

International Baccalaureate

Assessment and Scheduling

Assessment

Goals and philosophy

The goal of assessment in our IB Programme is twofold: first, to teach the students how their work is assessed under the IB, as this differs from the assessment to which they are accustomed in the Sachsen Abitur, and second, to help the students learn new skills and explore their own potential. Receiving feedback on their work is an important means to show areas of achievement and areas in which they might improve, to help students chart their progress in the program and give them the best chance of successful completion of their IB courses.

Due to the unique and parallel structure of the double diploma, success means different things to different students – for some it is achieving enough points to attain an IB Diploma, since they will use their Abitur grades to apply for further study, while others seek the highest score possible in order to use the IB Diploma to apply to universities abroad. Because students participate willingly and in addition to the state requirements, our assessment goal is intended to support and inspire independent student learning and reward efforts even if they do not attain the highest possible marks. Although assessment in the IBDP therefore includes class attendance and participation as well as timely and proper completion of internal and external assignments, celebration of individual achievement is central to our program.

This document largely describes the formal (summative) assessment practices of the program. The other (formative) forms of assessment are familiar to the student through their participation in the state school system, and include conversations and feedback between the teacher and student, student self-reflection, peer reflection and other classroom exercises in which the student can both measure and improve on their academic work.

How formal IBDP assessment works

- The grading scale for all IB assignments is 7 (highest) to 1.
- In order to receive the Diploma, students are required to take 6 academic courses, 3 at Higher Level and 3 at Standard Level, and, in addition, to complete the Core Requirements: Extended Essay, CAS (Creativity, Activity and Service) and the TOK (Theory of Knowledge) course. Students must receive a total of at least 24 points. A Bilingual Diploma is awarded when students receive a 3 or higher in two language and literature courses or in 1 language and literature class plus 1 science or social science course in a second language.
- There are two kinds of formal assessment in the IBDP: Internal and External.
 - Internally assessed assignments are work that is graded by the teacher using the grading matrices supplied by the IBO. Prior to examinations, these marks are submitted by the school to the IBO. The IBO then requests a sample of approximately 5 students for review by IBO examiners. The examiner determines whether the teacher has accurately marked the papers. Should the examiner find that the teacher has marked the papers too lightly or too harshly, the grades of the entire class are adjusted accordingly. Examples of internally assessed work are the

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Historical Investigation, the Individual Investigations in Biology, Chemistry and Physics and the Mathematical Exploration.

- Externally assessed assignments are those which are guided but not marked by the teacher. The school submits these assignments directly to the IBO, where they are graded by IB examiners. Examples of externally assessed work are final examinations, the Extended Essay, the TOK Essay, the German Written Assignment, the Musical Links Investigation and the Visual Arts Comparative Study and Process Portfolio.
- For each student, the teacher also provides the IBO with a Predicted Mark – the mark between 7 and 1 which the teacher believes, based on the student's written and oral work, the student will ultimately receive for the course after all internal and externally assessed work has been marked.
- Assessment of all written, oral and creative work is made using the assessment criteria mandated by the International Baccalaureate Organization. These matrices allow the teacher to measure student work against a set standard, rather than against other students in the course. The grading matrices are provided to the students in the individual courses and are available in full at <http://www.ibo.org/programmes/diploma-programme/assessment-and-exams/>

How marks are recorded and reported

- For all internally and externally assessed assignments, students who meet submission deadlines are given preliminary written comments by the teacher intended both to help the student improve on their work and to measure their potential mark. Students then have the opportunity to amend their work and submit it by the final deadline. Final marks on internally assessed work are provided to the student by the teacher. Students and teachers are encouraged throughout the process of all assignments to remain in contact both in person and, as needed, over Managebac. Should the student have concerns about the guidance received or the teacher worry about student progress, the assistance of the IBDP Coordinator should be sought.
- Because the results of the IB examinations are normally not available until after the BeBe graduation, IB students receive a certificate of participation from BeBe at the graduation ceremony. Students have access to their results online as soon as they are available from the IBO and will be notified when the IB results are available and can pick up their IB Certificates or Diplomas from the school.
- The IB grades and results do not appear on BeBe transcripts or report cards.
- Homework and interim assignments (for instance, progressive tasks within internal assessment work) and submitted on Managebac or as directed by the teacher. Although not marked formally, students are required to meet these deadlines and receive written or oral feedback.

