

# AICS WHOLE SCHOOL ASSESSMENT POLICY

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# AICS WHOLE SCHOOL ASSESSMENT POLICY

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## AICS Mission

To facilitate high quality, accessible, community-based, international learning for students of all nationalities living in the Netherlands.

## AICS Vision

To be a community where learning is at the heart of everything we do.

## AICS Values

Diversity  
Community  
Integrity  
Inquiry

## IBO Mission Statement

The AICS values inform all practices within the school and are aligned with the IBO Mission Statement:

*The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. (IBO, 2008).*

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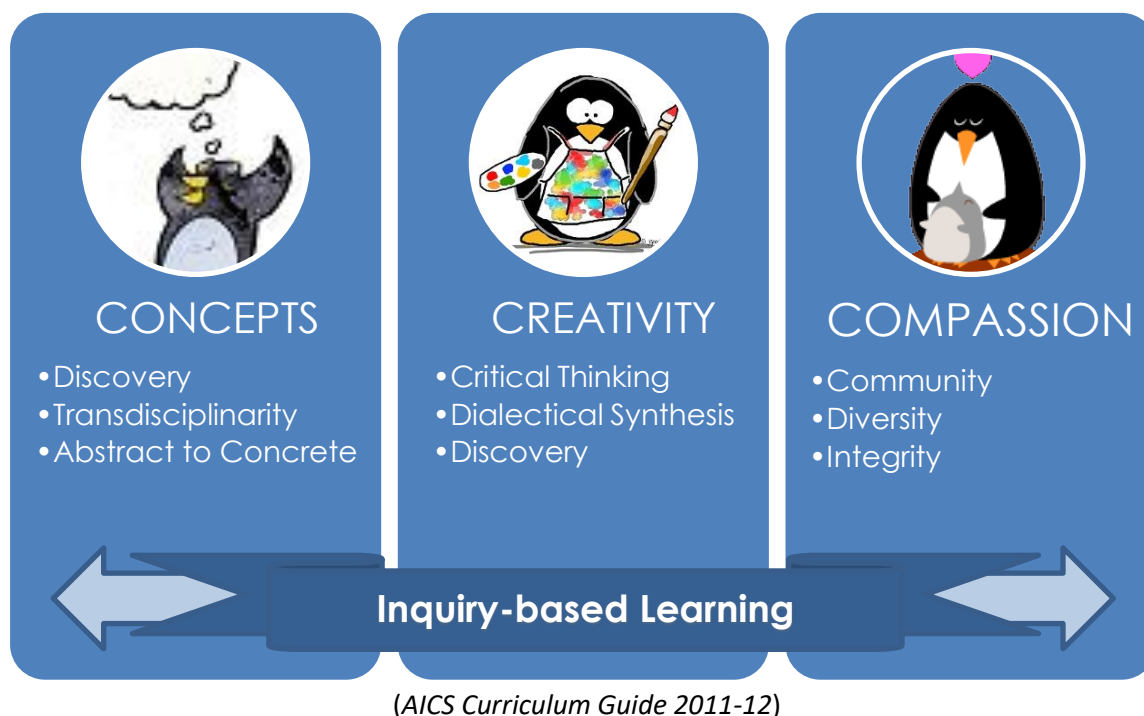
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## The Learning Lenses

The Mission, Vision and Values statements form the philosophical basis of all activity at the AICS. They can be synthesised into three Learning Lenses:

- Concepts
- Creativity
- Compassion

These lenses in turn have aspects, which are explained in the AICS Curriculum Guide:



Concepts, Creativity and Compassion capture our core values by linking us back to the IB mission; we practice this through inquiry-based learning.

### Concepts

Concepts are constructs created from synthesis of abstracted ideas through and in alignment with critical thinking.

### Creativity

Creativity is the ability to synthesise new ideas.

### Compassion

Compassion is the interplay of the affective and cognitive domains.

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## AICS Assessment Philosophy

Assessment at the AICS is a dynamic, ongoing process that evaluates the conceptual, creative and compassionate development of the child, guides teachers and informs the programmes they teach. We aim to help our students to engage with the interplay of their affective and cognitive evolution and to progress to a higher, more independent level. This process entails the development of concepts from the abstract to the concrete and the creation of new relations and patterns.

