



LISA Assessment Policy

Purpose: This document details the purpose, guiding principles and procedures of the assessment cycle at Lemania International School Altdorf (LISA). The assessment cycle is an essential part of the instructional activities and of students' learning experience at LISA, and plays a key role in achieving LISA's educational goals. LISA's assessment policy is inspired by, and consistent with, the learning philosophy and principles of LISA and of the International Baccalaureate (IB).

School Mission Statement:

Lemania International School Altdorf (LISA) believes in the curious nature of every child and our mission is to develop students as competent, curious, and engaged global citizens who help to create a more caring and peaceful world.

We are convinced that curiosity of other cultures fosters intercultural respect and understanding in an international environment.

We believe that curiosity together with open-mindedness and compassion leads to excellence in achievement and every students' realization of his or her true potential.

We believe that curiosity, in combination with a principled framework, encourages students in their learning process in key ways:

Core Values and Guiding Principles

Innovation. We lead in *innovative and creative* problem solving, across local and global settings.

Respect. We endeavour to understand ourselves and our unique perspectives whilst respecting the perspectives, values and culture of others.

Accountability. We take personal ownership of our actions and take responsibility as citizens of the world.

Communication. We understand the importance of multilingual communication, audience adaptation, and the virtue of listening in cooperating with others.

Reflective. We learn to understand our strengths and weaknesses through a guided process of self-reflection and personal development.

Academics. We strive for academic excellence and support our students to develop their individual abilities to the highest level of their potential. We provide a high-quality international education, leading in pedagogy, innovation and global citizenship, within an intercultural environment.

Vision

We are committed to becoming an outstanding International Baccalaureate educational institution providing a challenging and well-rounded education to students from across the globe that imparts critical thinking skills, knowledge and a lifelong love of learning necessary for them to excel as global citizens. We are committed to developing competent, confident, and ethical future generations of leaders prepared to tackle tomorrow's global challenges. We are committed to openness, inclusiveness, diversity, environmental sustainability, and excellence in achievement.



International Baccalaureate Mission Statement

Source: <http://www.ibo.org/about-the-ib/mission/>.

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB Philosophy

Source: <http://www.ibo.org/benefits/the-ib-teaching-style/>.

Education in International Baccalaureate® (IB) World Schools:

- centres on learners
- develops effective approaches to teaching and learning
- works within global contexts, helping students understand different languages and cultures
- explores significant content, developing disciplinary and interdisciplinary understanding that meets rigorous international standards.

An IB education aims to transform students and schools as they learn, through dynamic cycles of inquiry, action and reflection. Teachers enable and support students as they develop the approaches to learning they need – for both academic and personal success.

Teaching and learning in the IB celebrates the many ways people work together to construct meaning and make sense of the world. An IB education empowers young people for a lifetime of learning, independently and in collaboration with others.

General Principles and Philosophy of Assessment at LISA

Assessment is an integral component to teaching and learning. It provides teachers and learners with valuable feedback through which to revise and improve teaching and learning practices. It also enables the school to evaluate and develop its programs and improve teaching effectiveness.

A distinction is sometimes made between assessment *for* learning and assessment *of* learning. However, at LISA we believe that all types of assessment help solidify learning and enhance teaching. Different types of assessment are reviewed in the next section.



Formal and Informal Assessment

Assessment typically refers to various scheduled activities (homework, presentation, exam) in which student achievement is evaluated. We refer to these types of assessment, which are carried out according to a schedule announced by the teacher, as *formal* assessment. There are also informal assessments which can happen impromptu during every class, and which involve various forms of interaction between students and teacher.

We can view assessment broadly as any kind of task students are asked to perform in which they interact with a teacher. For instance, a question directed by a teacher to a student, or a group of student, during class results in an assessment. Students will engage their cognitive functions, the teacher will offer guidance and feedback, and recommend further action if needed. As Edward Thorndike (1906) put it, “the active recall of a fact from within is, as a rule, better than its impression from without.”

Therefore, assessment takes place during every class, not just during “exam week.” Additionally, LISA encourages its students to practice self-assessment (see the next section) on a continual basis. This type of assessment accompanies students in all their educational activities.

