectful behaviour (either disruptive or disengaged) • Rarely works with care and attention to detail • Rarely seeks clarification or assistance when needed 	<ul style="list-style-type: none"> • Usually listens to instructions and feedback • Usually listens actively and respectfully to others • Usually works with care and attention to detail • Usually seeks clarification or assistance as when needed 	<ul style="list-style-type: none"> • Always listens carefully to instructions and feedback • Always listens actively and respectfully to others • Always works with care and attention to detail • Always seeks clarification or assistance when needed
Initiative	<ul style="list-style-type: none"> • Rarely interested in identifying learning opportunities and strategies to meet personal needs and achieve goals • Rarely shares ideas or asks questions; may refuse to participate • Often relies on the work of others in group work; demonstrates little to no initiative • Rarely takes risks or asserts opinions 	<ul style="list-style-type: none"> • Usually needs assistance in identifying learning opportunities, choices, and strategies to meet personal needs and achieve goals • Usually needs encouragement to participate and share ideas and opinions • Usually allows others to take leadership initiatives in group work • Usually needs encouragement to take risks or assert opinions 	<ul style="list-style-type: none"> • Always identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals • Always demonstrates a genuine desire to learn and to share ideas through participation and inquiry • Always initiates discussion, asking significant questions, and acting as an effective leader in groups • Always takes intellectual risks, asserts opinions, and supports them

Figure 1. The Effort Grade rubric 2019 (modified rubric, International School of Bangkok (ISB) 2012)



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Summative assessments

Summative assessment demonstrates the competency or level of achievement of a student at the end of a course of study or a unit of learning and determines the readiness of the student to progress to the next stage of education. Each subject has a specific set of descriptors that are used by the teacher to determine summative grades.

In MHG IB DP students are assessed occasionally in class, 1 – 3 times each period in each subject. The first **Academic Grade** is issued in December following September-December summative assessments (Year 1 and 2) and the second Academic Grade is issued in April (Year 1) following January-April summative assessments. Summative assessments play an important role in the issue of the predicted grades for students. The **predicted grades** are issued in April for Year 2 students.

School-based and school-developed **mock examinations** will be held at the end of Year 1 and prior to the final IB exam session in Year 2 in all 6 subjects. These examinations will be modelled on actual examinations, and should use subject-specific past papers as their primary source.

Internal assessments

Internal assessments are used for most courses. These normally contribute between 20% and 30% of the subject assessment, but can account for as much as 50% in some courses. Internal assessments allow students to provide evidence of achievement against objectives that do not lend themselves to external examination. Such work can be very flexible in the choice of topic, making internal assessment a valuable addition to students' education and improving the validity of the assessment process and learning experience as a whole.

Assessment modes utilized across the subject groups include:

- oral work in languages
- fieldwork in geography
- laboratory work in the sciences
- investigations in mathematics
- artistic performances in arts



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External assessment

The final written IB examinations are taken during the first three weeks of May (Year 2). The examination schedule is published by the IB. Registration for the final examinations takes place in November. Registration is dependent on the student being up-to-date with all the internal assessments.

External assessments include:

- essays
- structured problems
- short-response questions
- data-response questions
- text-response questions
- case-study questions
- multiple-choice questions

Recording and reporting

The school year is divided into five periods. Teachers keep ongoing and up-to-date records of all formative and summative assessment tasks in Studium. Parents can view the homework, attendance, grades and progress of their children through Studium. Students can also view their grades and progress using the same portal.

To help students manage their coursework and complete all requirements, the IB DP coordinator, EE coordinator, CAS coordinator and IB DP teachers have collaboratively developed an **IB assessment calendar of deadlines**. This calendar is updated in August preceding the new 11DP class and during the school year if necessary. Calendar of deadlines is made available to teachers, students and parents in Studium.

Deadlines are set for both students and teachers to make it possible to plan the work load, future events, and to save time and energy. This also prepares students for future education expectations beyond the IB DP. Deadlines of current projects and assignments are given by subject teachers, general IBO deadlines will be given by the DP Coordinator. Normally, teachers are not allowed to accept any assignments from students after the deadline. Work not handed in or finished will affect the effort/academic grades and, in the last year, the **predicted grades** (which are used to apply to the universities). If the missing work is part of the Internal Assessment, student will lose points on the final diploma.