### 1. Purposes of assessment

- 1.1 Assessment is meaningful when it anchors learning in a relevant context helping students to create a link in their minds between their studies and real-world issues.
- 1.2 Assessments consist of both formative and summative assessment.
  - a. Formative assessment informs the students and teachers of the student's progress and further informs the teaching and learning.
  - b. Summative assessment identifies a stage in the students learning.
- 1.3 In order to maximize learning, assessment must be accompanied with timely feedback.
- 1.4 Internal assessment is linked to external assessment (e.g. PIM/PIE/CAT in the primary school; CAT in MYP 1 and MYP 4; e-assessments and exams in MYP 5 and DP2 respectively) as a strategy to monitor and improve the success rates of students.

### 2. Internal and external assessment

- 2.1 Internal summative assessment (e.g. school report) and external summative assessment (e.g. standardised tests) identify a stage in the learning of students. Secondary School reports and IB assessments do not have a norm distribution.

### 3. Assessment strategies

- 3.1 Teachers are required to use a variety of tasks and lenses to assess conceptual understanding (i.e. whether the students really understood).
- 3.2 Assessment environments are safe, supportive, and welcoming environments, helping students to develop confidence and a love of learning.

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- 3.3 Assessment results are linked to specified criteria descriptors and levels of achievement and they are informed by evidence and guided by professional judgement.
- 3.4 Assessment of concepts is structured cohesively and linked to the horizontal and vertical articulation of the programmes.
- 3.5 Where more than one teacher is involved in assessment at a particular level, assessments are designed collaboratively.
- 3.6 Teachers engage in standardisation of assessment; for MYP, CP and DP standardisation sessions are scheduled throughout the year during allocated meeting times.

### 4. Assessment tools

- 4.1 Assessment for inquiry-based learning consists of problem solving; project-based learning; criterion referencing; developmental tracking; analysis; research; application; modelling; and communication showing understanding.
- 4.2 Formative assessment tasks consist of a variety of formal and informal tasks including, self-evaluation, peer review and teacher feedback as well as any other tools that are actively used to improve student learning by either the student or the teacher. In addition, formative assessments may serve to make the students gain better understanding of their own performance. Teachers should keep a record of formative assessments.

### 5. Summative assessment of group work

- 5.1 The school highly values group work and the collaborative skills the students develop through this. For summative assessment purposes, each individual student's input needs to be assessed individually. Therefore, group work is assessed on individual achievement. (International Baccalaureate Organization 85)

### 6. Reporting

- 6.1 Reporting takes place at specified moments during the year. It explains the formative journey of the student and identifies the stage the student has reached across the course of study.
- 6.2 Reports indicate most accurate demonstration of student performance.
- 6.3 For MYP, CP and DP students only
  - i. The report grades strive to reflect assessment of the whole course, MYP, CP or DP.
  - ii. The report includes the students' self-reflection on the term.

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**iii.** The report will indicate progress with regards to the Approaches to Learning Skills. For additional information, please see the *Teachers Handbook* and *Students Handbook*.

### 6.4 For MYP students

- i.** All criteria and all strands will have been assessed twice by the end of the school year.
- ii.** At the end of the first term, all criteria will have been assessed once, but may not incorporate all strands and as such, the grades are an estimate of performance.
- iii.** At the end of the second term, all criteria strands will have been assessed once and therefore the final criterion grades are indicative of achievement. (International Baccalaureate Organization 82)
- iv.** Report grades awarded in the MYP will be determined using the best-fit method. The best-fit method is determined by the teacher using his or her professional judgement in conjunction with evidence from the students' summative assessments, in order to determine the descriptor that best fits the students' ability. For examples of application, please see the Case Studies in Appendix A.

