



## Assessment Policy

**BME International Secondary School (ISGS)**  
**International Baccalaureate Diploma Programme (IB DP)**  
*2014, last updated December 2025*

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## Introduction

At BME ISGS we believe and expect that all students have the ability to achieve at high levels. As the BME ISGS International Baccalaureate Diploma Programme staff, we expose students to a rigorous and challenging curriculum that is aligned to the standards, practices and content expectations of the IB Diploma Programme as well as the established State Education Laws. Students are given the assistance from the school they need to achieve their educational goals. What is required from them is their best effort in class and their initiative to seek out assistance, from a variety of resources, when needed. Working together we can provide all students the education they need to become life-long international learners, a part of the community, and academically successful. This document outlines the policies employed around the assessment of student learning and achievement in the BME ISGS IB Diploma Programme. As such, our Assessment Policy serves as guidelines for our students, families and staff alike.

Assessment is a natural process in which all stakeholders, particularly educators and students must be fully involved with on a daily basis. Self-assessment with guidance has always been a part of this process. Assessment also does not just come from teachers in a traditional classroom setting in numerical written form. It comes from peers, administrators, parents or even the wider community. It can be found happening in forums, formal events, or private consultations. The BME ISGS integrates these beliefs into how the school practices assessment. This document states how this belief can be concretized in the practices of communication, organization, and grading that make up the assessment policy. It also includes the school's expectations and responsibilities for students and teachers.

## General Expectations for Assessment

Assessment in its various forms is a critical component of the educational journey. Assessment provides students with opportunities to determine the degree to which they have mastered content knowledge and skills and to reflect on their progress, allowing for self-evaluation of strengths and areas for improvement in each subject area. Assessment also provides teachers the ability to determine the degree to which students have attained mastery of content knowledge and skills, revise their curriculum and instruction to meet student needs and reflect on their own knowledge and skills, strengthening one's professional practice. Due to the essential role of assessment – whether formative, summative, internal or external – certain expectations are assumed by those committed to the BME ISGS IB Diploma Programme.

## Expectations for the BME ISGS IB DP Student

According to the IB Learner Profile, "The aim of all IB programmes is to develop internationally-minded people who, recognizing their common humanity and shared

guardianship of the planet, help to create a better and more peaceful world.” With this in mind and in accordance with the attributes of an IB learner, students at BME ISGS strive to:

- Engage their natural curiosity through inquiry and critical thinking skills;
- Acquire in-depth knowledge that explores connections across content areas and communities;
- Apply critical thinking skills to a wide range of issues through reasoned and ethical decisions;
- Communicate ideas and information through collaboration with others and presentation of work to various audiences;
- Act with a sense of integrity, honesty and respect through accepting responsibility for one’s actions;
- Expand one’s understanding and appreciation of varied perspectives, cultures and histories;
- Demonstrate a personal commitment to make a positive impact on our local, national and global communities;
- Exhibit courage and independence through searching out new ideas and experiences;
- Attend to personal well-being through seeking intellectual, physical and emotional balance;
- Reflect on one’s educational experiences and progress through acknowledgment of strengths and areas for improvement to support one’s educational and personal growth.

### **Expectations for the BME ISGS IB DP Staff**

While students are at the center of the educational experience, our IB Diploma Programme teachers engage students within that experience according to the established IB principles and practices. As members of our learning community, staff at BME ISGS strives to:

- Model inquiry, research and independent thinking skills through life-long learning;
- Demonstrate in-depth content knowledge and skills that develops connections across multiple content areas within our school, local, national and global communities;
- Apply critical and creative thinking skills to curriculum development and instruction of content that informs reasoned and ethical decisions;
- Communicate ideas and information to students, families and colleagues while collaborating with all members of our learning community to enhance student educational experience and achievement;
- Demonstrate integrity, honesty and respect by accepting responsibility for one’s content standards and practices as well as the educational philosophy of the IB programme;
- Incorporate an understanding and appreciation of many, varied perspectives, cultures, traditions and histories to assist students in evaluating a varying points of view.
- Show empathy and respect for students, families, colleagues and community members while making a positive impact on our local, national and global communities;
- Exhibit courage and independence while embedding new ideas and experiences into the educational experience for students;
- Attend to personal well-being through seeking intellectual, physical and emotional balance;

- Reflect on one's professional practice and engage in professional development to meet the needs of our students.