Types of assessment

LISA uses placement, formative, diagnostic and summative assessment, as well as a variety of informal assessment activities, as described in the previous section. The following definitions are standard (see, for example, Linn and Grolund (1995), pages 38-39.

Placement assessment This formal assessment is administered before a student joins a LISA program (e.g. the IB Diploma or the Preparation/IGCSE year) or a specific course. It is meant to collect information on the student’s background knowledge and abilities, and to answer questions such as the following.

(i) Does the student possess the knowledge and skills needed to begin the planned instruction? For example, does the beginning reader have the necessary reading readiness skills, or does the beginning algebra student have a sufficient command of essential arithmetic concepts? (ii) To what extent has the student already developed the understanding and skills that are the goals of the planned instruction? Sufficient levels of comprehension and proficiencies might indicate the desirability of skipping certain units or of being placed in a more advanced course. (iii) To what extent do the student’s interests, work habits, and personality characteristics indicate that one mode of instruction might be better than another (e.g., group instruction versus independent study).

The ultimate goal of placement assessment is to determine the most beneficial instructional sequence and mode of instruction for each student enrolled in a LISA program.

Formative assessment It is the most frequently used type of assessment at LISA. It serves a dual purpose: to give students an opportunity for *practice testing* in a structured format, and to provide continuous feedback to both student and teachers concerning the students’ learning progress and the teachers’ instructional effectiveness.



Practice testing is a highly effective educational tool, analogous to an athlete's training session directed by a coach. It is analysed in greater detail in the following section.

Feedback to students provides reinforcement of successful learning and identifies the specific learning errors that are in need of correction. Feedback to the teacher provides information for modifying instruction and for prescribing group and individual work.

Formative assessment depends heavily on specifically prepared tests for individual segments of instruction (topic, chapter, unit) or on multiple segments, in the case of cumulative formative assessment.

Because formative assessment is directed toward improving learning and instruction, the results are typically not used for assigning course grades. However, formative assessment at LISA is regarded as highly significant and students are urged to put in their best efforts in these tests.

Diagnostic assessment Diagnostic assessment is used in highly specific cases involving a single student. It is concerned with the persistent or recurring learning difficulties that are left unresolved by the standard corrective prescriptions of formative assessment. If a student continues to experience failure in reading, mathematics, or other subjects, despite the use of prescribed alternative methods of instruction, then a more detailed diagnosis is indicated. To use a medical analogy, formative assessment provides first-aid treatment for simple learning problems and diagnostic assessment searches for the underlying causes of those problems that do not respond to first-aid treatment.

Thus, diagnostic assessment is much more comprehensive and detailed. It involves the use of specially prepared diagnostic tests as well as various observational techniques. Serious learning disabilities are also likely to require the services of educational, psychological, and medical specialists.

The aim of diagnostic assessment is to determine the causes of persistent learning problems and to formulate a plan for remedial action.

Summative assessment It typically comes at the end of a unit of instruction. Due to the cumulative nature of formal assessments in the IB Diploma Programme, cumulative summative assessments are also used at LISA. Midterm exams (at the end of the first semester) and final exams (at the end of the school year) are cumulative summative assessments.

This type of assessment is designed to determine the extent to which the instructional goals have been achieved and is used primarily for assigning course grades or for certifying student mastery of the intended learning outcomes. The techniques used in summative assessment are determined by the instructional goals, but they typically include teacher-made achievement tests, ratings on various types of performance (e.g., laboratory, oral report, oral and visual presentation), and assessments of student homework (e.g., essays, creative projects, research reports).

Although one characteristic purpose of summative assessment is grading, or the certification of student achievement, it also provides information for judging the appropriateness of the course objectives and the effectiveness of the instruction.



Practice Testing

In a recent review of prominent learning techniques, Dunlosky et al. (2013), practice testing, as well as distributed practice, “received high utility assessments because they benefit learners of different ages and abilities and have been shown to boost students’ performance across many criterion tasks and even in educational contexts.”

