Bul. "Zahari Stoyanov", Meden Rudnik, 8009 Burgas, office@codingburgas.bg, codingburgas.bg

IB Diploma Programme

Assessment Policy

2026-2027

Name of Policy	IB Diploma Programme Assessment Policy
Reviewed by	IBDP Language Teachers, IBDP Coordinator
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Bul. "Zahari Stoyanov", Meden Rudnik, 8009 Burgas, office@codingburgas.bg, codingburgas.bg

VSCPI IB DP – Assessment Policy	
Applicable to	Secondary Schools, Grades 11 and 12
Teams / Individuals	VSCPI Faculty, Parents, and Students
Publishing Channel	Website and through VSCPI internal email, VSCPI Student-Parent Handbook, VSCPI Staff Handbook

Related policies and procedures

This policy statement should be read alongside our organizational policies and procedures, including:

- VSCPI IB DP – Inclusion Policy
- VSCPI IB DP – Admission Policy
- VSCPI IB DP – Language Policy

Policy scope and audience

This Assessment Policy applies specifically to the International Baccalaureate Diploma Programme (DP) at Vocational School for Computer Programming and Innovation (VSCPI). It should be read alongside the VSCPI IB DP Inclusion Policy, Language Policy, and Academic Integrity Policy.

Policy review cycle and approval

This policy will be reviewed at least every two years or earlier if required by IB changes. Reviews are led by the IBDP Coordinator with input from the Assessment Lead, subject teachers, students, and parents. Final approval is by school leadership.

Authorization readiness statement

VSCPI is submitting this Assessment Policy for IB authorization. Where named post-holders are not yet confirmed, the school provides provisional role assignments by position and a timeline for confirming named staff prior to the first DP teaching term.

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Philosophy and Principles

Assessment is a key component of our students' educational experience. VSCPI IB DP Assessment policy aims to support, encourage, and improve students' learning.

We believe that

- Students have the right to learn in a suitable educational environment according to their needs and abilities.
- All educators must have the knowledge and skills necessary to develop, administer, interpret, and analyze assessments.
- All assessment must adhere to subject specific aims and objectives as outlined in the respective IB DP subject guides in their most up to date form
- Student evaluation and Assessments must be continuous - regular, ongoing, varied in nature, and administered over a period to provide multiple opportunities for students to demonstrate the full range of their learning.
- Teachers in collaboration with the School Principal and the Academic Coordinator determine and utilize effective formative assessment practices to guide student learning in preparation for summative assessments.

Roles and responsibilities

The following roles are responsible for assessment implementation and quality assurance in the IB Diploma Programme at VSCPI:

- **IBDP Coordinator:** overall responsibility for DP assessment policy implementation, submission of predicted grades and IA marks to the IBO, liaison with IB, and oversight of access arrangements.

- **Academic Coordinator:** coordinates internal moderation, assessment calendars, and teacher training.

- **Subject Teachers:** design and deliver assessments aligned to IB criteria, authenticate student work, provide timely feedback, and participate in moderation.

- **Internal Moderators:** lead standardization within subject groups and document moderation outcomes.

- **Exam Officer:** manages external exam administration, secure storage of exam

materials, invigilation schedules, and compliance with IBO exam regulations.

- **Invigilators:** follow exam procedures and report irregularities.
- **Data Manager / Registrar:** maintains assessment records, report cards, and secure storage of IA samples.

Each role will have a written job description and named staff member(s) recorded in the school's administrative files.

Role overlap and safeguards

VSCPI permits staff to hold more than one assessment-related role provided safeguards are observed:

- **Segregation of duties:** A teacher who marks a student's work must not act as the internal moderator who signs off the final mark for that same work.
- **Exam supervision:** Teachers may invigilate but must not invigilate examinations for a subject they taught the same cohort in the same session.
- **Exam officer independence:** If the Exam Officer is also a subject teacher, alternative arrangements for authentication and moderation will be documented.
- **Temporary appointments:** Any temporary assignment of multiple roles must be recorded, justified, and approved by the IBDP Coordinator.
- **Training and records:** Staff performing assessment duties must receive training and sign a role-specific declaration. Training records will be maintained.
- **Transparency:** Role assignments and overlaps will be administratively recorded.