## **Using Assessment for Continuous Improvement of BME ISGS**

As stated one of the goals of assessment is to help the school improve coursework, internal, and external assessment. The achievement of this goal is a collaborative effort that involves collecting of information over a longer period of time and the sharing of this information in various formats including written, oral, or AV formats. Teachers are required to monitor the effectiveness of assessments and through a once-a-semester conference share the results of this monitoring. Individual teachers receive feedback from the IBO following the moderation of their students' internal assessments. This feedback, along with the students' final results, should be used to reflect on and improve the teaching and learning process of their course. Also, the school builds a database of final results to be used by and have access for, at least in part, all the stakeholders. Finally, students can take part in assessment of the school's educational work through student council reports and class surveys given at the end of the year.

## **International Baccalaureate Diploma Programme Assessments**

According to the IBO assessment of the Diploma Programme is high-stakes, criterion-related performance assessment based on the following aims:

1. DP assessment should support the curricular and philosophical goals of the programme, through the encouragement of good classroom practice and appropriate student learning.
2. The published results of DP assessment (that is, subject grades) must have a sufficiently high level of reliability, appropriate to a high-stakes university entrance qualification.
3. DP assessment must reflect the international-mindedness of the programme wherever possible, must avoid cultural bias, and must make appropriate allowance for students working in their second language.
4. DP assessment must pay appropriate attention to the higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding and application).
5. Assessment for each subject must include a suitable range of tasks and instruments/components that ensure all objectives for the subject are assessed.
6. The principal means of assessing student achievement and determining subject grades should be the professional judgment of experienced senior examiners, supported by statistical information.

## Internal Assessments

Internal assessments are pieces of student work that are evaluated by their subject teacher who gives the assessment a mark which may then be changed by external examiners (moderators) to ensure international parity aligned to the IB assessment criteria in that subject area.

Examples of internal assessments include

- individual oral examinations in Group 1, (Studies in language and literature) and Group 2, (Language acquisition),
- research projects, portfolios, experimental studies and investigations in Group 3, (Individuals and Societies),
- scientific investigations in Group 4, (Sciences),
- explorations in Group 5, (Mathematics),
- artistic performances and presentations in Group 6, (Arts),
- exhibition in Theory of Knowledge,
- and more.

Internal assessments often allow for greater student flexibility in exhibiting their acquired knowledge and skills according to IB criterion-referenced rubrics as well as the opportunity for students to show their work over time and outside of the restrictions of the examination environment.

Internal assessments offer students the opportunity to choose their own topics, thereby enriching their individual learning experiences. Its flexibility in topic selection also promotes cultural diversity within the Diploma Programme, while maintaining a consistent focus on a shared set of skills. Through internal assessment, students can engage more deeply with their local community or environment, or explore connections with cultures beyond their own.

When evaluating internal assessments, teachers should remain impartial, avoiding influence from the school's pre-IB internal standards or their prior experience with a student's work. Instead, they should rely on global standards of achievement, using subject guidelines and sample assessed work available on MyIB to ensure objective assessment. Internal assessment work is assessed against criteria using descriptors, these criteria and descriptors are available in the relevant subject guides. When more than one teacher is involved in assessing internal assessment internal standardization must take place.

## External Assessments, Examinations

External assessments are subject area examinations at the end of the two-year course, administered in April/May each year and externally assessed course work in some subjects, e.g. Extended Essay, Theory of Knowledge Essay, Language and Literature Essay, Visual Arts Comparative Study.

Examinations occur under strictly controlled conditions and often over a two-day period for each subject area (the afternoon and the following morning). In BME ISGS we conduct examinations according to a strict set of regulations laid out in *The conduct of IB Diploma Programme examinations* IBO document.

The examination papers consist of a variety of assessment vehicles including short-answer, essay, data-analysis, open-ended problem solving, case studies, commentaries and multiple choice. In order to sit for the examinations, students must complete all required internal assessments for the subject area. Examinations are sent, within 24 hours following the examination, to external examiners around the world for assessment. Examination marks are then combined with marks earned on the internal assessments according to their relative weighting to create the final subject grade. In order to maintain reliability of judgment and global standards of marking the IB employs various quality control tools. Further details can be found in the *Assessment principles and practices* IBO document.

### **Grade Scale**

Like the grade scale used at BME ISGS's IB DP, the International Baccalaureate Diploma Programme uses the following numerical scale in each individual subject area.