When students are assessed

- This assessment is communicated directly from the teacher to the student, usually in person but also via email and Managebac should the marks be awarded after the formal class meetings have ended. The exception is poor attendance or failure to submit assignments, which is reported to both the student and the IB Coordinator. The IB Coordinator then undertakes communication with the student and, when necessary, the parents.

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- Written assignments are due as detailed in the Assessment Calendar at the start of each school year. The Assessment Calendar is given to students in written form and is available on the school homepage. The due dates are staggered and correspond to the class meeting times. Students who meet these deadlines are eligible to receive an extra grade, if it is to their benefit, in the corresponding Abitur course. Students who do not meet the deadlines are not eligible for the extra grade and may, at the discretion of the Coordinator in conversation with the teacher, be given an “incomplete” on the assignment, which would be reported to the IBO.
- All students will have a minimum of one meeting with the IB Coordinator in the 11th grade to discuss their progress in the program and whether or not they have satisfied the requirements for registration for the IB examinations in grade 12. Students may contact the IB Coordinator at ib@bebe-dresden.de at any time to request assistance in meeting their goals.

How and when the IBDP assessment is combined with the Sächsische Abitur

- Because course work in IB is offered as an extension to that of the Abitur courses, IB students have two independent levels of assessments: first, by teachers in their Abitur courses as dictated by the state and school assessment policies and, second, by IB teachers who supervise the written, oral, or creative work submitted to the IBO, including the Extended Essay and all externally and internally assessed assignments.
- These two levels of assessment are almost exclusively independent of each other. Except as noted in the following cases, the marks received in Abitur courses are not applied to those in the IB, nor are the IB marks computed to the Abitur marks. Exceptions in which the Abitur and IB marks influence each other are:
 - TOK is offered both as an Abitur Basic Course and as part of the IB Diploma. Students receive a mark both on their Abitur Report Card and on their IB Diploma/Certificate.
 - Internal Assessments that are completed successfully and on time may, to the benefit of the student, be given a mark (“Sondernote”) in the corresponding Abitur course.
 - Successful and timely completion of the Extended Essay satisfies the Facharbeit requirement for the Sachsen Abitur.
 - Teachers in the Abitur courses who fear that participation in the IBDP is harming the student’s performance in the Abitur will notify the IB Coordinator. The IB Coordinator will speak with the student and teachers and decide if the student will be allowed to continue in the IBDP.

Analysis of assessment data and teacher training

- After IB results are released each year in July, the IBDP Coordinator and subject teachers analyze the marks received by students by assignment and examination. This process, along with results of the annual student surveys, allows teachers to understand both how effectively their instruction is received and which areas require new educational tactics to improve student performance and success.
- New teachers are introduced to IB marking requirements and the practices of the school by the IBDP Coordinator. Access to Managebac and instructions on use is part of this initial training.

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Schedule

- At the start of grade 11, all IB students are enrolled in Managebac, an online platform used for scheduling, the sharing of materials and the submission of written work. Students are encouraged to use Managebac to communicate with their teachers, supervisors and the IB Coordinator.
- The IB courses are offered weekly on a “block” schedule, so that students normally have 1-2 IB subjects per block and per week. The duration of the course varies depending on overlap with the Abitur curriculum in that subject.
- The course and assignment deadline schedules are designed to make completion of both the Abitur and the IB courses or Diploma possible. This requires that written assignment in particular must be completed on time so that students have the opportunity to give their attention to subsequent assignments in other courses.
- Parents are informed in grade 10 and again at the beginning of grade 11 of the various IB requirements and deadlines for submitting work. Those parents wishing additional information about their child’s IB performance may contact the IB Coordinator at any time at ib@bebe-dresden.de or request access to the student’s Managebac account.

Links: Admissions, Language and Inclusion Policies and school schedule

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