From Dunlosky et al. (2013), page 45:

Table 4. Utility Assessment and Ratings of Generalizability for Each of the Learning Techniques

Technique	Utility	Learners	Materials	Criterion tasks	Issues for implementation	Educational contexts
Elaborative interrogation	Moderate	P-I	P	I	P	I
Self-explanation	Moderate	P-I	P	P-I	Q	I
Summarization	Low	Q	P-I	Q	Q	I
Highlighting	Low	Q	Q	N	P	N
The keyword mnemonic	Low	Q	Q	Q-I	Q	Q-I
Imagery use for text learning	Low	Q	Q	Q-I	P	I
Rereading	Low	I	P	Q-I	P	I
Practice testing	High	P-I	P	P	P	P
Distributed practice	High	P-I	P	P-I	P	P-I
Interleaved practice	Moderate	I	Q	P-I	P	P-I

Practice testing at LISA happens both in class, as a structured but no stakes test followed by a correction and not involving any grading, and outside or class, when students engage in self-testing to assess and consolidate their learning and to review to-be-learned concepts and skills.

Students are encouraged to view testing in a positive light, as an occasion of learning and improvement, analogous to a training session for an athlete. The ideal goal is to form students who look forward to test themselves and to be tested!

From Dunlosky (2013), page 3:

“Not only can students benefit from taking practice tests when studying alone, but teachers can give practice tests in the classroom. The idea is for teachers to choose the most important ideas and then take a couple of minutes at the beginning or end of each class to test students. After all students answer a question, teachers can provide the correct answer and give feedback. The more closely that practice questions tap the same information that will be tested on the in-class examination, the better students will do. Thus, this in-class “testing time” should be devoted to the most critical information that will appear on the actual exam. Even using the same question during practice and during the test is a reasonable strategy. It not only ensures that students will be learning what teachers have decided is the most important, but also affirms to students that they should take in in-class practice quizzes seriously.”



Self-assessment

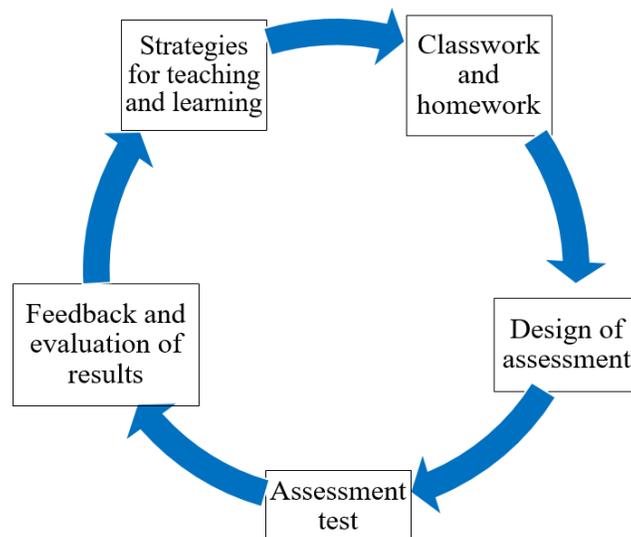
The International Baccalaureate stimulates students to become inquiring, knowledgeable and thoughtful lifelong learners. LISA's vision is to endow students with students with critical thinking skills, knowledge and a lifelong love of learning.

A crucial driver of this vision is the belief that students can take charge of their own learning through self-testing and self-assessment. LISA's students are encouraged to constantly ask themselves: Am I learning? How well am I learning? What can I do better?

Students at LISA are urged to regularly probe their knowledge and understanding through self-assessment. They are provided with ongoing examples and guidance on how to carry out self-assessment. They are encouraged to work in groups and to exchange testing questions and exercises.

The Assessment Cycle

Assessment tests, even summative ones, are never seen as an end to themselves, but as stepping stones in a continuous cycle of improvement of learning practices and teaching effectiveness, as summarized in the cycle diagram below.



Responsibilities of the Teacher

LISA teachers use pre-assessment, formative and summative assessments. Before assigning assessments LISA teachers clearly explain the aim of an assessment and ensure student comprehension of what is being evaluated and the type of assessment (i.e. formative vs. summative). Teachers place an emphasis on criterion-related assessment and provide detailed rubrics of assessments in advance. Teachers offer feedback on assessments and propose remediation when possible. Teachers plan multiple kinds of assessments, make appropriate assessment accommodations and modifications, consult closely with LISA's Head of Learning Support and Inclusivity Department, and review student's Individual Education Plans before



designing class curriculum. LISA teachers provide appropriate internal assessment timelines to help students plan work in a manageable manner thereby reducing student stress.