7 – Excellent, 6 – Very good, 5 – Good, 4 – Satisfactory, 3 – Mediocre, 2 – Poor, 1 – Very Poor

Additionally, the assessments for the Theory of Knowledge course as well as the Extended Essay follow a letter grade system as seen below.

A – Excellent B – Good C – Satisfactory D – Mediocre E - Elementary N – No grade

Each grade for each group of subjects is explained through grade descriptors. Grade descriptors consist of characteristics of performance at each grade. For details see the *Diploma Programme Grade descriptors* handbook. Multiple components of a subject are assessed to specific assessment criteria and are then combined to determine the final grade. Each subject area has its own defined internal and external assessments. This method of assessment judges students' work in relation to identified levels of attainment, rather than in relation to the work of other students.

A student's final diploma result score is made up of the combined scores for each subject including the combined grades of Theory and Knowledge and the Extended Essay.

## **BME ISGS IB Diploma Programme Grading and Documentation Policies and Procedures**

### **In-House Assessment**

Simultaneously the students will be assessed through the IB assessments as well as an in-house system. This in-house system is used to evidence continuous assessment which is a legal requirement of the country. Transcripts of semester grades may be sent to higher education institutes, and allow promotion from the first year of the IB to the second. The IB

internal and external assessment, of course match the requirements for the IB Diploma Programme and carry the full privileges of this diploma.

The regulations guiding failing grades on in-house assessments are the same as those in the Hungarian program regulations. That is, if a student fails, they may sit for a retake exam in August. If this fails the candidate must repeat the year. This does not depend on results in IB internal and external assessments.

Categories of assessment: In order to differentiate how assessment applies to the two systems, the three categories of assessment must be defined.

1. IB DP Internal Assessment: This assessment counts towards the final grade in a subject and therefore the score of the IB diploma. Individual teachers may also use these for in-house assessment.
2. IB DP External Assessment: This has the highest weight in terms of score for the IB diploma and follows all the rules and regulations of the IB. It will not be used for in-house assessment.
3. In-house Assessment: These are all forms of assessment given by individual teachers to make all stakeholders aware of a student's progress towards matriculation and assist the learners in reaching learning goals. In general they should be formative in nature, but they may also be summative. They have no weight in regards to IB Diploma points, but poor results could cause a student to be removed from the program.

Alignment of in-house assessment with IB assessment: As the IB internal and external assessment is criterion referenced, the in-house assessment is also criterion based. Most in-house assessments are based on IB assessment criteria and grade descriptors used in the given subject. In-house assessment may take various formats provided that it reflects IB assessment expectations, using past papers and online sources modelling IB assessment tasks. Grade boundaries for in-house assessment should be created using relevant IB subject reports.

Quality check: There is a systematic attempt to uncover and explain possible gaps in between the results of in-house assessments and results of external assessments. Moderation and predicted grades data from IB Insights, IA feedback reports and statistical comparison of semester grades with exam grades are used to support this process. Teachers are regularly reminded and constantly encouraged to reflect on their assessment strategies so that they align with standards set by the IB. Teachers of the same subject peer-review assessment.

Modes of Assessing: As the tasks for internal assessment may contain non-written elements, in-house assessment should also assess presentations, circle discussions, AV material, etc. In addition, long answer, short answer, or selective response assessment are in-line with many of the IB tasks related to the external papers so these should be assessed as well.

Major milestones for assessment should be noted in the course curriculum. These milestones as well other in-house assessments can be: Exams, Unit tests, Quizzes, Lab reports, Mini-projects, Presentations, Essays, Portfolios, Progress Reports, Records of Accomplished tasks.

**Required Milestones:** Each course should have mock (practise) for internal and external assessments. These should be assessed by the subject teacher and the results given to all stakeholders. The scheduling of the mock exams is left to agreement between subject teachers.

**Communication and feedback of Required Informative Assessments:**

- All subject teachers must record a minimum of five major assessments for HL and three for SL subjects per term in ManageBac over the period of the courses, that is two years. As the last term in Year 2 is shorter, because of the exams, a smaller number of recorded assessments is acceptable.
- Students are provided with clear and development-focused feedback on their performance that helps them to have a realistic picture of where their performance currently stands on the scale described by the IB. This is ensured by teachers applying IB-based assessment structures and task-types that are assessed using standardized markschemes and grade boundaries.
- Teachers give written feedback on in-house assignments and on drafts of internal and non-exam external IB assessment. Feedback on these drafts should refer to subject-specific requirements and assessment criteria specifications.
- Teachers must be available for parents to have at one or two discussions with parents.
- Students have the opportunity to present and get feedback on their work from the community e.g the collaborative science presentations, arts and TOK exhibitions.
- Reflection is a vital component not only of education but of life as a whole. At BME ISGS, self- and peer-reflection and guided evaluation are actively used to enrich and support the learning process.

