



# Assessment Policy

## The Australian School of Abu Dhabi

January 2016

# ASAD ASSESSMENT POLICY

## Introduction

The central focus of education at ASAD is to facilitate student learning and personal development. In order to ascertain the success of teaching strategies, levels of student achievement and to meet ongoing student educational needs it is necessary to measure and report on these.

ASAD has established Assessment Guidelines which all Faculty is expected to adhere to (see 'ASAD Assessment Guidelines').

## Assessments

Assessments in ASAD will be linked to specific curriculum outcomes and objectives. Summative assessments will be communicated to students in a timely fashion. All assessments should be clear in grading requirements, with objectives and criteria given and explained to the student and students aware of the required standard. Assessments will reflect diversity in learning styles, backgrounds, experiences and needs.

All assessments will follow the guidelines outlined in the 'ASAD Assessment Guidelines'.

In assigning assessments, teachers will make sure students have sufficient time to complete the required assessments. The number of concurrent assessments allowable for a Grade will be determined by Head of School.

Policy (no. 2 & 3)

## Report Cards and Conferences

ASAD will report student progress to the students and to their parents or guardians as appropriate. Head of School will develop progress report forms or cards in accordance with school procedures and the IB assessment practices. It is essential that student's progress in the school be fully communicated to their parents. The following specific requirements are established:

- Parents/guardians will be notified regularly as to the progress their child is making;
- Parents will be informed and consulted with as soon as possible when a child's performance or attitude becomes unacceptable or exhibits sudden decline;
- School staff members are responsible for giving detailed explanation to parents in regards to the meaning of marks and symbols as they apply to student achievement.

Parent-teacher conferences will be scheduled throughout the year to allow teachers and parents to discuss student's performance, needs, and methods of cooperation with the parents to promote the academic and social-emotional growth and development of the student. All parent-teacher conferences will be conducted in privacy and with confidentiality.

Report cards will communicate information that is clear, to the point and precise which also summarizes a student's strengths, areas in need of remedial measures and strategies to be used in order to improve a their performance. Reporting will follow the established procedures as outlined in the 'ASAD Assessment Guidelines'.

Policy (no. 6 & 8)

### **Lateness Policy**

Late submission penalties for assessments/tasks are determined by Grade level and are outlined in the 'ASAD Assessment Guidelines'.

Policy (no. 12)

### **Grading and Record Keeping**

Grading of student work will be completed according to the requirements of the respective programmes (PYP, MYP and DP) and as outlined in the 'ASAD Assessment Guidelines'.

All teachers are expected to maintain unambiguous and accurate mark/grade books- either electronic or paper.

Policy (no. 4 & 9)

### **Access to Records**

Upon request, teacher grade books may be viewed and copied by their respective heads. Teachers leaving ASAD at the end of year will be required to hand their grade book/s to the Head of School.

Parents have the right to view the assessment record of their own child and students to view their own record; however, they do not have the right to a copy.

Policy (no. 9)

## **Plagiarism and Academic Honesty**

Plagiarism is the act of presenting another's words and/or ideas as your own without crediting the source – this includes the Internet. It is a form of cheating and must be taken seriously by the school because it disrupts procedures for the fair and just evaluation of the achievements of students. Anything which disrupts this process is unacceptable and should be penalized. At the Australian School of Abu Dhabi we expect students to live up to their responsibility to behave ethically and honestly as learners.

Policy (no. 10)

## **Absences and Make-Up Work**

All missed work will have to be made up. Only in special circumstance will missed work not be made up. The procedures for Absences and Missed Work are outlined in the 'ASAD Assessment Guidelines'.

For work missed due to sickness, students will submit evidence in the form of a medical note. For other absences, work will be graded according to late submission regulations outlined in 'ASAD Assessment Guidelines'.

Depending on Grade level, special arrangements for exams will only occur due to sickness (accompanied with a Doctor's Certificate) or bereavement; otherwise the student will not sit the exam and will receive no mark for that paper.

Policy (no. 13)

## **Homework**

It is important for students to realize that learning is not confined within the school environment and homework is able to provide:

1. Establish self discipline and develop good study habits
2. A link between home and school
3. The opportunity for students to revise/ complete work at home.