Responsibilities of the student

LISA Students are responsible for taking a proactive attitude towards assessments and preparing ahead of time. This includes meeting all deadlines and completing all homework on time. Students are expected to do their best and welcome constructive feedback from teachers. Students are asked to reflect on what they did well and what they could improve upon after receiving feedback/results. Students are expected to arrive at assessments with all necessary materials and to respect the LISA Academic Honesty Policy (see Academic Honesty Policy for further information).

Responsibilities of the school

LISA is responsible for providing a studious environment that ensure assessments are taken under appropriate conditions. LISA oversees scheduling to avoid schedule conflicts (all major assessments are entered in Google Calendar in advance). LISA informs students of and applies its Academic Honesty Policy at all times. LISA makes sure that a reasonable amount of summative assessment is organized every semester so as to give an adequate image of the student's performance.

Preparatory/IGCSE Class Grading, Recording and Reporting

The preparatory year is divided into two semesters (September-January, January-June). Mid-Term exams are held at the end of the first semester in January, while End of Year Exams are held at the end of the academic year in June. The midterms and end of year exams are graded over 100% for each subject. The average is calculated by adding the grades for each subject and dividing by the number of subjects. Each subject has the same weight.

Passing conditions:

- The average reaches a minimum of 60%.
- A minimum of 50% is reached for subjects that will become HL in the first year of the IB curriculum.
- There is no grade below 40%
- CS requirements have been met

The final grade is calculated as follows:

- Mid-Term exams average: 30% of the final grade
- End of Year exams average: 50% of the final grade



- Internal assessments average*: 20% of the final grade

*Please note that internal assessments include any kind of assessment done by the teacher during the school year. This can be done in various forms such as, graded homework, portfolios, oral presentations, essays, evaluations, etc.

Matrix sample:

	Internal Assessments	Mid-Term Exams	End of Year Exam
Grade	87%	64%	78%
Average	$87 \times 0.2 = 17.4\%$	$64 \times 0.3 = 19.2\%$	$78 \times 0.5 = 39\%$
Final grade calculation			$17.4 + 19.2 + 39 = 75.6\%$
Final grade			76%

Should the final grade be between 50% and 60%, a retake exam may be proposed to the candidate after careful consideration by the pedagogical team. This exam will take place at the end of the summer break and will replace the first grade providing the candidate scores better.

Reporting of Semester grades and final grades (internal LISA grades vs. IB grades)

LISA uses a percentage point grade system for its internal marking (as is done for the Preparatory/IGCSE Year). However, LISA uses the IB 1-7 grade scale for all mid-terms and final year exams to provide both student and parent the opportunity to familiarize themselves with the context of the IB grading system. Term grades are published 3 times a year (Progress report, mid-term grades, end of year grades). While mid-term grades may or may not include a teacher comment, end of term grades are always accompanied by teacher comments.

“At Risk Students”

Students that are deemed ‘at risk’ of failing a subject must meet regularly during and at term’s end with the subject teacher, IB coordinator, and academic advisors to determine a course of action to support the student’s learning. In the Preparatory/IGCSE programme, students with an average of less than 60% in their chosen IB subjects will not be granted permission (see LISA IB DP Admissions Policy) to enter the IB DP and will be asked to repeat the preparatory/IGCSE programme.

Recording:

LISA – 15 St. Josefsweg – 6460 Altdorf – Uri – Switzerland - +41 41 874 00 00 – info@lemaniaaltdorf.ch – www.lisa.swiss



Teachers keep record of student results on formative assessment and summative assessment using the Managebac system during the two years of the IBDP. Students are also required to keep hard and digital copies of their IB assessment assignments, written tasks, EE, etc.

