



Principles and Practice

Learning outcomes, which include knowledge and understanding of a subject as well as cognitive, personal and academic skills, should be explicitly stated for each unit of work/assignment/course, and these should be the pivot around which the whole course is developed.

The curriculum and instructional process assessment should:

- Account for a variety of learning styles;
- Be differentiated to account for the diverse backgrounds of learners;
- Provide a wide variety of different assessment opportunities and to be relevant and motivating to students;
- Be criteria-related using published, agreed, learning objectives mandated by the IB and made clear to students by teachers before tasks begin;
- Measure what students understand, what they can do and what they know;
- Be both formative (to assist students in building understanding, skills and knowledge) and summative (to assess students' acquired understanding, skills and knowledge);
- Be on-going and reflective;
- Allow students to evaluate their progress and set targets for improvement;
- Allow the school to evaluate the measure of success in meeting specific learning objectives;
- Be internally standardized both at departmental and grade level and between the Upper and Lower Schools, to ensure consistency;
- Be geared toward appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to an international and increasingly complex world.

Guidelines for Assessment Practice

1. All assessment is criterion-related; however, the MYP and DP use distinct schemes and subject-specific criteria. The final report card of both the MYP and DP are on a scale of 1 to 7 with 7 being the highest mark.
2. In the MYP the four criteria for each class is scored on a 1-8 scale, but the final grade still stays on the 1-7 scale.
3. All internal assessment in MYP and DP should be designed to be formative and summative in nature. All assessments should provide feedback to the student from the teacher.
4. DP teachers should adapt examination (end-of-course) criteria so that students in the first year of study have access to the full range of assessment grades.
5. For the MYP, students and parents must be provided with their own copy of MYP criteria for each subject. Students must be forewarned which criteria will be used by the teacher to evaluate any work turned in for assessment. Teachers should help students understand what is required of them to fulfil the criteria for a particular piece of

assessed work. Teachers will clarify to the students how the criteria apply to the task. Assessment rubrics should be developed and applied to all summative assessment tasks. ManageBac is the tool we use to provide this information. A well-constructed rubric should:

- Support learning by providing clear guidance;
 - Provide transparency to the process for students, their families and teachers;
 - Provide clear, measurable evidence of learning;
 - Link generic descriptors and their command terms to task-specific clarifications.
6. DP teachers must explain to students what is required to fulfil the criteria for any particular piece of assessed work. All DP criteria can be found on ManageBac for any class.
 7. Feedback to students should be prompt (within 10 working days of work being submitted) and supportive.
 8. Teachers must keep a clear and accurate record (ManageBac) of all assessment activities. Both formative and summative assessment will occur within a single grading period.
 9. Teachers always reward alternative but equally valid answers that contain coherent ideas which are relevant to the question. Any mark scheme used should not be considered exhaustive.
 10. When using criterion-related assessment, student answers are placed where the majority of descriptors correspond to the student's work. If the descriptors include many strands of an objective and student performance is at a high level on most of the strands but not all them, teachers adopt a "best-fit" model. If most of the performance was, for example, at the 5–6 level, and yet student work on a particular strand was missing, teachers might consider reducing the overall performance to a lower band. If a piece of work seems to fall between two-level descriptors, only partially fulfilling the requirements of the higher descriptor, teachers will re-read both of the descriptors in question and choose the descriptor which is a 'best fit' description of the candidate's work.
 11. If a teacher suspects that a student is guilty of malpractice, he/she should not award a level of achievement and refer to the school's Academic Honesty Policy for further guidance.

Facilitating Assessment

In the MYP we follow a policy of continuous assessment, of which, most are formative. Continuous feedback is the idea to further learning and to provide assessment for learning not assessment of learning. Grades are not cumulative but are based on the most recent performance by the student. Most formative and summative assessments are published on ManageBac at the beginning of the term. An internal homework and assessment calendar is used to harmonise all major assignments during the year.

Middle Years Programme

Teachers use various means to assess students. Some of these will be particular to the subject, such as the developmental workbook in visual arts, lab reports in science or oral interviews in languages. Some will be more general and include tests, quizzes, projects, position and research papers, oral presentations, seminar presentations and debates.

Students are graded on academic success (criteria) as well as through Approaches to Learning (ATL's). Both grades are entered at the end of the year report and the term report only has ATL descriptors and comments.

All MYP students sit for final assessments at the end of the school year. These assessments are not more valuable than other assessments and teachers use this as a final assessment, not a whole year exam.

eAssessments

Students in Year 11 will sit for eAssessments in May of that year. All students will do online exams in Language & literature (English), Individuals & societies, Maths, Science, Interdisciplinary, and will do the portfolio for Language acquisition, PHE, Design, and Arts. Along with the Personal Project, students must attain 28 points out of 56 possible to receive the MYP Certificate.