ASAD has written homework guidelines (see 'ASAD Assessment Guidelines').

Policy (no. 11)

# Assessment in the PYP

## How will I know how my child is doing?

At ASAD we believe assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning:

- the acquisition of knowledge
- the understanding of concepts
- the mastering of skills
- the development of attitudes
- the decisions to take action

ASAD's approach to assessment recognises the importance of assessing the process of inquiry as well as the products of inquiry.

The main aim of assessment at ASAD is to provide feedback on the learning process and the development of the five essential elements to inform further learning.

Students and teachers are actively engaged in assessing the students' progress as part of the development of their wider critical thinking and self-assessment skills.

## Why do we assess?

PYP Teachers believe that assessment has the following purposes.

- Assessing prior knowledge and experience.
- Differentiating instruction to meet individual needs
- Informing students and parents of progress
- Building a profile of children's understanding
- Serving as a base for reflection on their own learning
- Allowing students to share their learning with others
- To celebrate what students can do
- To set goals and plan for future student growth
- To evaluate the effectiveness of the learning program

## **Who is responsible for assessment?**

Everyone concerned with assessment – children, teachers, parents, administrators, and board members – must have a clear understanding of the reasons for the assessment, what is being assessed, the criteria for success and the method by which the assessment is made.

(Primary Years Program Assessment Handbook, January 2001. © International Baccalaureate Organization)

Student self-assessment is a key component of the PYP Program.

## **What do we assess?**

PYP Teachers assess student progress and performance in the following subject areas: language; mathematics; social studies; science; the arts; science and technology; personal, social and physical education.

Through the IB PYP Program of Inquiry, teachers strive to provide the opportunity for learners to construct meaning primarily through structured inquiry. This is accomplished by emphasizing the connections between subject-specific knowledge and transdisciplinary themes. The transdisciplinary themes--Who We Are, Where We Are in Place and Time, How We Express Ourselves, How the World Works, How We Organize Ourselves, How We Share the Planet--provide a focus for inquiry, while literacy and numeracy provide the tools. Feedback should be given on student progress and performance in each of these areas. Teachers assess student growth in the acquisition of knowledge, understanding of concepts (big ideas that transcend traditional subject areas), mastering of skills, development of attitudes, and the decision to take action. Additionally, feedback should be provided on the attributes listed in the PYP Student Profile: Inquirer, Communicator, Thinker, Risk-Taker, Knowledgeable, Principled, Caring, Open-Minded, Well-Balanced, and Reflective.

**The assessment component in the school's curriculum can itself be subdivided into three closely related areas.**

- 1. Assessing** – how we discover what the students know and have learned
- 2. Recording** – how we choose to collect and analyse data
- 3. Reporting** – how we choose to communicate information

## **1. Assessing: How do we discover what students have learnt?**

Assessment is a continuous process that allows teachers, parents and children to identify areas of strength and areas that need improvement, as well as the effectiveness of the program.

### **PYP Types of Assessment**

#### **Pre-Assessment**

These are assessments administered before the instruction of the unit to check the previous knowledge students have regarding the information about to be taught. By pre-assessing, teachers have information on which students will need modified or accelerated work, what content is already known and therefore does not need to be taught and what content that is not well understood and will need further instruction.

#### **Formative Assessments**

These are assessments administered during the instruction of the unit that would provide teachers with knowledge of how students are progressing toward learning objectives in order to plan future lessons and next steps in a unit. These types of assessment can be used to evaluate inquiry, the learner profile, and understanding of the central idea. PYP teachers are cognizant to make sure that all essential elements are assessed: knowledge, concepts, skills, attitudes and action.

#### **Summative Assessments**

These are assessments administered at the end of the teaching and learning process and provide students with an opportunity to show what they have learned. It also shows how effectively students understand the central idea of the unit. Each Transdisciplinary Unit of Inquiry will culminate with a summative assessment through the five essential elements of the PYP.

#### **Student Self-Assessment**

Students use self-assessment throughout their time to reflect on their development as international citizens and their understanding of the learner profile and attitudes. Within the context of units of inquiry they assess their knowledge of central ideas, lines of inquiry, and concepts. Students reflect on their growth as learners by examining their own skill development and setting goals accordingly.