All staff with assessment responsibilities in the IB Diploma Programme will complete IB-approved professional development appropriate to their role. This includes Category 1 training prior to the commencement of DP teaching and ongoing professional learning thereafter to ensure consistent application of IB assessment criteria and practices.

Assessment Practices

Assessment policy for the DP students follows the principles of the IB program. The work of the students will be assessed according to the IB published assessment criteria, using both formative assessment (the process of gathering, analyzing, interpreting and using the evidence to improve student learning and to help students to achieve their potential) and summative assessment (measuring student performance against DP assessment criteria to judge levels of attainment).

Internal moderation and standardization

1. Subject teams will hold standardization meetings at the start of each academic year and prior to IA submission deadlines.
2. A representative sample of student work will be selected for moderation in line with IB guidance.
3. Moderation records, including rationale for adjustments, will be retained for a minimum of 12 months after IB results are published.
4. The Assessment Lead will ensure moderation outcomes inform teacher practice and that recalibration is communicated to staff.

Internal moderator definition and duties

An internal moderator is a designated teacher or staff member responsible for ensuring consistent and fair application of IB assessment criteria across a subject cohort. Duties include: leading standardization meetings; selecting and reviewing a representative sample of student work; recommending and documenting mark adjustments; authenticating student work; maintaining moderation records; and reporting outcomes to the IBDP Coordinator. Internal moderators must not moderate work they originally marked without an independent second reviewer.

Academic integrity and permitted language supports

This Assessment Policy is aligned with the VSCPI Academic Integrity Policy. Students are taught paraphrasing, citation, and referencing. Use of translation tools, dictionaries, and other language supports is permitted only when explicitly stated in task instructions and must be declared by the student. Suspected malpractice will be investigated according to the Academic Integrity Policy and IB procedures.

Language, inclusion and access

VSCPI is committed to equitable access to the DP for students with diverse language backgrounds and learning needs. Students with documented needs may be eligible for reasonable adjustments in internal and external assessments. Requests for access arrangements are coordinated by the IBDP Coordinator in consultation with the Inclusion Lead and must be supported by appropriate evidence. Where IB authorization

is required, the school will submit applications to the IBO in accordance with IB timelines and guidance. Where required, applications for inclusive access arrangements will be submitted to the International Baccalaureate Organization for authorization in accordance with published IB procedures and timelines.

School-Based Assessment

Throughout IB DP courses teachers use school-based assessment to gauge students' learning as it relates to their preparation for future IB DP Internal and External Assessments. These school-based assessments are informative for teachers and essential for student success and contribute to students' report card marks.

In particular

- Regular assessment opportunities are scheduled throughout each term and may include quizzes, tests, practical tasks, projects, presentations, and other formative assessment activities. Exam-style assessments are scheduled at key points in the term in alignment with IB assessment objectives and to support student preparation for summative assessment.
- Finals (exams) are scheduled at the end of each term spanning the material covered over the entire term or year in the exam hall and the finals calendar is published at the beginning of the school year and amended at the beginning of each term if necessary.
- Subject group teachers collaboratively design and develop tasks, activities, and assessment tools to ensure standardization and consistency within teachers in the same group.
- Students are provided with written instruction related to any given task; the instruction includes enough details about the content, structure, and the related assessment criteria.
- Teachers of the same subject evaluate/moderate the work of their students and their results regularly.
- Assessments are based on a variety of tools and strategies such as (exams, quizzes, midterms, presentations, commentaries, orals, written assignments, projects, class discussion, lab reports, multiple choice questions, short and ex-tended response questions, data analysis questions, field work, etc.).
- Teachers regularly provide the students with feedback to inform and improve their learning.

