



LAIS Assessment Policy (Revised: February 2016)

1. Assessment Philosophy and Principles

Some of the primary purposes of assessment are 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 the students with valuable, accurate and detailed information about their achievements, a variety of both formative and summative assessment are used. These include a broad scale of strategies such as class discussions, homework assignments, tests, quizzes, presentations, portfolios, projects, individual and interactive orals, investigations etc.

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 written examinations at the end of the DP. These examinations are supervised by teachers but assessed externally by the IB. Some of the testing, however, is marked by teachers and moderated by the IB.

External Assessment

External assessment takes place in a 3-week period in May and includes the following components:

- essays
- structured problems
- short-response questions
- data-response questions
- text-response questions
- case-study questions
- multiple-choice questions – though these are rarely used.

Internal Assessment

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

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 within others:

- oral work in languages
- fieldwork in geography
- laboratory work in the 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, 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 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.

As we are a public school, our students are required to complete the full range of courses required by the Austrian legislation, and not only the 6 IB subjects and Theory of Knowledge. In addition, all LAIS students are semi-professional ice-hockey players of Okanagan Hockey Europe, so the time committed and the work load are significantly higher than in “IB-only” schools, which do not require the students to attend the wide range of different subjects.

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. References

- Diploma Programme assessment: principles and practice (November 2010)
- Diploma Programme: From principles into practice (For use from August 2015)
- The Diploma Programme: From principles into practice (April 2009)
- <http://www.ibo.org/programmes/diploma-programme/assessment-and-exams/>