#### **Student Peer Assessment**

Students assess their peers' understanding and progress throughout the learning process, to encourage progress toward goals. Peer-assessment should include reflection on the learner profile, attitudes, and effort. Peer-assessment should serve as a catalyst for improvement.

## **Teacher Assessment/Reflection of each unit**

Teacher reflection will occur after a unit of inquiry is taught. Unit of Inquiry assessments are recorded on the planner for each unit. Reflection through the 5 essential elements of the written curriculum is recorded on the planners and self-assessments are done by the students. Student actions that are initiated beyond the scope of the unit are recorded on the planner. As a grade level team, teachers rewrite/revise numbers 6, 7 and 8 in their planners. Teachers will also date notes made in section 9. Any personnel who helped students or contributed to the content of the unit will take part in the reflection meeting(s). A copy of the completed planner will be saved in the Teacher's folders and uploaded on the school server.

## **2. Recording: How do we analyse and collect the data?**

Examples of strategies used for assessment are:

- Observations – through video, photographs and teacher/student discussions.
- Performance assessments – presentations, models and application of skills.
- Process focused – engaging students in reflecting on their learning e.g. journals, portfolios, discussions, reflections, self/peer assessment, giving constructive feedback (e.g. written/oral)
- Selected responses – guided questioning, true and false and multiple choice.
- Open-ended tasks – presentations such as illustrations, graphs, written work and spoken.

Examples of tools used to gather information are:

- Rubrics – teacher and student generated criteria to determine what is needed on order to attain success (can be both process and product related).
- Exemplars – using samples of students' work or performance to provide information about student learning and development.
- Checklists – reference to skill and knowledge goals and criteria.
- Anecdotal records – written, oral or visually recorded observations.
- Continuums – identifying where a student is, their progression and enabling goal setting for further development.
- Portfolios – are an accumulation of a student's work – samples are predominantly selected by students, however, teachers and peers will also have input. Work is reflected upon by students so that they can gain a better understanding of how they are progressing as learners. Portfolios are shown to parents during parent teacher interview night and are taken home at the end of the year.



### **3. Reporting: How do we choose to communicate information about assessment?**

Reporting is the most public aspect of a school's assessment policy, and as such needs careful consideration in order to provide clear information that is useful to students and parents. It takes many forms including conferences and written reports:

#### **A. Conferences**

Parent/Teacher conferences:

Two formal parent/teacher conferences will be held per year, one in December and the other in March. This is an opportunity to discuss student progress as documented by a variety of assessments and set learning goals. PYP Teachers also discuss the district standards-based report card with parents. Other forms of communication such as informal meetings and phone calls are used as necessary.

#### **Effective reporting**

- Involves parents, students and teachers as partners
- Reflects what the school community values
- Is comprehensive, honest, fair and credible
- Is clear and understandable to all parties
- Allows teachers to incorporate what they learn during the reporting process into their future teaching and assessment practice

*From: Making the PYP Happen @International Baccalaureate Organization; 2007.*

#### **B. The Written Report**

##### **Report Cards**

Written reports are seen as a summative record for students, parents and the school itself of a student's progress. Reports that clearly indicate areas of strengths and areas for improvement are helpful aids to a student's development. The reporting system reinforces the underlying values of the programme. The content of reports to explicitly includes all units of inquiry, Transdisciplinary Skills and the attributes of the learner profile. Report cards also include written feedback (comments) to inform and improve students' learning. The school will review the content of the reports to include all the essential elements of the written curriculum.

## **The PYP Exhibition**

During fifth grade, students participate in a culminating project of their learning at a PYP school, called exhibition. It is a celebration which unites students, teachers and families in an activity which represents the essence of the PYP. Students must show the five elements of the curriculum through a transdisciplinary unit of inquiry.

