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## Asmara International Community School

### Assessment Policy

#### Related Documents

Further detail regarding how students are assessed within the different rigorous academic programs offered at AICS can be found in the “Programme of Studies” document. There is also further information regarding the support of students with special educational needs taking assessments in the Inclusion/Special Educational Needs Policy. For further information regarding assessment specifically within the International Baccalaureate Diploma Programme, as well as AICS “Program of Studies”, information can be found on the following website <https://www.ibo.org/programmes/diploma-programme/assessment-and-exams/> or in the referenced documents

#### Purpose for Assessment

Assessment is integral to all planning, teaching and learning. According to the IB document “Assessment Principles and Practice” assessment is a term used to cover all the various methods by which student achievement can be measured. Methods include, but are not limited to presentations, research tasks, creative tasks, long written tasks, quizzes, group work and individual work.

The prime objectives of assessment at AICS is to promote student learning and provide regular and prompt feedback on the learning process and individual needs to students, parents, teachers, and administration. The process (formative) as well as the product (summative) of inquiry is assessed. Assessment is the ongoing objective evaluation of the progress made by students based on a variety of methods in various learning situations. It involves the gathering and analysis of information about students' skills and performance and is designed to guide planning and instruction. Students and teachers are actively engaged in assessing the students' progress as a reflective part of their overall learning.

#### Principles of Assessment

- Assessment enables teachers to provide evidence that can be effectively reported and understood by all stakeholders.
- Teachers are mindful of the particular learning outcomes on which they intend to report in relation to the curriculum, prior to selecting or designing the method of assessment, and inform the students of these objectives.
- Effective assessments allow parents to develop an understanding of the student's progress.
- They allow students to demonstrate a range of knowledge, conceptual understanding, and skills while sharing their learning with others.
- Effective assessment improves student learning by providing effective feedback, informs

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planning for teaching, is used as a tool to collect evidence of student understanding, knowledge and skills and the application of them, has clear criteria, and is known in advance.

- Assessment at AICS is criterion based (students are marked according to a pre-set set of criteria) and not normative (or marked against the achievement of other students).
- Both formative and summative assessments are used in AICS on a regularly basis. For a clear definition of what these are, please see the end of this document.

### Teachers are expected to:

- Ensure all assessments are planned and part of unit plans/curriculum maps/course outlines and meet the needs of students at particular ages and stages of development.
- Record and use assessment data to inform both teaching and learning, evaluate the effectiveness of the curriculum, and track students' progress.
- Provide students with samples of graded work, which may have been produced by past AICS students (or from elsewhere) in order to ensure students know what exemplary work looks like.
- Recognize student's strengths and learning styles and ensure a range of assessment tools are used. There is a balance between formative and summative tasks through-out the semester and year.
- Ensure students have opportunities for students to participate in, and reflect on, the assessment of their work.
- Share assessment criteria and rubrics, in accordance with AICS and IB guidelines for each subject in advance so as to ensure that students become familiar with the expectations of the course.
- Use a mark scheme, grade bands or rubric which shows the student what constitutes a successful piece of work.
- Return work in a timely fashion with constructive criticism so students can learn from mistakes and make improvements using feedback.
- Collaborate with colleagues and follow calendars produced by the Diploma Programme Coordinator to ensure that a balance of assessment tasks are given to students, this will ensure students do not face too many assessments at any one time.
- Have planned opportunities for peer and self-assessment through-out the semester/year.
- Communicate with parents regularly and immediately in case of concern.
- Clarify, model, and encourage academic honesty (see Academic Honesty Policy document for more details)
- Use assessment (formative and summative) data to report student progress aligned with the schools and IB requirements.
- Overall teachers are expected to know what they are teaching and why they are teaching it.

Assessment practices should always endeavor to support, provide, and encourage learning activities that (1) emphasize the thinking skills of metacognition, reflection and critical thinking (2) provide an opportunity to develop communication skills, (3) allow for the development of social skills for students to become effective collaborators, (4) develop self-management skills

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that help develop organizational and affective skills and (5) provide an opportunity to develop research skills.

Students are expected to:

- Keep records of when they will be assessed and prepare fully for assessments
- Be self-motivated to achieve their own personal best, set personal goals and understanding that everyone has different strengths and weaknesses and that at AICS we are trying to develop many learner profile skills in our students
- Develop time-management skills
- Be independent in asking for more support for assessments
- Reflect on their strengths and on areas for improving once feedback from assessment has been provided
- Be independent thinkers and submit work which is their own and fully referenced when other sources have been used (see the AICS Academic Honesty Policy)

Parents are expected to:

- Offer support at home for students
- Correspond with teachers and administrators regarding concerns or questions
- Monitor grades and assessments

Assessment Criteria

Different assessment criteria is used at AICS depending on the academic program being utilized at different grade levels. Teachers will use these assessment criteria for all summative assessment; however, these may or may not be used in formative assessments, depending on their nature. For example, some formative assessments may be more comment based, effort based, or use oral feedback.

Elementary Assessment Criteria

Achievement Level	
4	Very Good
3	Good
2	Satisfactory
1*	Poor
*Fail	

Attitude, Behavior, Effort	
A	Very good
B	Good
C	Satisfactory
D*	Poor
*Fail	

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### Secondary Assessment Criteria

In the secondary all summative assessments use a grading level from 1 – 7 following that of the International Baccalaureate.