Diploma Programme

All students at Brookes Moscow attempt the full Diploma during Year 12 and 13. Exceptions can be made for those students who are not proficient in English, although they would still be enrolled in all DP classes as we do not offer any other curriculum. This would only take place in special circumstances. All students work towards earning their Brookes Moscow Diploma as well as their official IB Diploma.

The IB Diploma is not granted after an accumulation of course credits, but following assessment of individual student performance by external IB examiners. This evaluation is based primarily on external examinations taken in all subjects at the conclusion of the final year of study in Year 12. Final grades also include internal assessment, such as oral examinations in English, French, Spanish, Russian, or Mandarin, practical work in science classes and artwork portfolios – all of which are reviewed or mandated by external IB examiners. Like the MYP, the Diploma Programme assessment is criterion-based, which means student performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject curriculum, rather than the performance of other students taking the same examinations.

Mock Exams

Students in Year 13 sit for Mock Exams twice during their final year. In December, students sit for their Standard Level classes and in February they sit for their Higher Level classes. The Mocks cover the entire two-year programme and is done using past exams in most cases. Students are placed in the same testing environment as the May Exams. For more information on this please see the *Brookes Moscow Diploma Handbook*.

Mid-Year Assessments

Students in Year 11 sit for mid-year assessments in December. Although these assessments are only done for part of the curriculum it is an opportunity to gauge where students are a few months into the programme. Students in Year 13 do not sit for mid-year assessments as they will take their Mock Exams at this time.

DP Exams

At the end of the programme, students take written examinations that are marked by external IB examiners. Students also complete assessment tasks in the school. These assessments are either initially marked by teachers and then externally moderated, or sent directly to external examiners. The Diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the creativity, activity, and service (CAS) requirement. The highest total that a Diploma Programme student can be awarded is 45 points.

Internal Deadlines

All DP and MYP students are required to meet all internal deadlines as set by their teachers. Students who do not meet internal deadlines may face disciplinary action as discussed in the *Brookes Moscow Diploma Handbook* and the *Brookes Moscow Student Handbook*. Teachers may not award any type of grade until the work has been turned in and completed.

Supporting Assessment

Expectations of the student

The teacher can expect the student to:

- Be on time to class and fully prepared with all the appropriate materials for classwork and assessment activities;
- Respect others' right to learn and to collaborate constructively with peers;
- Submit any required work—homework, classwork, assignments and projects, etc.—on time and with due diligence;
- Present work neatly and appropriately, i.e. general written work should be completed in blue ink, and diagrams should be in pencil and/or coloured pencils.

Expectations of the teacher

The student can expect the teacher to:

- Clearly identify the requirements for each piece of work, providing students with task-specific clarification of relevant assessment criteria/rubrics;
- Provide adequate time for students to complete any given assessment task;
- Provide adequate access to any materials necessary for the successful completion of any assessment task;
- Assess all work appropriately and return it to students within ten days. For more detailed work, especially at DP level or in the completion of MYP projects, teachers may take more than 10 days to return work.

Expectations of parents

The school encourages parents to offer constructive and positive support as their children complete their school work; however, this support should not go so far as to compromise the authenticity of the child's work.

The school recommends that:

- A student be provided with a quiet space at home and adequate time to complete their school work;
- A student has access to a computer;
- A student have Internet access and/or access to books/a library (students have access to the internet and library during school and after)

Internal and External Assessments

Internal and external assessment is a feature of both the DP and the MYP. Internal assessment is undertaken by all Upper School teachers; external assessment involves teachers and/or coordinators sending candidate work to IB examiners for assessment. MYP students in Year 11 will take part in e-assessments.

Awarding Term Grades

In each subject in the Upper School, the award of a summative term grade requires the translation of a variety of criteria referenced grades awarded through each term into a single 7 (high)-1 (low) grade. Each subject has specific criteria and these criteria are measured on numeric scales, which differ by subject/course. Each teacher must have these criteria clearly identified in their curriculum documentation.

DP students receive a grade after every term to show progress and where they are ability wise during the terms. Predicted grades are given at the end of Year 13 prior to the start of May Exams.

Awarding a grade below 3

Prior to the release of term grades, the relevant IB programme coordinator must be informed of any grade of 1 or 2 across the term. The teacher awarding grades of 1 or 2 should also supply the coordinator with the relevant correspondence with the student and parents, and all information about the measures taken to address the student's difficulties. This should be copied to the relevant coordinator, form tutor, and principal.

Submission of Student Work

All summative assessment must be notified as a 'task' on the ManageBac calendar. Students should be informed by email. ManageBac notification should include the following features:

- Indication of task content and conceptual understandings;
- Form of the task, e.g. an essay, report, presentation, podcast, oral, performance, etc.;
- The criteria to be assessed, with generic descriptors and task-specific clarifications;
- Task's due date.

At the beginning of each teaching unit, the final summative assessment should be posted as a "task" on the ManageBac calendar. This requirement is mandatory and needs to be followed so students, parents, and other teachers know when the assessment will take place.