Other key purposes include the following:

- For students to exhibit the attributes of the [IB Learner Profile](#) they have developed during their time in the Primary Years Programme
- For students to engage and report on an in-depth, collaborative inquiry
- To provide students with an opportunity to demonstrate independence and responsibility for their own learning
- To provide students with an opportunity to explore multiple perspectives
- For students to synthesise and apply their learning of previous years, and to reflect on their journey through the PYP
- To provide an authentic process of assessing student understanding
- To demonstrate how students can take action as a result of their learning
- To unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP
- To celebrate the transition of learners from primary to middle/secondary education

### **Assessment of the exhibition includes two parts:**

- An ongoing assessment of each individual student's contribution to and understanding of exhibition
- A summative assessment and reflection on the event itself

## **PYP Assessment Policy Review**

The PYP coordinator will ensure that the assessment policy is reviewed and revised every two years. All staff at ASAD is involved in the development and will agree on the assessment policy. All staff is responsible to ensure that the assessment policy is a working document, that it is referred to and reflected upon. Teachers will review the assessment agreements and policy annually.

## **MYP ASSESSMENT GUIDELINES**

### **1. Rationale:**

MYP assessment as ASAD is to inform parents, students and teachers about student progress. The program of assessment will be used to permit teachers to provide effective learning programs and to appraise future needs and curriculum developments.

Assessment is the process by which student achievement and progress is measured. It is also a instrument that informs the ongoing teaching and learning process. The purpose of reporting is to provide feedback, oral and/or written, to the students, teachers and parents.

### **2. Types of Assessments**

Teachers will use a variety of assessments/tasks appropriate to the Grade level and task. In general, the following types of assessment/tasks will be used at varying times appropriate to the Grade level and need:

- Diagnostic- ASAD teachers will use a number of diagnostic tools; online externally moderated tests and for learning support a range of specialized assessments;
- Assessment for Learning or formative (AfL)- ASAD uses AfL to: set targets and provide ongoing learning experiences informed by present student achievement levels; identify gaps in student learning; determine student readiness to proceed to next level of learning; boost student self esteem and motivate students; enable students to reflect on their own learning; to learn about student learning and to help students take responsibility for their own learning;
- Assessment of Learning or summative (AoL)- takes a number of forms at ASAD including (but not limited to) traditional testing, project work, portfolios, exhibitions;
- Self and peer assessment- students at ASAD will be expected to engage in reflection of their own learning in order to set personal goals, identify areas of strength and need. The type of reflective tool used will vary according to Grade level; however, the reflection process will occur on a regular basis at all Grade levels.

#### **2.1 Numbers of Assessments/Tasks**

These shall be determined according to programme requirements and Grade level. The following principles will, however, be adhered to:

## 2.2 Secondary Assessments/Tasks

- Will be set according to homework timetable (Grades 6-8);
- For Grades 9-12 will be set to ensure that students are not overloaded with too many assessment tasks due at the same time. Teachers will be required to ensure this prior to setting assessment tasks. There will be times when two or more assessments/tasks will; be due at the same time, students are expected to plan accordingly;
- Students will be given all summative assessment tasks at the beginning of every unit. They will be given at least 2 to 3 weeks for the completion of the assessment task (years 6 to 10).

At Middle and Secondary level, students will be informed:

- When a task will take place
- What will be the nature of the task
- What criteria which will form the basis for grading
- Of the impact the task will have ie will it be used in formulating their final grade for the semester. (Refer to Appendix B)

## 2.3 Secondary Tests and Exams

- Students will be informed of Secondary exams periods well in advance;
- Exams will be conducted using the standards and procedures as outlined by the IB Exam protocols (Refer to Appendix A).

## 2.4 MYP Personal Project

The Personal Project is a **requirement** for all Level 5 students in the IB MYP program. The goal of the Personal Project is for each student to individually create a piece of work that reflects the learning experiences in the MYP and demonstrates the skills developed through the Approaches to Learning. Students will be assessed against 7 criteria: Planning and Development, Collection of information/Resources, Choice of Application and Techniques, Analysis of Information, Organization of Written Work, Analysis of Process and Outcome and Personal Engagement. The final grade is out of 36 points which is then transferred into a grade out of seven. For a student to pass in the personal project, he/she has to obtain a 4 out 7.

## **3. External Assessments**

### **3.1 Secondary**

The IB set out very clear and precise guidelines regarding individual curriculum assessment and procedures. Secondary teachers are expected to refer to their respective handbooks.