Standardization of LISA grading and teacher training:

Heads of departments lead regular grading standardization meetings in which teachers practice assessing same assignments/materials and compare results. This practical exercise ensures fair and accurate standardization of grading amongst teachers within departments. Regular monthly PD conferences are held in which assessment is discussed, led by the IB DP coordinator and department heads. Department heads and subject teachers are all sent to IB workshops for each subject they teach to ensure their appropriate pedagogical development.

Announcing Assessments

For major assessments, all teachers are required to update their Google Calendar well in advance in order to ensure assessments are equally distributed and do not come in conflict.

Attendance Policy of Exams

Attendance is obligatory in both the Preparatory/IGCSE and IB programmes. Students that are ill must notify the administration before the exam and provide a doctor's note.

Grades, Reporting and Recording for the IB Diploma

1. Philosophy

IBO defines « assessment » as the various methods by which student achievement can be evaluated. IBO emphasises the following:

[...] the most important aim of Diploma Programme Assessment [...] is to support curricular goals and to encourage appropriate student learning. Assessments are based upon evaluating course aims and objectives and, therefore, effective teaching to the course requirements also ensures effective teaching to the examination and other formal requirements. Students need to understand what the assessment expectations, standards and practices are, and these should all be introduced early, naturally in instruction as well as class and homework activities.

(IBO, Guidelines for developing a school assessment policy in the Diploma Programme, 2010, p.3)

IBO acknowledges the distinction between formative and summative assessment:

- formative assessment aims at identifying the learning needs of students in order to manage the learning process
- summative assessment aims at determining the level of achievement of a student at the end of a course study.

A distinction must be made between formal IB assessment and the supporting formative processes that Lemania International School Altdorf has developed for itself.

In both categories of assessment, criterion-related assessment methods are applied.

2. IB Diploma formal assessment



IB Diploma formal assessment is defined as directly contributing to the final qualification. It differentiates:

- *External assessment*

Examinations from the basis of the external assessment. They usually include essays, structured problems, short-response questions and multiple-choice questions.

There are also a small number of externally assessed pieces of work, which are completed by the students over an extended period under teacher's supervision and are then marked by external examiners. This approach is found in areas like Theory of Knowledge, Extended Essay and written assignments.

- *Internal assessment*

In most cases, subjects are defined by the teachers. They include oral work in languages, laboratory work in the sciences, investigations in history and explorations in mathematics and other subjects.

Assessments are internally assessed and moderated by external examiners and normally contribute to 20% to 30% of the total mark.

Specifications regarding the nature of the components of the formal assessment, as well as their marking are defined in the subject guides. Professors are trained to use those specifications during the IB Professional development workshops. They must know and apply all IB requirements.

3. IB Diploma graduating conditions

The performance in each subject is graded on a scale of 1 point (minimum) to 7 points (maximum). For the IB Diploma, a maximum of 3 points is awarded for combined performance in Theory of Knowledge and the Extended Essay. The maximum total Diploma Programme points score is 45 (General Regulations: Diploma Programme, Article 12)

All assessment components for each of the 6 subjects and the additional IB Diploma requirements must be completed and a minimum of 24 points must be achieved in order to qualify for the Diploma (General Regulations: Diploma Programme, Article 15)

Furthermore, the following conditions must be met (General Regulations: Diploma Programme, Article 13)

- All CAS requirements have been met
- The candidate's total points are 24 or more
- There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- There is no grade E awarded for theory of knowledge and/or the extended essay.
- 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 from the Final Award Committee

A maximum of three examination sessions is allowed in order to meet the requirements for the award of the IB Diploma. (Article 13)

4. Calculation of the combined performance in TOK and EE



Extended Essay is externally assessed by examiners appointed by the IBO. TOK is assessed externally (essay 2/3 of the points) and internally (presentation 1/3 of the points). A maximum of 3 (bonus) points are awarded according to the student's combined performance in both the Extended Essay and TOK. The Extended Essay and TOK are graded on scale from 1 to 5.