Subjects are marked according to the following scale	TOK and the extended essay (grades 11 and 12 only)
<b>7</b> – Excellent Performance	<b>A</b> Excellent
<b>6</b> – Very good Performance	<b>B</b> Good
<b>5</b> – Good Performance	<b>C</b> Satisfactory
<b>4</b> – Satisfactory Performance	<b>D</b> Mediocre
<b>3</b> – Mediocre Performance	<b>E</b> Elementary
<b>2</b> – Poor Performance	<b>N</b> No Grade
<b>1</b> – Very poor Performance	

### Reporting to parents

Assessment grades are reported to parents through a variety of methods at AICS. All end of semester exam grades are reported through report cards. Report cards are issued twice in an academic year. However, assessment grades are communicated more frequently through methods such as the teacher parent conferences and students being encouraged to take all assessments home to be signed by their parents.

### Assessment in grade 11 and 12 (IBDP)

The IB Diploma is awarded based on performance across all parts of the Diploma Programme. A total of six subjects must be studied, with a combination of standard and higher levels. Students must also complete the “core” which is made up of CAS, TOK and the EE (see AICS Programme of studies for more details)

The minimum threshold for awarding the Diploma Programme is 24 points, with a maximum of 45. The additional requirements are the following:

- CAS requirements have to be met
- There is no “N” awarded for TOK and/or the EE
- There is no grade 1 awarded in a subject/level
- There are no more than two grade 2’s awarded (HL or SL)
- There are no more than three grade 3’s or below awarded (HL or SL)
- The candidate has gained 12 points or more on HL subjects (for candidates who register for

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four HL subject, the three highest grades count)

- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL)
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

In addition, students who have completed these conditions though multiple languages may be eligible for a bilingual diploma. (Handbook of procedures for the Diploma Programme, 2017, pages 16-18)

### Assessment Criteria in the IBDP

Each subject within the Diploma Programme has a different set of assessment criteria in which students are assessed. The assessments within each subject are a combination of internal assessments (which take place within school and are marked by teachers – with IB moderation) and external exams. Each subject teacher, through IBDP meetings with parents and students will make the assessment breakdown of these components and criteria clear. There will also be opportunities where both students and parents can seek clarification and ask questions to the Diploma Programme Coordinator. Post authorization this information will also be available on our school website.

### Internal Assessments

Internal Assessments (IA's) are part of the Diploma Programme and are part of most courses. This provides students to produce work which is assessed, according to the IB guidelines, through-out the two year course and contributes towards their final grades. All subject teachers are required to provide students detailed information about the IA's and the Diploma Coordinator is responsible for providing all students, and their parents, copies of deadlines for these IA's. Note that the calendar of deadlines is constructed in a way to spread out the deadlines over the two year Diploma Programme and to alleviate as much stress as possible for the students. However, missed final deadlines may result in mark not being marked.

### External Assessments

In grades 11 and 12, once AICS is no longer a candidacy school and becomes an authorized IB school offering the Diploma Programme then students in grade 12 will sit externally written examinations, written by the IB in late April and May. Results will be made available in July.

### Predicted Grades

Predicted grades are often needed by colleges and universities for students leaving AICS to study elsewhere. A predicted grade is an estimate by the teacher of the grade they believe, with evidence gathered by work submitted by the student, of the grade they will achieve at the end of

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the academic program. Any parent or students wishing to find out predicted grades should initially speak to the Secondary School Principal who will then liaise with teachers. Predicted grades are also required by the IB and will be submitted during March of grade 12.

### Inclusion/Special Educational Needs

AICS in accordance with IB “believes that all students should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Where standard assessment conditions could put a student with special educational needs at a disadvantage by preventing him/her from demonstrating his/her level of skill and knowledge attainment, special arrangements may be authorized.” (Handbook of procedures for the Diploma Programme, 2017, pages 112-119) Students identified as having Special Education Needs with different access arrangements for assessment will be honored by AICS. It may be that teachers and administrators believe that a student who does not currently have access arrangements could benefit from these. In these cases parents will be communicated with fully.

In grades 11 and 12 the IB require that for access arrangements to be authorized there needs to be an official diagnosis. The DPC will need to have this relevant documentation in order to let the IB aware. Please speak further with the Principals and DP Coordinator if you believe your child should have such arrangements.

Please see the Inclusion/Special Educational Needs policy for further information on SEN.

### Academic Malpractice in assessments

If a student is found guilty of academic Malpractice in an assessment then the student’s grade for the assessment will be zero, this is along with other consequences detailed clearly in the Academic Honesty Policy.

### Working document

This Assessment policy has been made with the inclusion of all teachers and administrators in school and is revived each year by school senior leadership team. It is considered a working document.

### Definitions

**Formative assessment:** An essential part of classroom practice, formative assessment is the process of gathering, analyzing and interpreting evidence to judge the degree of a students learning and identify gaps in their learning. Formative assessment is likely to happen daily in a classroom setting and although may be recorded by the teacher it is likely to only be used to modify teaching and learning activities.

(Guidelines for developing a schools assessment policy in the DP, 2010)

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**Summative assessment:** This is assessment that directly contributes to the final qualification, whether this be the end of semester grade, IGCSE grade or IB Diploma grade. These can be either internally or externally assessed, but either way are marked according to a set of guidelines or a mark scheme. At AIC all students and parents are informed of when a summative assessment will take place. (Diploma Programme: From principles into practice, 2015)

References:

AICS Academic Honesty Policy

AICS Admissions Policy

AICS Application and Admissions Information

AICS Inclusion/ Special Educational Needs Policy

AICS Program of Studies

<https://www.ibo.org/programmes/diploma-programme/assessment-and-exams/>

Diploma Programme Assessment: Principles to Practice, 2015, International Baccalaureate

Guidelines for developing a school assessment policy in the Diploma Programme, 2010, International Baccalaureate

Handbook of procedures for the Diploma Programme 2017, 2016, International Baccalaureate Organization,