### **3.2 Primary**

No external assessments are required; however Primary students will undertake internationally benchmarked evaluations (ISA, SATs, INCAs).

## **4. Grading Policy**

Grading of student work will be completed according to the requirements of the respective programmes. There are, however, general principles for grading:

- Not all assessments need a grade, however, all assessments/tasks require correction and/or comment;
- AoL (summative) assessments will be graded according to either a predetermined rubric/target and/or learning outcome which has been shared with students;
- For semester reporting purposes, a 1-7 scale will be used.

### **4.1 For IB MYP and DP students**

Final grades (from a scale of 1-7) will be awarded according to predetermined boundaries which are shared with the student at the beginning of the course. For IB DP students, conversion to a 1-7 grade will be based on pre-published grade boundaries. For IB MYP, grades will be based on criteria and the predetermined grade boundaries. For Ministry of Education grades the 1-7 scale will be converted into a percentage.

Subject teachers determine the number of assessment tasks for their subject. It is expected that during the course of the academic year all MYP assessment criteria should be assessed formally at least twice. It is highly recommended that MYP assessment criteria also be used for some formative assessment tasks in order to:

- Enhance student understanding of the nature and workings of the MYP's subject objectives and assessment criteria
- Assist in building a foundation of understanding leading to summative assessment
- Provide additional data when considering awarding MYP grades for reports

Teachers will mark work positively and consistently, giving students credit for what they have achieved as opposed to what has not been included. Marks will not be subtracted for material which is irrelevant or incorrect.

At IB DP level, the award of a '1' is given if the work has been genuinely attempted, but no relevant material is correct.

#### **4.2 For Kindergarten and Primary students**

Standardised assessments are leveled according to the National Curriculum leveling and the grade of 1-4 is awarded for effort on the December formative reports and final grade on the June summative reports.

### **5. Moderation (Standardization)**

Moderation of student assessments will be undertaken at all Grade levels but not necessarily for all assessment tasks (see 'ASAD Moderation Guidelines).

### **6. Reporting**

The report card is one of the most important documents that a school produces. It is not just a record of a student's academic progress it is also the means by which a school can communicate with parents and students about effort and academic and social issues. The report card is also a document that other institutions may request prior to admitting a student.

#### **6.1 Report Cards**

1. Reporting to parents will include a written report four times every year, two interim reports at the end of terms 1 and 3 and two formal reports at the end of terms 2 and 4.
2. Students will be assessed according to their level as follows:
  - i. KG to Yr 5 will be assessed against the PYP standard
  - ii. Yr 6 – Yr 10 will be assessed against the MYP Standard.
  - iii. Yr 11- 12 will be assessed according to the IB DP requirements.
3. The whole school Assessment and Reporting Schedule will be adhered to ensuring formative and summative assessment strategies are utilised and that student records are maintained
4. Parent teacher interviews will be offered throughout the year.

5. Information evenings will be held early in term 1.
6. Student self assessment in the Primary and Middle Years Levels will be a feature of our assessment program.
7. The School Senior Management, including IB Programme Coordinators will review the reporting Procedure regularly in line with IBO guidelines.

## **6.2 Report card should follow the following guidelines**

1. Be constructive in its comments; ensuring that parents are given an accurate and true picture of student achievement;
2. Provide ongoing learning goals and/or set targets for further student development;
3. Indicate student achievement according to criteria;
4. Provide validated information on student progress;
5. Be written in a clear and professional manner, avoiding idioms and colloquialisms;
6. Be completed according to the published schedule;
7. Convey meaningful and useful information about the course and student achievement.

## **7. Planners**

All students from Grade 1 onwards will be issued with a school planner at the beginning of the year. For Grades 1 -12 it is their responsibility to ensure they bring their planners to school, fill in homework and have parents sign each week on Wednesday. For kindergarten students, parents are provided with the Home School Record in which activities are inserted.

Form Teachers in Middle and Secondary and Class Teachers in Primary are expected to check, regularly, that homework planners have been signed by parents. If no signature is there, they should contact the parent/s.

## **8. Parent Conferences**

Formal Parent Teacher Conferences will be held as appropriate to grade level and as determined by respective schools. Parents and teachers may request meetings during the year in order to discuss student progress. Parents are required to make an appointment and teachers are required to be available.

