

ASSESSMENT AND REPORTING POLICY (Secondary School)

INTRODUCTION

Assessment is a process which will be used to improve learning and teaching at ICS. ICS believes that its assessment practices should be an integral part of its written curriculum and its programmes of instruction. Assessment methods are both formative and summative and should demonstrate what students know, are able to do and understand. A variety of assessment methods will be used which are sensitive to different learning styles.

ICS believes that assessment methods should be fair, transparent and free from bias. It is our aim for most students to know in advance when and how they will be assessed and the criteria for assessment will be provided to the students. Assessments provide students, teachers and parents with evidence to evaluate learning, the curriculum and instruction.

Assessments also provide diagnostic information to ensure an appropriate programme for students. Assessments should be valid, linked to defined standards and have inter-rata reliability. Results will be reported to the school community as appropriate and be used as a basis for dialogue between school constituents.

ICS has agreed the following principles:

1. Formative assessment will be part of unit and lesson planning, linked to defined criteria and be part of the ongoing instructional program.
2. Summative and standardized assessments will be part of the educational program at appropriate year levels.
3. Assessments will provide diagnostic information, baseline information and evidence of progress throughout the year.
4. A variety of assessment methods will be used to accommodate learning styles, differing abilities, special educational needs, the development of the whole child and to encourage higher thinking skills
5. Assessments will provide evidence to evaluate student performance, teaching strategies and the curriculum.
6. Assessments will include student self-assessment, teacher assessment, external moderation and peer assessment when appropriate to encourage reflection on the process of learning.
7. Assessments will be criterion-referenced to valid and appropriate standards and are communicated to students in advance
8. Assessment of students' attitudes, behaviour and effort are distinct from the assessment of knowledge, concepts and skills.
9. Assessment should link judgements about attainment to evidence and provide a basis for dialogue between students, teachers, and parents
10. Assessment portfolios and regular reports will be kept and passed onto relevant personnel when appropriate and necessary.

Purposes for Assessment

Students:

- To serve as a tool which will encourage and motivate students to learn.
- To assist students in setting goals for themselves to develop learning strategies.
- To build positive self-esteem and encourage students to strive for their personal best.
- To inform students about, and to enable them to monitor, their current level of skill/knowledge mastery and towards 'next steps'.
- To empower students to be independent, self-reliant and self-critical learners.
- To demystify assessment practices, grading and marking so that the criteria are transparent and fair.

Teachers:

- To determine previous learning to decide appropriate level of instruction.
- To evaluate student proficiency either within a program and/or outside their age group.
- To identify students' specific academic strengths and areas of growth so that the teacher can design appropriate instruction within the classroom.
- To provide feedback for students to improve their performance and achieve certain targets.
- To measure whether the teacher's instruction has been successful.
- To ensure consistency and inter-rata reliability between teachers.
- To provide external validations for their practices and judgements.
- To provide diagnostic information about special needs to contribute to the design of Individual Education Plans.

Parents:

- To determine if their child is learning what is necessary for future success both in school and beyond the school.
- To assist the parent in comparing the performance of their child with students in another setting.
- To help the parent fully understand the strengths, weaknesses, progress, achievements and learning style of their child.

Secondary Academic Leadership Team:

- To aid the school in determining whether a student will be successful within a particular year group or program.
- To establish a knowledge base to work with teachers for the development of curriculum and the modification of instructional methods.
- To plan effective staff-development programs.
- To provide information, both on an individual student level, and on a collective basis, to aid analysis of teacher and departmental effectiveness and the progress and achievement of students.
- To provide longitudinal information to assess current programs and/or the introduction of new programs.
- To generate information which will be used to guide the development of future School Development Plans.

GRADING SYSTEM

Introduction

The purpose of grades and marking (feedback) is:

1. To provide feedback to students as to their performance in relation to the criteria/standards defined at the school.
2. To provide support and positive direction as to how the work might be improved.
3. To allow students to recognise their individual development in each subject.
4. To provide frequent and balanced feedback to students so that modification of the teaching and learning process can take place in a timely manner.
5. To provide a basis for the design of future learning and teaching.
6. To provide each teacher with feedback as to the effectiveness of the education they provide.
7. To provide parents with an objective assessment of their child's performance.
8. To provide external bodies e.g. other international schools, college/universities with a view of each individual's performance.