The diploma points matrix

		Theory of knowledge					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not submitted
Extended essay	Excellent A	3	3	2	2	1 + Failing condition*	N
	Good B	3	2	1	1	Failing condition*	N
	Satisfactory C	2	1	1	0	Failing condition*	N
	Mediocre D	2	1	0	0	Failing condition*	N
	Elementary E	1 + Failing condition*	Failing condition*	Failing condition*	Failing condition*	Failing condition*	N
	Not submitted	N	N	N	N	N	N

5. Organisation of the IB exams

IB exams take place in May and November. The exams are spread over 3 to 4 weeks. Exams take place in the morning and in the afternoon. Morning sessions may be organised from 7 am to 1 pm while afternoon sessions may be organised from noon to 6 pm.

Students from Lemania International School Altdorf attend the May exam session.

The school is responsible for registering the student for the IB exam session. The school must make sure that the candidates comply with all assessment requirements of the Diploma Programme.

Detailed information on the IB official exams can be found in the General Regulations: Diploma Programme (IBO, *General Regulations: Diploma Programme, 2014*)

6. Sanctions as defined by the IBO

Candidates who are registered for an examination session, but are subsequently expelled or suspended from the school, normally forfeit their right to be examined by the IB in the school at which they have been registered.

Malpractice (behaviour that may result in the candidate or any other candidate gaining an unfair advantage in one or more assessment components) including (General regulations / Handbook of procedures Diploma Programme):



- collusion (supporting malpractice by another candidate)
- duplication of work (presentation of the same work for different assessment components)
- communicating with another candidate during an exam session
- possession of unauthorized material during an exam session
- submitting work for assessment that is not authentic

may lead to no grade being awarded in the subject concerned. No IB Diploma will be awarded to the candidate, but a certificate will be awarded for other subjects in which no malpractice has occurred.

A candidate who was found guilty of malpractice will be permitted to register for future examinations at least one year after the session in which malpractice was established (unless the malpractice is very serious, in which case the candidate will not be permitted to register for any future examination session).

In case the candidate has been found guilty of malpractice in a previous session, this will normally lead to disqualification from participating in any future examination session.

An IB Diploma may be withdrawn from a candidate at any time if malpractice is subsequently established.

Sanctions related to malpractice in one of the components of school assessment are similar to the ones planned by the IBO.

Students are expected to maintain the highest standards of honesty and integrity in their course work. Cheating, forgery and plagiarism are serious offenses, and students found guilty of any form of academic dishonesty are subject to failing the course or even to irrevocable dismissal.

7. Supportive formative processes

It serves to give students the feedback required for improvement and to collect the data needed to monitor students in the framework of cooperative planning and thinking. LISA makes use of Managebac to record and store grades. Parents and students have access to these grades at all times.

Tasks performed in the framework of the supportive formative process are assessed following criterion-based assessment methods.

8. Class activities

Throughout the course, students are assessed by a variety of written and oral tasks, including essays, creative group projects, in-class quizzes, graded homework and self-evaluated oral presentations.

9. Final exams

IB1 final exams take place at the end of year one. Their results are part of the passing conditions to year 2. If needed, exams can be re-taken at the end of the summer. In this case, professors provide detailed information to the student regarding his/her performance. Hence, IB1 final exams participate in the formative assessment.

10. Mock exam week

These exams are a key preparation for the IB exams: in that sense, they participate both in the formative (exam preparedness) and summative (evaluation of the final level reached by the students) assessment. They are meant to prepare the students for the official IB exams.



11. Publishing the criteria and reporting the results

The criteria used by the professors to assess the various components of the supportive formative process tasks are reported in an online database.

Each task (weekly exam or class activity) receives a result expressed in marks.

Each system is reported in Managebac which can be accessed at any time by the students and parents to check results.

Report cards are issued at the end of each semester. A progress report is sent to parents and students in November.

Grade reports for application to universities must be requested three weeks in advance.

12. Passing preparatory/IGCSE class

The preparatory year is meant to lead the students to the level required to start the IB Diploma Programme.

The students' performance must be judged satisfactory during the final exams.

Should the student performances be judged unsatisfactory, he/she would have to re-sit the final exam(s) at the end of the summer. The professors will provide the student with a detailed explanation of his or her performance.

If the student's performance is judged satisfactory at the re-sit exam(s), he/she will be allowed to proceed to the IB Diploma Programme in September.