Ideally, at Parent Teacher Conferences, students may be included. It is hoped that students will take an active role in the Parent Teacher Conference especially in the upper grades.

All Parent Teacher Conferences should be conducted professionally. Teachers should refrain from using idioms and colloquial expressions. Any conferencing with parent/s, either scheduled or not, should be documented with date, time, topic, discussion and follow up. The 'negative sandwich' is a recommended method to be used in parent-teacher conferences.

Faculty should have available at Parent-Teacher conferences:

- Grade/mark books and/or tracking documents such as reading and writing levels. These should indicate how and why the grade was awarded
- Samples of student work (usually already in a 'best work' folder or portfolio)
- Overviews of curriculum including assessments for that semester

Faculty should also note which parents arrived and what, if any, issues or concerns were raised.

The Form Teacher and/or Grade Leader should be alerted to any general areas of concern raised by parents such as peer issues; homework etc.

## **9. Record Keeping**

Record keeping is a strict requirement of teaching. All teachers are expected to maintain clear and accurate grade/mark books and/or tracking documents. This is to ensure that when final grades are produced there is clear and accurate evidence for awarding of grades.

All teachers will be expected to:

- Maintain records which should include levels and/or standards of summative assessments;
- Maintain either summative and/or formative records (in the case of Middle and Secondary) of student homework including completion and attainment (if graded);
- Maintain records in a clear and organized manner taking care to indicate date of assignments/tasks/homework and/or any criteria covered (Middle and Secondary), lateness or not handed in;
- Maintain documentary evidence for effort and/or grades e.g. samples of work;
- Be prepared to share mark books and records with supervisors and senior academic staff;
- Be prepared, upon request, to share individual student records with the parents and the student concerned in the request;



- Have a variety of tasks on which final assessments are made and not just tests and/or homework;
- Complete on going assessments (continuous assessment) with records indicating this either in student's copy book or teacher's records. (refer to Appendix C)

In general, it is expected that when teachers record grades, especially for summative pieces of work, they record the name of the task, date, criteria applied (Middle and Secondary) and final grade.

### **9.1 Access to records**

Parents have the right to view the assessment record of their own child; however, they do not have the right to a copy.

## **10. Plagiarism and Academic Honesty**

Plagiarism is the act of presenting another's words and ideas as your own without crediting the source – this includes the internet. It is a form of cheating and must be taken seriously by the school because it disrupts procedures for the fair and just evaluation of the achievements of students. Anything which disrupts this process is unacceptable and should be penalized. At the Australian School of Abu Dhabi we expect students to live up to their responsibility to behave ethically and honestly as learners.

## **11. Homework**

### **11.1 Homework should be prepared in a way that:**

1. Is informative for parents
2. Relevant to the school program
3. Appropriate to the student's abilities.
4. Students and parents should be aware of the expected time of the activity and this should be consistent within year levels.
5. Year level information should include homework expectations at the start of each year.
6. Reading should be encouraged on a nightly basis, not necessarily confined to school based resources.
7. Where method is important an example should be provided for students.
8. Work set should be introduced and explained by the teacher and followed up with the student at the completion of the task.
9. Feedback on the student's achievements, difficulties, participation etc should be regularly provided by the teacher, student and parent.

## **11.2 IMPLEMENTATION**

1. Homework should be set in conjunction with all teachers at the year level.
2. The information booklet, prepared at the start of the year, should include the homework expectations for the level
3. Teachers at each year level should plan activities appropriate to students' abilities
4. Time anticipated for completion of homework tasks should be minimal during the Prep year and gradually increase over the students' schooling. Year 6 students should be set no more than an hour's homework a night.
5. Teachers should ensure that homework expectations are explained clearly and discuss the completed work with the student.
6. Parents should be kept informed of their child's progress through reports, interviews or comments in the homework book.

## **11.3 EVALUATION**

1. Homework at each year level should be reviewed on a yearly basis.
2. A policy review will be undertaken on a three yearly basis.

## **12. Late Submission**

Late submission penalties are determined by Grade level.

For Primary, Kindergarten-Grade 4, there are no late penalties for work. In preparation for Middle and Secondary, Grade 5 students who hand in work late will be required to finish it in their own time at school.