REPORTING

- Reports are issued 3 times a year. Reports include comments relating to student performance
- Parent/teacher conferences are held formally three times a year whereupon student progress and attainment is discussed
- Grades are provided for performance in accordance with the grade table below i.e. 1 – 7 scale
- Report comments should particularly relate to providing positive and constructive guidance and direction, and focus on the progress students have made
- There should be no doubt in the reader's mind as to the relationship between a grade and the descriptors that lead to that grade
- No teacher is permitted to give a grade lower than a 4 unless the following conditions have been met:
 1. An academic warning notice has been issued at half term.
 2. A follow up report has been filed
 3. The Principal may require direct parent contact
- At anytime during the academic year a teacher or parent may call a parent/teacher conference to discuss any student progress concerns

Reporting Grade Scale

ATTAINMENT	DESCRIPTOR
GRADE 7 Excellent	A consistent and thorough understanding of the required knowledge and skills. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student demonstrates originality and insight and always produces work of high quality
GRADE 6 Very Good	A consistent and strong understanding of the required knowledge and skills. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight and very often produces work of high quality

GRADE 5 Good	A consistent and strong understanding of the required knowledge and skills. The student generally shows evidence of analysis, synthesis and evaluation is shown where appropriate and occasionally demonstrates originality and insight
GRADE 4 Satisfactory	A good general understanding of the required knowledge and skills. There is occasional evidence of the skills of analysis, synthesis and evaluation. The student most often produces required assignments of a satisfactory standard .
GRADE 3 Unsatisfactory	Unsatisfactory progress against most of the objectives. The student is struggling to keep up with required assignments
GRADE 2 Limited Achievement	Very limited achievement against all of the objectives. The student requires guidance and either has not achieved their full potential or needs a modified curriculum
GRADE 1 Below required standard	Failing to meet minimum requirements. The student requires constant guidance, supervision and a modified curriculum .

Student Effort Grade

A	Excellent
B	Good
C	Satisfactory
D	Poor

Effort grades refer to the attributes listed below:

- Comes to class fully prepared, equipped and ready to work
- Takes responsibility for his/her learning
- Shows a positive and enthusiastic attitude in class and towards learning
- Remains focussed in class and stays on task
- Makes thoughtful and appropriate contributions in class discussions and oral presentations
- Completes all tasks thoroughly and with care
- Asks questions to improve his/her understanding
- Works well with others and shows respect to teachers and peers
- Submits homework and assignments on time

Internal Assessment

In each IB Diploma subject, as determined by the International Baccalaureate Organisation, there is an internal assessment component which Diploma students will do during the course of the two year programme and which contributes towards their final grade. The table below lists the subjects and the internal assessment percentage of the total grade.

Subject	Internal Assessment Percentage of Total Grade
Language A1 English HL & SL	30%
Language B – French , English and Spanish	30%

Economics	20% HL 25%SL
History	20% HL 25% SL
Experimental Sciences – Biology, Physics and Chemistry	24%
Mathematics HL & SL	20%
Mathematical Studies	20%
Visual Arts	30%

ICS publishes a calendar showing IB Diploma deadlines for the completion of internal assessment components at the beginning of each academic year. Each IB Diploma candidate is given a copy of this calendar.

A' LEVEL

For AS and A2 students the following grading system will be used:

Marks and Descriptors

A' level	
Attainment	Descriptor
A	EXCELLENT
B	VERY GOOD
C	GOOD
D	SATISFACTORY
E	PASS
F	NON-PASSING
U	UNGRADED

REPORTING FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

All students with an IILP will have accommodations as specified by their IILP.

STUDENT ASSESMENT RECORDS

The Senior Academic Leadership Team (SALT) will monitor student assessment results in order to:

- Drive curriculum improvement and teaching practice
- Evaluate teacher implementation of assessment policy
- Ensure that students are reaching their potential and to determine if additional support is required
- Analyse grade distribution trends

EXTERNAL MODERATION - MYP

There are no externally marked examinations with the IB MYP, however, ICS has elected to have samples of student work (MYP Year 3 to 5) sent off for moderation by the International Baccalaureate.

Moderation is completed each year. The purpose of moderation is to ensure that assessment tasks set and grades allocated by ICS faculty meet expectations of the International Baccalaureate Organisation and that the assessment process is in-line with the quality of work at other IB MYP schools. Work sent off for moderation is selected at random and involves all eight subject groups.

Feedback from the International Baccalaureate Organisation also provides important feedback to ICS teachers and the Secondary Academic Leadership Team for evaluative and planning purposes.

DATA COLLECTION ON STUDENT ACADEMIC PERFORMANCE

The MYP, IB Diploma and Foundation coordinators are required to produce trend data that shows individual and group student progress and attainment (standards). When end of term examinations have been completed, these grades will be shown separately. These parameters are defined as follows:

- **Attainment (Standards)** – external, verified benchmarks, analysing expected performance of groups of students having similar backgrounds and experiences to ICS students e.g. Check Point, IB Diploma results, MYP criteria grades, IELTS scores etc.
- **Progress** – the value that has been added to the education of each individual or group of individuals, implying that baselines have been established and measurement of progress from those baselines has also been measured.

Data gathered should be kept as a permanent record and developed as a trend analysis using graphs, statistical representation or other format that allows for such analysis.

Data gathered must be presented to the Head of School at the end of the academic year along with a list of changes that will occur as a result of the data analysis.

The data gathered is to be used to:

- Provide a trend analysis of school performance
- Inform curriculum development for groups and individuals
- Inform teaching methods that are used
- Inform personalised educational plans, target setting, other learning support strategies that are prepared for students.
- Actively demonstrate to parents and students the quality of education that is being provided.

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