### 6.5. For CP and DP students

- i.** The report grade should reflect the students' ability at that point in time, applying the latest available May exam session grade boundaries published by the IB or BTEC.
- ii.** Assessment results should aim to reflect the student's ability of the whole course. For some subjects this will mean that assessments are cumulative. The nature of the DP courses can vary considerably and thus each subject area will provide an overview of the grading process which will be included in the Programme of Assessments and Examinations which needs to be submitted to the Dutch Inspectorate by 1 October.
- iii.** For CP, in addition to the IB subject requirements, the BTEC component assessments will be clearly outlined in the CP Programme of Assessment and Examinations

## 7. Home learning and independent study at school<sup>1</sup>

- 7.1 The aim of home learning and independent study is to enhance and consolidate student learning; this should be meaningful and kept to a minimum.
- 7.2 Teachers are encouraged to use home learning opportunities to suggest and encourage extension activities.

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<sup>1</sup> We are currently developing a *Home-learning and Independent Study policy*, the document of intent has been added as Appendix B. This still requires transposing into a practical and workable solution.

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- 7.3 Teachers are also encouraged to use home learning opportunities to engage students in using transfer skills.  
See Appendix B for our Home-Learning and Independent Study policy in the Secondary School.

## 8. Assessment in Secondary School – MYP, CP and DP

### 8.1. Summative assessment

- i.** Summative assessments are planned and indicated in Managebac, grades are recorded in Managebac, and feedback is provided to the students by the teacher
- ii.** Students are assessed on their language, only when this is explicit in the assessment criteria; also see section 8.4 Language and assessment, for more information please see *AICS Language Policy*, *MYP Principles into Practice*, the BTEC guide and the specific subject guide(s).
- iii.** DP and CP teachers follow the grading criteria models for their respective subjects.
- iv.** CP and DP students receive a Programme of Assessments and Examinations, which includes all the formal information regarding the respective Careers and Diploma Programme assessments, an overview of the various assessments per subject and a calendar overview of all major assessment deadlines in accordance with Dutch Government regulations, Pearson requirements and IBO requirements, including a form, which must be signed and returned.
- v.** MYP 5 students will receive a package including an assessment calendar, all the relevant material for the portfolios, and e-assessments, including a form, which must be signed and returned.
- vi.** MYP 1-4 students will receive an assessment calendar showing their assessment dates.<sup>2</sup>
- vii.** In the IB programmes, summative assessments are assessed following a Criterion-related approach. A criterion related approach means that a mark can be awarded if most descriptions of a particular band have been met.
- viii.** All summative assessment tasks must address subject objectives
- ix.** Teachers should strive to provide task-specific clarifications for the assessments
- x.** In the event that a student is absent or fails to submit a summative assessment the Procedures regarding insufficient progress and missed deadlines (see Appendix C) will be followed.

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<sup>2</sup> This practice will take place for the first time in 2018-2019 and will need to be monitored closely

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- xi.** No assessments may be set the week preceding a test week, preliminary session exam or e-assessment session.
- xii.** No summative assessments due date may be set during the holidays or the day immediately after the holidays.
- xiii.** DP1 and CP1 students allowed to take a retest at the end of the school year will do so according to *Report Protocol*, two days after the report meeting.
- ix.** All students have the responsibility to complete all their assessments including the Personal project, TOK and Extended Essay, Reflective Project, personal and Professional Skills and Language development. For additional information, please refer to the promotion criteria in the *School Guide*.

### 8.2. Results

- i.** All summative assessments are marked and returned within 10 working days (i.e. Monday to Friday, irrespective of which days teachers work), grades are submitted on Managebac per assignment.

### 8.3. Formative assessments

- i.** Teachers are encouraged to use a range of formative assessment strategies; these will vary according to the subject and the preferences of the teachers and students.
- ii.** All formative assessment practices will be actively used to improve teaching and/or learning.
- iii.** Some formative assessment practices must involve peer and self-reflection.
- iv.** Some formative assessments should help the development of particular Approaches to Learning Skills.
- v.** Formative assessments should enable students to improve their own understanding of their personal development.
- vi.** Feedback given on formative assessments must be timely and meaningful.
- vii.** The goals and objectives for formative assessment must be indicated in the Unit Plans.

