



## **LAIS Assessment Policy (Revised: February 2022)**

### **1. Assessment Philosophy and Principles**

At LAIS the primary purpose of assessment is to inform about, as well as to reflect upon, students' performance and progress. Being aware of the current status of their learning process should help the learners increase their knowledge by measuring and monitoring progress and success and by identifying gaps. As a result, this should enable them to improve their learning and develop successful learning strategies.

In order to be able to provide students with valuable, accurate and detailed information about their achievements, a variety of both formative and summative assessment are used. Educators use a wide variety of assessment techniques and a broad scale of strategies such as: class discussions, homework assignments, tests, quizzes, presentations, portfolios, projects, individual and interactive orals, investigations.

### **2. Assessment**

IB teachers at the Lower Austrian International School apply IB DP assessment (external and internal) along with school-based assessment when measuring students' progress and evaluating their achievements.

#### **IB Assessment**

Because of high levels of objectivity and reliability, the assessment of most IB courses is based on the written examinations at the end of the Diploma Programme. These examinations are supervised by teachers but assessed externally by the IB. Some of the components (internal assessments), however, are marked by teachers and moderated by the IB.

#### **External Assessment**

External assessment takes place in a 3-week period in May of IB DP year 2 and includes the following components:

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

### Internal Assessment

Being part of normal classroom teaching, internal assessment is characterized by more flexibility than external assessment concerning topics and time of implementation.

The IA components are marked by the teacher and are then externally moderated and adjusted by the IB if necessary. Even though they form a minor part of the assessment model, they are used for most courses and include among others:

- oral work in languages
- comments and experimental studies in individuals and societies
- practical work in the experimental sciences
- investigations in mathematics and history
- artistic performances

### School-based Assessment

Assessment practices incorporate the national requirements that our school has to abide by. This means that in addition to IB assessment, school-based assessment forms the basis of school report cards, which are handed out at the end of each term. The grades the students receive in these report cards reflect work done in preparation for IB assessment but also include non-IB testing formats.

The assessment includes, depending on the subject: written and oral tests, homework, projects, portfolios, as well as class participation. Subjects assessed with “participated” are generally not given a numerical assessment score, but do require regular attendance of the course and class participation. The assessment system is based on the Austrian national legislation for secondary schools.

LAIS is an Austrian public school offering a dual programme for high-performance student-athletes. As such, our students are required to attend a German course (if not chosen in an individual IB Programme), a Russian course (for natives) and Physical Education, alongside their 6 IB subjects and Theory of Knowledge. Students may optionally register for any subject offered in their class schedule. This decision is binding for a whole academic year. All LAIS students being semi-professional ice-hockey players of Okanagan Hockey Europe, their time committed and their overall work load are significantly higher than in ‘IB-only’ schools.

## 3. Grading Scales

### IB Grading Scales

IB grades range from 7-1, with 7 being the highest

7	Excellent Performance
6	Very Good Performance
5	Good Performance
4	Satisfactory Performance
3	Mediocre Performance
2	Poor Performance
1	Very Poor Performance

### **School-based Grading Scale**

The grades of the Lower Austrian International School Report Card range from 1 to 5, with 1 being the highest grade and a 5 denoting failing assessment score.

1	Excellent
2	Good
3	Satisfactory
4	Sufficient
5	Insufficient (failing condition)

Teachers will use the full assessment range from 1 to 5, and any mark which is better than a failing mark (a “5”) is considered acceptable for proceeding to the next higher grade.

### **4. Processes for Recording DP Assessment**

Apart from the school reports required by the Austrian school system, LAIS provides a Diploma Programme Grade Summary Report on each student’s current progress three times a year. Teacher-student meetings are arranged soon afterwards in order for the students to receive oral comments on the progress of their performance. More specifically, oral comments include information on student performance against Diploma Programme course objectives and give advice on how and where the students need to improve. From the upcoming semester onwards, comments on the students’ individual ATLs will be included. LAIS teachers are required to keep a written protocol of the entire process described above.

#### **Recording of Student Work**

All of a student’s written as well as oral assessment components including teacher comments are archived for the obligatory period of time.

#### **Processes for Audio Recordings of IB DP Assessments**

At LAIS, a candidate’s performance has to be recorded in Language A and Language B subject courses. In order to adhere to the standards of the IB and provide fair conditions for DP assessment recordings, the following processes are in place:

The content of a recording must not be edited in any way, as this may be interpreted as academic misconduct and would need to be forwarded to the attention of the final award committee. The LAIS IB Coordinator retains a copy of each recording and submits it to the IB via IBIS.

### **5. Processes for Standardization of Assessment of Student’s Work**

LAIS has a collaborative planning system in place, which has been attributed a primary role and contributes to supporting our students in reaching the learning goals. In frequently arranged meetings (among other issues), internal standardization of assessment is focused on in order to help teachers come to a common understanding of the criteria and achievement levels for student work, increasing the reliability of their judgments. The standardization of assessment within subject groups promotes consistency and builds common understandings about our students’ achievement.

## **Marks for Internal Assessment**

LAIS teachers ensure that they use the correct assessment criteria and descriptors for all internal assessment using whole numbers only. Marks are added up and checked so that the total marks for the component can correctly be entered by the IB Coordinator on IBIS.

## **6. References**

- Diploma Programme assessment: principles and practice (2018)
- Diploma Programme: From principles into practice (For use from August 2015)
- Programme Standards and Practices (2020)
- Diploma Programme Assessment Procedures (2018)