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Predicted grades

A predicted grade is a teacher's estimation of the grade a student is likely to achieve in a subject. These can help manage expectations of what students are likely to achieve, which is useful for planning next steps such as university entry. Predicted grades are entered to Stuudium and International Baccalaureate Information System (IBIS) by teachers in April of Year 2. For May 2020 and 2021 predicted grades formed a key part of how IBO awarded grades for students who could not sit examinations due to Covid-19.

Predicted grade should be based on:

- all the evidence of the candidate's work
- the teacher's knowledge of IB standards.

Homework

The amount and frequency of homework assigned will vary among grade levels, subjects taught and course levels (SL/HL). At the beginning of each course, the teacher will explain the homework policy to students. Homework is designed to extend learning. Effective homework assignments should strengthen basic skills, enrich and extend school experiences, develop initiative, responsibility, and self-direction, build independent study skills, help students learn to budget time, and promote parents' understanding and support of the educational program. Homework is made available to students and parents in Stuudium.



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Additional support and retakes

- All teachers provide additional support times outside the timetable and are expected to make suggestions to struggling students to make use of these
- Upon initiative taken by the student, times for retaking assignments are agreed upon with the subject teacher.
- In cases of short-term absence (one week or less), the student is responsible for keeping up with the studies via Stuudium and retaking any task as soon as possible.
- In cases of long-term absence (more than one week), retakes are organised upon the agreements with teachers within 10 working days, counting from the student's return to school.
- All additional support and retakes take place outside of lesson time.

Academic Integrity

Expectations concerning academic honesty are outlined in the school's and IB's academic integrity policy and are communicated to students at the start of each year by DP coordinator, homeroom and subject teachers.

Academic misconduct is a breach of these regulations and includes, but is not restricted to, the following:

- **plagiarism** — this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment;
- **collusion** — this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another;
- **duplication of work** — this is defined as the presentation of the same work for different assessment components and/or DP core requirements;
- **misconduct during a test or an examination** (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate);
- any other behaviour that **gains an unfair advantage for a candidate** or that affects the results of another candidate (for example, falsifying a CAS record,



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disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media).

Conditions for passing to the second Diploma Year in MHG

At the end of the first year, a session of mock exams is organised. The results of those and the performance during the first year are taken into account when transferring students on to the 2nd Diploma year.

For transferring to 12DP these requirements have to be met:

- The candidate's total mock exam points are 21 or more.
- Theory of Knowledge and the Extended Essay components have been completed.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- 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
- Students must have done all the necessary work set by teachers throughout the year (essays, portfolios, practical work, oral exams, CAS etc). Not a single piece of work may be missing.

If a student does not meet 1 of those requirements during the first year, he/she has to stay at school after the school year to accomplish the missing work and/or to retake the examination, based on the timetable set by the teachers. If the student does not meet the requirements by the end of August, a meeting with the student, DP coordinator, parents, class teacher will follow and the Board of Teachers will decide whether the student can continue in the Diploma Programme. Both the student and the parents/guardians will be informed and consulted at the end of the first Diploma year if further studies of a student are at risk.

Award of the Diploma

Core requirements

- DP category candidates must study six subjects, and the three core subjects—EE, TOK and CAS. They must accumulate no fewer than 24 points from assessments in these subjects, in addition to grade stipulations.
- They must meet all of the additional requirements.
- 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.

Core points matrix

The following matrix will be used for awarding points for TOK and the EE.

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

Figure 2. Award of points for TOK and EE



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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.
- 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.

Additional requirements

There are a number of additional requirements for the award of the diploma.

- 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.

Bilingual diploma

In addition, candidates who have completed these conditions through multiple languages may be eligible for a bilingual diploma.

A bilingual diploma will be awarded to a successful candidate who fulfills one or more of the following criteria.



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- Completion of two languages selected from the studies in language and literature subject group with the award of a grade 3 or higher in both languages.
- Completion of one of the subjects from the individuals and societies, or sciences subject groups in a language that is not the same as the candidate's nominated studies in language and literature language. The candidate must attain a grade 3 or higher in both the studies in language and literature language and the subject from individuals and societies, or sciences subject groups.

Pilot subjects and interdisciplinary subjects can contribute to the award of a bilingual diploma, provided the above conditions are met. The following cannot contribute to the award of a bilingual diploma.

- An extended essay
- A school-based syllabus
- A subject taken by a candidate in addition to the six subjects for the diploma ("additional subjects") A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the diploma. These examination sessions need not be consecutive.