### 8.4 Language and assessment

- i.** Students will take part in the language courses available in the structured curriculum that offer the appropriate level of challenge and will be assessed accordingly. Please refer to our *Language Policy* for further information.
- ii.** Students engaged in language learning as extra-curricular activities should apply Service or CAS learning outcomes where applicable. For CP students, this may be part of the Language Learning module
- iii.** DP/CP students following the School Supported Self-taught Language option and Group 1 language programmes not offered at school will need to meet the requirements at the end of the academic year. The promotion criteria are outlined in the *School Guide* apply.

### 8.5 Assessment for ELIP students



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**i.** The vision for our students with little to no English is to include them in all aspects of learning and everyday school life.

**ii.** Guidelines

- ELIP lessons aim to use the subjects' content (where possible) as part of the ELIP curriculum.
- Subject teachers and ELIP teachers need to communicate in order to clarify the ELIP students' learning expectations.
- A well-maintained dialogue between home and school needs to be maintained in order to support the students in their acquisition of the English language also outside school hours.
- Students with the same best language will be coupled to aid English language acquisition.

**iii.** Timeline & actions

- The entry/transition/exit terms refer to 3-months blocks that may coincide with the school terms.

**iv.** Entry term

- Students attend the ELIP class for 3 months.
- Students attend their normal classes as much as possible.
- Subject teachers simplify the unit tasks if possible. For example, they may offer the students simplified texts, images instead of text or text in the students' best language.
- Students participate in the assessment tasks, but they only receive written/oral comments and not grades.
- Students do not receive any LoCs.
- In the report card, there are only subject comments. If the comments are repetitive, the mentor might decide to summarize them and write a general comment.
- Every month, the parents receive a short mentor update with teachers' recommendations for supporting the student learning at home.

**v.** Transition term

- Students exit ELIP and enter the appropriate LA phase.
- Students attend all the classes.
- Students keep receiving tasks with simplified language/visual aids/in their best language if possible.
- Individual teachers decide whether students are ready to participate in the mainstream assessment or they should still receive comments.
- Report cards might be a combination of comments and grades.
- Students receive LoCs only if they participate in the mainstream assessment of a particular subject.
- The parents receive a short mentor update with teachers' recommendations for supporting the student learning at home every month.

**vi.** Exit term

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- The students attend all classes and fully participate in the mainstream assessment.
- The mentor keeps an open communication with the parents. A level 1-2 in a subject can be the starting point (and not the end) of the developmental process.
- Only the exit term assessment will be used for promotion or other decisions.
- Any issues related to English language development during this term will be discussed with the mentor, and the SST team. These teams will suggest actions and employ interventions.

### 8.6 Students new to the school

- i. New students will be assessed in the same manner as existing students
  - a. For MYP students, final grades will only be awarded once all the strands of a criterion have been assessed.
- ii. Special accommodations are made for MYP students with minimal levels of English following the ELIP programme or just emerging from the ELIP programme please see the section 8.5 *ELIP Assessment* for additional information.
- iii. Students coming into the DP from non-MYP schools will be given a Maths and English placement test in order to determine the appropriate entry level. Students with an IB background will also be expected to take the Maths placement test.

### 8.7 Inclusive assessment arrangements

- i. In particular situations, assessment needs of individual students can be accommodated (e.g. extra time, use of a laptop etc.). The internal assessments arrangements are outlined in the students' IEP and can be requested through the SST support team. Please refer to (Appendix X for the process to request internal assessment arrangements for MYP 5 – DP2/CP2, currently under construction).
- ii. Reasonable adjustments may be made to the assessment process for in-class testing of students with Internal Assessment Arrangements following the guidelines in the student's Individual Education Plan (IEP). The conditions, irrespective of the Internal Assessment Arrangements are as follows: the learning outcomes may not be changed; the student should not be placed at an unfair advantage or disadvantage. The teacher will use his or her professional judgement to determine the best course of action. In case of doubt, one of the IB Coordinators may be consulted. (International Baccalaureate Organization 85)
- iii. In most cases, for assignments requiring completion outside of class time, no extra time will be allocated (e.g. essays, Personal Project). In the event that this is considered necessary, the IB coordinator must be consulted.