## **Grading**

Students at BME ISGS receive a school report (transcript) at the end of each semester. Grades during a term are issued continuously to inform students of their progress. The grading system for the in-house evaluation is on a scale of 1-7, seven being the best mark. The following subjects will receive a grade: all six areas and TOK. In addition there will be written assessments by advisors for both CAS and EE. Participation in events for the community will be noted and written assessments from teachers and administrators can be included.

When determining grade boundaries, teachers should refer to the standards outlined in the *Diploma Programme grade descriptors* IBO handbook and subject reports from previous examination sessions available on MyIB.

Teachers predict how their students will achieve in IB assessments overall, giving so-called predicted grades that are used both by universities and the IBO for selection and statistical analysis. How predicted grades are determined is left to the discretion of the individual teachers. Students must be informed about this by teachers in writing during the first year of the DP course.

A variety of variables including classroom policies, use of formative assessments as learning and instructional tools, the role, what attendance plays in classroom, expectations and more

may result in variance between the school-based grades and those earned by the student through the IB assessments.

## **Student/Family Access to Information**

Students at BME ISGS are regularly provided opportunities to review their progress and reflect on their mastery of content knowledge and skills. Teachers maintain consistently updated assessment records, which can be viewed in our electronic register (Managebac), accessible online anytime. Parents also have access to teacher emails and may request conferences with teachers or administrators. Two times a year there are also conferences to discuss student progress.

## **Returning of Assessments**

All subjects are different to some degree and the nature of the tasks set for the students varies. However, there are some guidelines for good practice and to help the class function as well as possible.

- 1) Teachers must return student work in a timely enough fashion so it does not hinder the continuous progress of the class and further work by students. Assessments should be returned when the material is still fresh in the minds of the stakeholders. It is a detriment to all parties to return material so late that it no longer bears relevance.
- 2) In-house assessments (e.g. papers, tests, quizzes, exams) must be marked, graded and returned within two weeks (10 working days). If the assessment is not returned within this time frame the student has the right to request the grade not to be registered in MangeBac.
- 3) The time required to provide feedback on IB external and internal assessment drafts may vary depending on class size. Students should have at least two weeks to revise their drafts before submitting the final versions of IB external and internal assessment tasks.
- 4) If the practice above is not followed any stakeholder should bring this first to the attention of the teacher and then the IB Coordinator. This can be through a meeting with the parties or in written form. It is not appropriate to use class time for discussing this.

## **Academic Support and Assistance**

BME ISGS IB Diploma Programme teachers recognize their role in preparing students to complete the required IB subject area assessments. As such, teachers develop and adjust their curricula, according to the relevant IB subject area assessment criteria, with the IB assessments in mind.

Summative assessments – assessments to evaluate the degree to which a student has mastered content knowledge and skills – happen occasionally in class. Many of the summative assessments model the form of IB examinations, using exams from years past. When marking these assessments teachers should use IB markschemes and consider the weight of the different components just like in the final IB assessment.

Throughout an IB course, teachers use formative assessments to determine students' strengths and limitations in accessing the required content knowledge and skills, provide needed support

in making progress toward mastery and to allow for students to actively engage in and reflect on their educational experience in each class. While preparing students for the summative assessments, teachers in each subject area use a variety of formative assessments to scaffold student development of content knowledge and skills. Additionally, all teachers commit to providing one consultation session per week if requested, whereby students are able to get further support in meeting the course expectations. Care is taken to ensure that, to the degree possible, scheduled tutorials in one content area do not conflict with scheduled tutorials in another. Moreover, many teachers make themselves available through other means to assist students in their educational experience. The IB Diploma Coordinator and the subject teachers are available to meet with students and their families to support student academic success.

### **BME ISGS IB Diploma Programme Assessment Calendar**

Formal assessments in IB subject area courses occur throughout the school year over the two years of the programme. Assessment benchmarks and deadlines are communicated through course syllabi and the IB assessment calendar found on Managebac. To aid in balancing student workload, the school's IB Diploma Programme teachers agree to have all major assessments administered or due according to a coordinated schedule and if a conflict arises, IB Diploma Programme teachers seek to make adjustments with each other to make the necessary accommodations.