For Secondary level, any student who fails to submit an assessment task on the due date without a legitimate excuse will be given an after school detention two days after the assessment is due. They will be expected to complete the assessment during the detention. If the assessment is handed in prior to the detention, the detention will be cancelled.

Work due during an absence is due on the first day the student returns to school. A student must present a medical note if the absence is due to illness. The teacher will then grade without penalty to the student. For absence due to other reasons, students will be expected to complete the assessment during the detention.

After five days of no submission no marks will be awarded for that particular task. Please refer to school Assessment Policy for further details.

For IB examination material/assessments: this is work that is internally marked and externally moderated. Work that comes in after the deadlines stated on the Internal Assessment Calendar will be marked and penalized by 5% for late submission. If the piece of work is called for submission then it will be sent as 'a-typical' work so that the work of other students is not affected by the lower grade. This course of action is only possible if the work is marked and reaches the IB MYP/DP Coordinators before all the marks are sent to the IBO otherwise the student will be recorded as 'non-completed' and will fail that element of the course. Parents of students for whom we have a concern that final pieces of work may not be submitted on time will be forewarned in order to help their child meet the deadline.

Students are not awarded Level 1 if work is handed in over 48 hours late or if the teacher suspects that a candidate is guilty of malpractice. In this case, teachers refer to the school's Academic Honesty Policy.

## **13. Absences and Make-Up Work**

**13.1 Primary** - make up work is only given in the event of long term absences.

**13.2 Middle and Secondary** - students are responsible for finding out about any and all work missed, including assessments, tests and assignments. All missed work must be made up.

Work due during an absence is due on the first day the student returns to school. A student must present a medical note if the absence is due to illness. The teacher will then grade without penalty to the student. For absence due to other reasons, the work will be graded according to late submission rules.

Work assigned during an absence is due on its regular due date unless prior arrangements are made with the teacher.

If a student is present in class when a test is announced and subsequently misses the test due to illness, the student is expected to take the test on the day of his or her return to school, according to teacher request.

Special arrangements for exams will only occur due to sickness (accompanied with a doctor's certificate) or bereavement; otherwise the student will not sit the exam and will receive no mark for that paper.

**Review Date:** September 16<sup>nd</sup> 2012.

## Appendix A

### Middle & Secondary Exam Procedures

#### Timing

Assessment/Exam weeks:

- Will be published annually on the School calendar
- Grades 9-11 will have an exam week at end of first semester
- Grade 12 will have Mock Exams - timetable will be published annually
- Grades 6-11 will have an end of year exam week

#### Procedures:

- All students will receive an exam timetable which outlines subjects to be tested, number of exams, length of exams
- No more than two exams per day
- Exams will assess knowledge and skills taught that semester
- Grades 9-12 may leave school for private study at home after first semester exams subject to approval from Director
- Grades 6-11 may leave school for private study at home after second semester exams, subject to approval from Director
- Heads of Department are to ensure that all procedures are followed to the letter and that test papers are handed to Head of School (or designee) a week before exam date
- Exam packs will be clearly labelled with name of exam, duration, date, instructions, equipment needed, class list, name of teacher who has set the exam and to whom the exam must be returned
- Exams are to be handed, in a sealed envelope, to Head of School (or designee) at least one week prior to the exam
- Teachers will ensure exams and marking scheme are included in each exam pack
- Examining teachers are responsible for collecting the exam prior to commencement and promptly returning, by hand, the exam to the teacher indicated on the exam paper front
- Exams will be held in a secure, central place
- Feedback on exams should be within the week after exams period
- Exams should be returned to students except in the case of internal and moderation tasks, standardised tests, or tests to be retained for student tracking purposes. Parents and students have the right to sight exams, except those for external moderation purposes and grades. These are confidential.