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**iv.** While inclusive assessment arrangements can be made for students in particular situations, the learning outcomes may not be modified. Unfortunately, we are unable to accommodate students with learning diversity needs that require modification of the learning outcomes.

### 8.8 Managebac

**i.** All summative assessments for both MYP and DP are planned on Managebac; the latest a deadline may be set on any given day is 20.00. Changes to assessment dates may only be made in direct consultation with an IB coordinator.

**ii.** All grades for summative assignments are recorded in Managebac for MYP, CP and DP.

**iii.** Summative Assignments on Managebac must indicate the following:

- approximation of time to be spent on an assignment
- the subject
- the teacher
- nature of the assignment
- The appropriate colour code (see appendix 2).
- (For additional information, please refer to the Managebac Instructions.)

**iv.** For EE, PP, CAS, Service, Reflective Project, Personal and Professional skills and Language Development, and TOK, progress is indicated and updated regularly on Managebac.

**v.** Students must upload the relevant documents to Managebac as instructed.

**vi.** Uploading corrupted and/or empty files is unacceptable. Please refer to the Academic Honesty Policy for the procedure concerning corrupted files.

### 8.9 . New and in-service teachers

**i.** New teachers will be familiarised with the school's and IB assessment practices during their induction programme. For additional information, please refer to the AICS Induction Manual.

### 8.10. Test weeks, DP/CP preliminary sessions and E-assessment preliminary sessions

**i.** Test weeks, DP/CP preliminary sessions e-assessment preliminary sessions are considered major benchmarks in determining students' abilities and skills as well as providing valuable information to direct teaching and learning in the classrooms. The results will be included as part of the student's summative assessment record.

**ii.** BTEC level 3 Business assessments will be conducted in class, per module. The assessments are internally assessed and externally moderated

**iii.** All formal assessments as stated above are carried out according to formal IB/Pearson external assessment procedures. For more information, please refer to the relevant protocols (in Managebac for students).

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### 8.11 E-assessments, CP and DP exams

**i.** Both the MYP5 e-assessments and the DP exams are subject to strict IB regulations as well as legal requirements set by the Dutch Education Ministry. More information can be found in the school's *Programme of Assessment and Examinations*, (requires submission to the Dutch Government by 1 October), the *Diploma Programme Assessment Procedures* and the relevant sections of the *Examen Reglement Esprit*.

**ii** CP students sitting BTEC exams are subject to Pearson regulations in addition to point 8.11 i. above

### 8.12 Predicted grades

**i.** We strive to provide students and universities with accurate predictions: students need to work with realistic expectations and universities need to trust our predictions as a reliable source.

**ii.** Predicted grades for universities are shared with students and parents upon request only. Please note that requests from parents to change grades, predicted or otherwise will not be honoured.

**iii.** Predicted grades for Internal Assessments, TOK essays, TOK presentations and externally assessed components will be shared with the students. It is of utmost importance to note that these grades may change subject to external marking and/or moderation.

**iv.** Please note that poor grades may have a negative effect on a student's morale. The IB Coordinators and the student's mentor and parents will need to provide emotional support and continued encouragement.

### 8.13 Publication of examination results

**i.** Students receive information regarding their results in their Exam information packages.

**ii.** Teachers will receive results the day after these have been made known to the students.

**iii.** Examination session results, MYP, CP and DP will be emailed to the parents, published in the *AICS Newsletter* and on the school website and presented during the first Parent Information Evening of the school year.

### 8.14 Timelines and distribution of workload

**i.** We strive for an even distribution of planning and implementation of assessments for both teachers and students, for this reason moving deadlines and granting extensions is deemed undesirable in most cases. Please see Managebac, 8.8.

**ii.** Teachers will provide assessment overviews for students per year level that will be coordinated during planning sessions per year level; the dates can be found in the Whole School Calendar for teachers and Managebac for students.

**iii.** Students will be requested for feedback concerning their experiences of the distribution of workload on a regular basis in their

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mentor periods. In addition, the Student Council is advised to review this point on their agenda at least twice per year.