Assessments in the DP are set on our internal calendar and must be followed, for other class assessments teachers need to follow the assessment calendar:

Monday	Tuesday	Wednesday	Thursday	Friday
Language A	Language B	Maths	All Sciences	History Geography
				Visual Arts

Formative assessment, or non-summative assessment tasks to check for student understanding, maybe notified on ManageBac. Notification of all formative tasks should include information about the teacher's expectations.

In-class task

If a student is absent from school on the day an assessment task is to be completed in, he/she must see their teacher on their first day back, before attending any classes, to organize a time to catch-up on the missed task. Failure to follow this procedure could result in the student receiving no credit for the missed task (students will still need to complete the task in order to meet the learning outcomes for the course).

Scheduling missed tasks

When scheduling a time to complete a missed task, the teacher will take into account a student's circumstances (e.g. recovery from sickness) during his/her preparation time. In some cases, an alternative task may be given. Each case will be reviewed individually before a decision is made.

Assessment extensions

A student may apply for an extension through their classroom teacher prior to the due date. Students must have a valid reason for application and, if approved, a new date will be set for

submission.

School Examinations: Specific Guidelines

General

1. When instructed to enter the examination room, students must do so in a quiet and orderly manner.
2. No form of refreshment, except water carried in a re-sealable container, may be taken into the examination room.
3. Students may take to their desk/table only the following items:
 - General stationery (for example, pens, pencils, coloured pencils, an eraser, geometry instruments and a ruler). Pencil cases must be clear (transparent);
 - Other materials specified by the school as required for a particular examination (for example, an electronic calculator).
4. The examination coordinator will create a seating chart and have a name tag on each desk or table when students enter the examination room.
5. Students must remain seated until permission is given by the teacher to leave.
6. The exam coordinator will pass out the examinations but they must remain closed until they are instructed to open them.
7. The exam coordinator will read all instructions prior to the students opening the examination.
8. If students arrive late, no additional time will be given to complete the examination.
9. If a student must leave the examination room to use the restroom, the exam coordinator will take note of the time they left and returned. No materials may be taken out of the room or brought back in.
10. During the examination, and at other times specified by the examination coordinator, a student must not communicate with any other candidate. Failure to observe this regulation may constitute malpractice, resulting in no grade being awarded for the examination.
11. If a student finds that he or she has accidentally taken unauthorized material (papers, books, notes of any kind) into an examination, this material must be given to the examination supervisor immediately. Failure to do so may lead to no grade being awarded for the examination.
12. No phones of any kind can be taken into the examination room. If a student realizes they have a phone it needs to be given to the exam coordinator prior to the exam starts. If a phone is discovered after the exam has started, the exam will be taken from the candidate and the exam will not be scored.
13. Students will not be allowed to leave the examination room during the first hour or during the last 15 minutes of any examination. If the duration of the examination is

less than one hour 15 minutes, students will not be allowed to leave during the examination.

14. If a student leaves the examination before the scheduled finishing time, the student will not be allowed to return.
15. No examination materials—examination papers, answer papers, rough working—may be taken out of the examination hall.
16. Students must leave the examination room in a quiet and orderly manner.

Academic Honesty

If a teacher suspects malpractice, he/she will refer to the [Brookes Moscow Academic Honesty Policy](#) for guidance.

DP External and Internal Assessments

- Students are made aware of this policy, Brookes Academic Honesty Policy once they enter the Diploma Programme, as well as the *DP Conduct of Examination booklet, 2020*
- Any work suspected of malpractice, plagiarism, or any other form of dishonesty will not be submitted to the IBO for marking
- This could be; Extended Essay, Internal Assessment, TOK Essay, CAS requirements
- Final Exam papers: students suspected of academic dishonesty during a final exam will have their exam taken and they will be removed from the exam room. The proper procedure will be followed by the school in terms of informing the IBO
- If misconduct is identified prior to the school turning in the assessment to the IBO, the student will be disciplined according to school policy and the work will be re-done prior to submission
- If misconduct is identified once the assessment has been formerly submitted then an NA will be recorded on the appropriate mark sheet and this could have serious consequences on the eligibility for the Diploma
- If misconduct is detected after the work has been externally assessed, the school must notify the IBO. An IB Diploma or Certificate will be withdrawn at anytime if misconduct is found by a student after assessment.

Communication

The assessment policy is introduced to the Brookes Moscow community through staff meetings, special events for parents and assemblies. The policy is also available on the school's website. New staff are familiarised with the document during orientation.

Review

An academic committee consisting of the DP & MYP Coordinator, Principal and DP & MYP teachers, review the assessment policy at the end of the academic year (June) and make suggestions for revision's in the policy. The assessment manual is previewed by all DP teachers at the conclusion of the committee work and approved by the head of upper school. As the IB changes its assessment policy so too does Brookes Moscow.