**All procedures before, during and after exams follow the IB Guidelines for 'Conduct of Exams'. Collusion and/or cheating are not tolerated.**



## Appendix B

### Common Assessment Task Cover Sheet

<b>Name:</b>	<b>Class:</b>	<b>Date:</b>
--------------	---------------	--------------

Criteria	Name of Criterion:	Maximum Points	Your Grade
Criterion ( )	Criterion name		
Criterion ( )	Criterion name		

Subject	Question	AOI	Summative Assessment

Due on:	Parent Signature:.....
<i>If you do not submit this assessment task on the due date assigned, you can only submit at a later time with the proof of a medical certificate.</i>	



### Appendix C

### MYP Common Assessment Tasks Record Sheet

<b>Student's Name:</b>	<b>Subject:</b>	<b>Year:</b>
------------------------	-----------------	--------------

Task Name & Description	Criterion (A) ( )	Criterion (B) ( )	Criterion (C) ( )	Criterion (D) ( )	Criterion (E) ( )	Criterion (F) ( )
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
<b>Final Judgment</b>						
<b>Total out of ( )</b>						
<b>Total out of (7)</b>						

<b>Comments:</b>

## Glossary

### Assessment

The different methods by which student achievement is measured . It may be formative (Assessment for Learning- AfL); summative (Assessment of Learning-AoL); Diagnostic; Peer and/or Self Assessment.

### Assessments/assignments/tasks

Either formative or summative work set in order to ascertain a student's level of accomplishment

### Criterion/criteria

Criteria (plural of 'criterion') are the main content and/or skills **areas** being assessed eg content, presentation, application. Criteria may vary according to subject and assignment.

### Descriptor

For each criterium there are descriptors which 'describe' the level of accomplishment. A descriptor outlines in words what should have been included at that level in order to get the mark.

### Diagnostic Assessment

This is assessment that 'diagnoses' what students know, understand and can do prior to the teaching of a unit. It informs the planning of teaching and shows the present level of student learning.

### Evaluation

Uses 'assessment' as one of the tools for ascertaining student levels.

### External assessment

This is assessment that is carried out by external examination boards. For IB DP external assessments are mandatory. These assessments take the form of exams which are held annually in May.

### Formative Assessment

This is 'Assessment **FOR** Learning. It may include a wide variety of different assessments and/or activities. It does not require a grade, but always a comment. It is usually used to guide the next stage of teaching, ascertain student needs and review what students know, understand and can do. It is not used to give final grades.

### Grade

This is the number that shows the level of a student's achievement. It is usually summative. The grade is achieved by referring to the grade boundaries. A grade can only be given when all criteria have been used for assessment. Grades are usually indicated on report cards.

**Grade boundary**

These are the highest and lowest levels for grading. The 1-7 grades are determined by groupings of grades according to each grade with 1 being the lowest and 7 the highest. Grade boundaries vary according to subject and grade level.

**Internal assessment**

This is assessment that is carried out within school. For IB DP and Grade 10 MYP, internal assessments are mandatory and are completed according to a schedule and grades by teachers. These may be moderated at school prior to sending for external moderation.

**Moderation (Standardisation)**

This is the process where a student's work is reviewed, discussed and sometimes graded by a group of teachers in order to gain consensus on a grade. Not all assignments are moderated.

**Rubric**

It is usually a table that shows the criteria and descriptors that will be used to grade the assignment/task. Teachers will often develop a 'task and/or assignment specific' rubric.

**Peer Assessment**

This is where students either discuss or assess each other. The aim is for students to give feedback and suggestions to their peers. It may involve student grading of peer work and/or use of rubrics.

**Self Assessment**

This is where a student reflects on their own work. It may involve the student in grading their own work according to a rubric. It is usually intended as a reflective tool.

**Summative Assessment**

This is 'Assessment **OF** Learning'. It may include a wide variety of different assessments and/or activities. It requires a grade and a comment. It is usually done at the end of the teaching of a unit, topic, and skill. It is a 'snap shot' of the student knows at the time. It may also be used as 'formative' ie to guide the next stage of teaching. It is usually a final grade for that unit, topic and/or semester.

**PYP Transdisciplinary Skills**

Within their learning throughout the programme, students acquire and apply a set of transdisciplinary skills: social skills, communication skills, thinking skills, research skills and self-management skills (see figure 8). These skills are valuable, not only in the units of inquiry, but also for any teaching and learning that goes on within the classroom, and in life outside the school. *(From: Making the PYP Happen: A curriculum framework for international primary education-2007)*