Holding to deadlines in the case of assessments listed on the calendar is the responsibility of the student and the teacher. There are strict rules for all forms of assessment, internal, external, and in-house in relation to the calendar. If a student does not turn in the assessment by the date set and the student has not had a conference with the IB Coordinator, teacher, and parents to ask for an extension, the school may not turn in the assignment to the IB and the student will/ may need to repeat the year. If it is a milestone assessment, the student will receive a one mark.

The date the student turns in an IB assessment to a teacher is not the same as the date the assessment will be submitted to the IB. Completed assessments will be kept safe until the deadline for turning them in to the IB.

### **Integrating Hungarian Law with the in-house assessment policy**

For most students of the IB program, it is best that they choose not to also attempt to fulfill the requirements of the Hungarian Secondary school system as well. The core beliefs, courses taken, and general content are not in-sync with each other. When a student chooses to join the IB DP, it is a 2-year commitment to this program. The IB DP is accepted within the Hungarian university entrance qualifications, and in most cases, this would be a better choice than fulfilling the requirements for both systems. However, it might happen that a student would like to fulfill the requirements for both systems or may wish to switch to the Hungarian system at the end of the first year of the IB. There is a possibility for the student to receive a Hungarian Report Card. To receive a Hungarian system report card after the first year of the IB (this would be the equivalent of 11th year for the national program) the student will receive credit for having taken end of the year exams for all subjects that are required for the Hungarian state educational

program. This could mean that the student will be required to take exams for classes that were not studied in the IB, or for material that was not covered in the IB. The student will also have to have CAS work redocumented as Service work for the Hungarian state system.

The student may also wish to take the Hungarian state Matriculation Exam at the higher level for certain subjects in which the IB Diploma is certified only for the Standard Level Hungarian State Matriculation Exam. First the students must complete end of the year exams for both the 11th and 12th year Hungarian state educational program. They must also have CAS work transferred to the Hungarian state Service Work. After this the student may take the Hungarian state matriculation exam.

Again, this is a complicated process and it is recommended that students consider which educational system is best for them before entering the IB program.

## **The Role of Academic Integrity in both the IB and In-house systems**

Academic honesty and personal integrity are fundamental components of a student's education and character development. BME ISGS expects that the developed academic integrity policy (for details see the BME ISGS's *Academic integrity policy*) will be an engaging principle that will give the students the tools necessary for authentic inquiry. However, it is expected that students will not engage in malpractice including plagiarizing, duplicating, colluding, or breaking IB policy. The wellbeing of the entire school community depends on the student accepting responsibility for personal conduct in both social and academic endeavors.

BME ISGS believes that promoting academic honesty is the responsibility of the total school community. Only when there is a commitment on the part of all concerned can a school's academic environment facilitate a healthy respect among students for the value of academic integrity. In such an environment, students will know that teachers will not ignore or condone malpractice. Students will also know that teachers, administrators, and parents/guardians will hold them accountable for malpractice.

Individual violations of academic integrity are significant. It is the school's intent, through the use of consequences, that the student will learn from his/her mistakes and not exhibit dishonest behavior in the future. Violations of academic integrity are cumulative during the student's entire attendance. Consequences may include any one of the following:

1. The teacher will assign grade 1 for the work in question.
2. The teacher will notify the parent/guardian.
3. DP coordinator will contact parent/guardian regarding the incident.
4. DP coordinator will enter the incident into the student's file.
5. DP coordinator may suspend the student from extra-curricular activities, including sports.
6. A conference will be held with the parent/guardian and student.
7. In case of repeated violations, the student may be denied enrollment in the second year of the DP.

## Policy Review

This policy has been created and accepted by the IB staff of BME ISGS and reviewed **annually** in September by the IB Coordinators, and Head of School, with feedback from stakeholders.

**Last Reviewed:** December 2025

**Next Review Due:** September 2026

## References

*Diploma Programme: From principles into practice, IBO, 2015*

*Assessment principles and practices—Quality assessments in a digital age, IBO 2019, last updated 2025*

*Diploma Programme Grade descriptors (first assessment 2027), IBO, 2017, last updated 2025*

*Diploma Programme Assessment Procedures, IBO, 2025*