If the student's performance is not judged satisfactory at the re-sit exam(s), he/she has not reached the level required to start the IB Diploma Programme and can, therefore, not proceed to the IB Diploma Programme. He/she can retake the preparatory year.

13. Passing the first year

Furthermore, all internal assessment papers must have been submitted according to the deadlines and the student must be up-to-date with the scheduled deadlines for CAS, Extended Essay and TOK.

Student with unsatisfactory performances at the IB1 final exams have to resit the exams in the subject at the end of the summer. The professor will provide the student with a detailed explanation of his or her performance.

If the student's performance is judged satisfactory at the resit exam(s), he/she will be allowed to proceed to the IB Diploma Programme in September.

If the student's performance is not judged satisfactory at the resit exam(s), he/she has not reached the level required to proceed to the second year of the IB Diploma Programme. He/she can retake the first year.



14. Sanctions

Sanctions will be imposed to students acting against the regulations of the Academic Honesty Policy and the Assessment Policy. Among others, following actions are not in line with these policies:

- plagiarism
- collusion (supporting malpractice by another candidate)
- duplication of work (presentation of the same work for different assessment components)
- communicating with another candidate during an exam session
- submitting work for assessment that is not authentic

Non-respect of the deadlines of the DP Assessment calendar are also subject to sanction.

Each case is reported to the DP Coordinator who defines the sanction in consultation with the parents. In all cases, a written warning will be issued to the students.

A total of three written warnings causes expulsion of the school until the end of the academic year. Lemania International School Altdorf reserves right to rule on a definitive expulsion.

15. Attendance

Class exercises and activities are a major part of the learning experience and students are more successful if they attend regularly.

Therefore, Lemania International School Altdorf applies a zero tolerance to truancy. All absences have to receive adequate justification (such as medical or familial reasons).

In case an absence does not receive adequate justification, the DP Coordinator will define corrective measures in consultation with the parents.

16. Predicted grades

The predicted grade is the professor's prediction of the grade the candidate is expected to achieve in the subject, based on all the evidence of the candidate's work and the teacher's knowledge of IB standards.

The predicted grade is not the average grade of the student over two years.

Deadlines for the transmission of the predicted grades are published in the Handbook of procedures for the Diploma Programme.

Predicted grades are not communicated to students, in order to protect the student in case he/she cannot attend the May exam for any valid approved reason.

17. Calendar of school assessment and internal assessment components

A single document called DP Assessment Calendar defines deadlines for:

- Components of the IB formal assessment to be completed during the course
- Weekly exams yearly plan
- IB1 final exams
- Mock exams

19. Reminder: Conditions for Swiss universities

The Universities of Basel, Bern, Fribourg, Geneva, Lausanne, Luzern, Neuchâtel, St. Gallen, Zürich and the USI accept IB Diploma holders provided that students have a minimum of 32 points out of 42, while the EPFL and the ETHZ require 38 points out of 42 (points for Theory of Knowledge and Extended Essays are not considered).



In addition, students must have a specified subject combination (please refer to the official website <https://www.swissuniversities.ch/>).

20. Cooperative planning and thinking

In order to provide adequate information for the update of the Assessment Policy, professors meeting will be held at least once a year on the following aspects:

- definition of the criteria for the assessment tasks of the supportive formative processes
- passing conditions for preparatory class
- passing conditions for year 1 of the IB programme
- Deadlines of the DP Assessment Calendar

Implementation, Evaluation and Review of Assessment Policy

LISA's IB academic coordinator is responsible for ensuring the implementation, evaluation and review of LISA's Assessment Policy. Regular monthly meetings led by the IB Coordinator, Department Heads and Head of the Learning Support and Inclusivity Department are held at the start and end of each semester to discuss LISA's assessment policy and student achievement. "At Risk" students as well as any Academic Honesty issues are discussed during these meetings. All LISA teachers are provided with regular PD training on assessment and are sent to IB conferences to gain greater knowledge on IB assessment policies. LISA encourages its teachers to become official IB examiners to gain expertise knowledge.

LISA teachers collaborate on interdisciplinary projects which involves team-teaching, and collaborating on joint assessment rubrics.

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