Diploma Programme (DP) Assessment Policy
Belgrano Day School 2025

Introduction

Assessment is an essential component of the teaching and learning process within the International Baccalaureate (IB) Diploma Programme (DP). Its purpose is to provide valuable information on student progress, facilitate effective feedback, and ensure that the learning outcomes established by the IB are met. This assessment policy describes the principles, types of assessments, criteria, feedback mechanisms, academic integrity standards, and inclusion and accessibility strategies in the context of our school.

Assessment Principles

We understand that the concept of assessment is to understand the current state of a subject, including students, teachers, and administrators. Therefore, at Belgrano Day School, we believe that assessment is a fundamental pillar of teaching and learning. Of course, each of us can contribute our own considerations from our own perspective, which are analyzed using different types of instruments.

2. Philosophy and guiding principles of evaluation

Our policy is based on the following fundamental principles:

- Assessment should be continuous, varied, and equitable, providing multiple opportunities to demonstrate learning.
- It should be aligned with the IB criteria and reflect consistency, validity, and reliability.
- It should promote reflective and autonomous learning, helping students understand their progress and set goals.
- It should include meaningful feedback, both formative and summative.
- It should respect the principles of academic integrity.
- It considers the diversity of learning styles and rhythms, ensuring inclusion and accessibility for all students.

3. Purposes of the evaluation

- Provide meaningful feedback to students, teachers, and families.
- Identify strengths and opportunities for improvement in the learning process.
- Report on the level of achievement achieved according to course objectives.
- Encourage self-assessment, peer assessment, and self-regulation of learning.
- Support pedagogical planning and teaching improvement.
- Ensure transparency in assigning grades and monitoring academic progress.

4. Types of evaluation

4.1 Formative evaluation

It is an ongoing process for monitoring progress and guiding learning. It includes:

- In-class activities, guided questions, and diagnostic tasks.
- Self- and peer-assessments.
- Reflection exercises, presentations, written assignments, and short tests.
- Timely, descriptive, and useful feedback.

4.2 Summative evaluation

Evaluates the achievement of objectives at the end of a unit or period. It includes:

- IB internal and external examinations.
- Essays, lab reports, research projects.
- The extended essay and Internal Assessment (IA) for each subject.
- Oral assignments and structured presentations.

5. Evaluation strategies

The use of the Portfolio and rubrics is promoted in the evaluation process, as strategies that enhance a personalized and meaningful learning experience:

The portfolio is a powerful formative assessment tool, offering a longitudinal view of a student's learning process. Far from being a mere collection of work, the portfolio is conceived as a deliberate selection of productions that reflect the student's growth, reflection, and self-assessment over time. By

actively involving students in the selection and review of their own work, metacognition and a deep understanding of their strengths and areas for improvement are fostered. This ongoing process of reflection and dialogue with the teacher allows for adjusting teaching strategies and providing specific and timely feedback, thus promoting the development of student competencies in a personalized manner.

On the other hand, **rubrics** are presented as transparent and detailed instruments that explain the expected performance criteria for a specific task or activity. By clearly defining achievement levels, from the most basic to the most advanced, rubrics provide students with a clear roadmap of what is expected of their work and how they can achieve the learning objectives. As a formative assessment strategy, rubrics facilitate self- and peer-assessment, allowing students to identify their own progress and offer constructive feedback to their peers. This clarity of criteria not only guides the learning process but also ensures more objective and consistent assessment by the teacher, promoting a culture of transparency and accountability in the classroom.

6. Evaluation criteria and standards

- IB-specific descriptors and criteria are used for each subject.
- They are communicated to students in advance and applied consistently.
- The grading scale is aligned with the IB performance levels (1 to 7).
- The quality of demonstrated learning is prioritized over the grade point average.

7. Equivalences

Below is an equivalence table designed to facilitate conversion between the IB grading system, which ranges from 1 to 7, and the Argentine national grading system, which ranges from 1 to 10. In both systems, the minimum grade is 1, and the maximum is 7 and 10, respectively. The table seeks to establish a proportional correspondence between the levels of both systems, distributing values equitably from the extremes to the intermediate points, thus allowing a clear understanding of how the grades on each scale relate to each other and how they will be presented to the corresponding entities upon request.

1 to 7 system	1 to 10 system

1	1 - 2
2	3
3	4
4	5 - 6
5	7 - 8
6	9
7	10

8. Feedback and communication

- Teachers provide clear and supportive feedback throughout all assessment processes.
- Regular meetings are held with students and families to discuss progress.
- Quarterly reports with grades and recommendations are issued.
- An institutional digital platform is used to record and share academic progress.

9. Academic honesty

The evaluation policy is aligned with the school's Academic Integrity Policy. Within this framework:

- Responsible authorship and the ethical use of sources are promoted.
- Similarity detection tools are used.
- Proper citation is explicitly taught.
- Clear consequences are applied for breaches of academic honesty.

10. Inclusion and accessibility

The school guarantees fair assessment for all, ensuring:

- Reasonable accommodations for students with specific educational needs (e.g., additional time, alternative formats).
- Differentiated strategies based on learning styles.
- Equitable access to resources and assessment conditions.

11. Institutional practices and teaching collaboration

- Summative assignments are distributed evenly throughout the program to avoid overload.
- Teachers plan collaboratively and in accordance with IB standards.
- Rubrics, portfolios, and various tools are used as part of a comprehensive assessment.
- The Internal Assessment is marked by the teacher and moderated by the IB according to current guidelines.

12. Responsibilities

- **Teachers:** Design and implement IB-aligned assessments, provide feedback, and contribute to policy analysis.
- **DP Coordinator:** Ensures compliance with IB policies, organizes training, and leads review processes.
- **Students:** Actively participate, reflect on their performance, and adhere to academic standards.
- **Families:** Support the learning process, participate in dialogue, and are informed of progress.

13. Policy review and update

The policy will be reviewed annually or as needed, with input from the teaching team, the DP coordinator, students, and families. IB updates, the needs of the institutional context, and the internal regulations of Belgrano Day School and the Middle and Senior Schools' Living Agreement will be taken into account.

14. Link with other institutional policies

This policy is articulated with:

- Academic Integrity Policy.
- Language Policy.
- Inclusion Policy.
- Admissions Policy.
- Code of Conduct.
- Institutional Educational Project (PEI).