- Teachers provide opportunities for their students to reflect on the assessment of their work. If necessary, teachers also seek feedback from students using feedback surveys.

School-Based Mock Exams

Every year, typically in late February, VSCPI conducts a comprehensive school-based mock examination for Grade 12 students. These exams are administered under conditions that closely mirror official IB exam settings, including the actual exam venue, adherence to official exam rules, and the administration of all papers for each subject. This approach provides students with valuable preparation for the official exam experience.

Feedback from students indicates that these mock exams serve as excellent training, allowing them to practice writing all types of papers across their subjects under authentic exam conditions. Students receive detailed feedback on their mock exam performance, which they then use to guide their final revision for the May IB exam session.

Internal Assessments

Internal assessments are an integral component of International Baccalaureate courses. Teachers apply the International Baccalaureate grading scheme to assess student work. Internal assessments take various forms, such as historical investigations, mathematics projects, laboratory reports, individual oral commentaries, and language presentations. These assessments are graded by teachers and form a part of the student's scores and predictions. Marks for internal assessments are submitted to the International Baccalaureate Organization along with samples of student work. International Baccalaureate Moderators review the grades and samples to ensure that the IB grading rubric has been applied fairly, reserving the right to adjust marks when necessary.

External Assessments (IBO Official Assessments)

External assessments are developed by the International Baccalaureate Organization, administered at VSCPI in its function as a test center, and marked by external International Baccalaureate examiners. These examinations are scored with no input from VSCPI or VSCPI teachers.

International Baccalaureate examinations are typically written in May of Grade 12. Dates are set by the International Baccalaureate Organization and shared with students one year in advance. These exams are conducted in strict accordance with IBO regulations.

Exam administration and security

Secure assessment facilities and digital systems referenced in this policy, including locked storage, controlled access, and IT security measures, are resourced through the school's IB Diploma Programme budget and the school's general IT and facilities infrastructure.

The Exam Officer is responsible for secure receipt, storage, and distribution of IB examination materials, training invigilators, and ensuring compliance with IB examination regulations. Invigilators must follow the exam invigilation checklist and report any irregularities immediately to the IBDP Coordinator. Any exam irregularity will be documented and reported to the IBO as required.

Recording & Reporting

Parents are reported on their children's achievement through the school report cards by the end of each term and the final report card after term 3 for the school year. The due date of report cards is announced in respective school communication and are distributed as a pdf file to each guardian's e-mail address.

Teachers communicate with students, parents, and guardians on a case-by-case, individual basis and through Parents-Teachers conferences (dates are announced in the school calendar as well as specific communication from the school).

Parents and students always have access to their respective portals in the school's IT systems available via the respective student and teacher portals in which attendance, grades, and progress of students are constantly reported.

Authentication, storage and retention

Teachers must authenticate that student work is the candidate's own by including required declarations. Internal assessment samples and moderation records will be stored securely (locked physical storage or password-protected digital storage). IA samples and moderation documentation will be retained for a minimum of 12 months

after IB results are published or longer if required by national regulations.

Predicted grades, registration and deadlines

Predicted grades are based on a body of evidence including school-based assessments, mock exams, IA performance, and teacher professional judgment. Predicted grades are signed off by subject teachers and the IBDP Coordinator. The school publishes an annual assessment calendar with deadlines for IA submission, mock exams, and candidate registration. Late submissions will be managed according to the school's late-work policy and may require formal mitigation requests.

Appeals and re-marking

Students may appeal internal assessment marks within 10 school days of receiving results. Appeals must be submitted in writing to the Assessment Lead, who will convene an appeals panel (a subject teacher not involved in the original marking, the subject leader, and the IBDP Coordinator). Outcomes will be communicated in writing and recorded. Requests for IB re-marking or clerical checks will be processed through the IBDP Coordinator following IB procedures and with parental consent where required.

Grading Weighted Scoring Model

1. Assessment Philosophy AT VSCPI

VSCPI's assessment practices in the IB Diploma Programme (DP) are criterion-related, continuous, and aligned with IB assessment objectives, criteria, and subject guides. Assessment is used to support learning (formative assessment) and to evaluate achievement (summative assessment), while promoting academic integrity, fairness, and transparency.

2. Structure of the Academic Year

The academic year is divided into two terms. Assessment in each term is cumulative and reflects the progressive nature of DP learning.

Within each term, students complete three assessment events in all DP Group 1–6 subjects:

Periodic Assessment 1

Periodic Assessment 2

Term Final Assessment, conducted during the formal end-of-term examination period

All assessment events are aligned with IB DP assessment criteria, command terms, and subject-specific assessment objectives.

3. Within-Term Assessment Weighting

Each term grade is calculated using the following weighted scoring model:

Periodic Assessment 1: 25%

Periodic Assessment 2: 25%

Term Final Assessment: 50%

The term final assessment carries a greater weighting as it assesses a broader range of content, skills, and assessment objectives and serves as a summative measure of learning for the term.

Assessment dates are published in the annual assessment calendar to ensure transparency and allow students to plan effectively.

4. End-of-Year Reporting Weighting

For the end-of-year report card, the final subject grade is calculated using the following weighting:

Term 1: 45%

Term 2: 55%

The increased weighting for Term 2 reflects:

the cumulative nature of DP learning

the completion of major summative assessments

internal assessment preparation and final submissions

mock examinations

preparation for external IB examinations

This weighting is used solely for internal school reporting and does not replace or alter IB-prescribed external assessment weightings. School-based grades are used solely for internal reporting and to support student learning and progression and do not predict, replace, or determine final IB Diploma Programme grades awarded by the International Baccalaureate Organization.

5. Alignment with IB Assessment Practices

Teachers apply IB assessment criteria consistently and participate in subject-group standardization to ensure reliability and fairness.

Assessment tasks are designed to reflect IB command terms, assessment objectives, and levels of achievement.

Assessment data is used to inform teaching, differentiation, and student support.

6. Reporting and Feedback

Students and parents receive regular feedback through:

formative assessment comments

term report cards

teacher conferences when appropriate

Reporting is clear, criterion-referenced, and aligned with DP grade descriptors, supporting student reflection and goal setting.

7. Academic Honesty

All assessments are conducted in accordance with the school's Academic Honesty Policy and the IB's principles of academic integrity. Students are explicitly taught:

correct citation and referencing practices

responsible use of sources ethical collaboration

Suspected cases of academic misconduct are addressed according to school and IB procedures.

8. Inclusion and Access

Assessment practices reflect the school's commitment to inclusion and access. Reasonable adjustments are provided in accordance with documented learning needs, while maintaining the integrity of IB assessment standards.

Grading Scale

The VSCPI Secondary Grading System is aligned with the IB assessment rubrics as outlined in each subject guide, which are provided to students at the start of each course.

In the IB Diploma Program, a grading scale of 7 (excellent) to 1 (minimal) is used, with a score of 4 generally recognized by most colleges and universities. The 1-7 scores reflect the levels of achievement based on IB standardized criteria for each course.

At VSCPI, school-based assignments are evaluated using IB rubrics, and the results are converted to 1-7 scores based on the mark bands provided in the annual subject re-ports. It is important to note that these school-based assessments do not influence the final IB grade, which is determined by the IBO and awarded in July.

Percentage Grade	IB Grade	Bulgarian Grade 6 to 2	Descriptive	Pass/Fail
97-100	7	6	Outstanding	Pass
90-96	7	6	Excellent	
85-89	6	5	Very Good	
80-84	5	4	Good	
70-79	4	4	Satisfactory	
60-69	3	3	Needs Improvement	
45-59	2	2	Unsatisfactory	Fail
30-44	1	2		
0-30	0	2		