### 8.15 Analysis/ evaluation of results, MYP and DP

- i. The school is committed to the students' success in both the MYP 5 e-assessments as well as the DP exam.
- ii. Examination results are evaluated in the following manner:

### **DP and MYP 5 IB Results Analysis**

Assessment guides the learning and teaching.

Stakeholders involved in the results analysis:

Students, teachers, Subject Area Coordinators, IB Coordinators, Leadership Team, Management Team.

#### **Process:**

Students will be asked to provide feedback after their exams via a questionnaire.

Teachers fill in the G2 form individually.

IB Coordinators distribute the results to the teachers the day after they become accessible to the students.

Individual teachers will complete the guided reflection form<sup>3</sup>, carefully considering how this will impact their teaching and the students' learning in the future. Decisions made will be incorporated explicitly in the Unit Plans. There will be a standard form addressing a number of questions to show improvements in Subject knowledge, understanding as well as general ATL skills, and subject-specific skills. Teachers will also compare their Predicted Grades with the actual grades in order to determine trends. The aim is for Predicted Grades to be as close to the actual grades as possible. Following the individual teacher reflections, the Subject Area will compare data and plans, identifying commonalities and differences, develop ideas for improvement within the Subject Area, and if appropriate adjust the curriculum in previous years. The information from the Subject Areas is taken to year level discussion where the focus is on ATL skills for that year level.

For the Core elements of the programme, a yearly evaluation will take place between the mentors, IB Coordinators, Leader for Learning Creativity and the Core coordinators in order to discover trends, analyse data and suggest changes and improvements.

For MYP 5 Interdisciplinary units, a separate evaluation session will be scheduled in order to review and suggest improvements for preparation and delivering Interdisciplinary units.

The IB Coordinators will distribute the Internal Assessment Feedback Forms subject reports for both MYP and DP to the Subject Area Coordinators once they have been published. Teachers in Subject Areas will review these and adjust their action plans accordingly.

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<sup>3</sup> Currently being developed (15 June 2018)

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The IB Coordinators, Leaders for learning and management Team carefully look at the results and feedback from the various levels and where necessary, seek further clarification from teachers. The IB Coordinators analyse the data in relation to previous years and effects of improvement actions. The Leaders for Learning may address the results and resulting actions in the Focus interviews with the individual teachers. The focus will be on determining trends, analysing and comparing the results data, determining areas for professional development if necessary and addressing major points in the Activity Plan.

This process will provide the context for the raw data for the Parents' evening at the beginning of October.

**Product:**  
**Evaluation and Analysis Folder (academic year)**

<b>File</b>	<b>Accountable</b>	<b>Timing DP</b>	<b>Timing MYP</b>
Student Feedback	IBCOs	End of May	End of May
Evaluation and Action Plan Core Elements	IBCOs	End of July	End of July
Evaluation and Action Plan MYP 5 IDU	IBCOs	N/A	End of June, follow up October
Individual Teacher feedback and action plan	Individual teachers	End of July	End of September
Subject Area feedback and Action Plan	Subject Area Cos	Beginning of September	Beginning of October
Year level feedback and Action Plan	IBCOs	Mid-September	End of October
Results analyses in relation to previous years	IBCOs	End of September	Beginning of November
Subject Area Reports	IBCOs	September	End of September
Internal Assessment Feedback	IBCOs	September	End of September
Parent Information Evening	IBCOs/LfL/MT	Beginning of October	Beginning of November
Implementations for Activity Plan	IBCOs/LfL	End of October	End of October
Action Plan for PD	LfL	End of October	End of October

**\*\* This section is currently under review and will be revised prior to implementation of the CP**

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### 9. Relevant documents and Consulted (C) Documents

*Student Handbook*

*Teachers Handbook*

Relevant IB subject guides

*MYP, From principles into practice (IBO) (C)*

*Diploma Programme assessment: Principles and practice (C)*

*AICS Language Policy* including the Best Language Development

*AICS Home-Learning and Independent-Study Policy* (currently under construction)

*Programme of Assessments and Examinations*

*School Guide*

*Student Support Handbook*

*Academic Honesty Policy*

Whole School Calendar

*AICS induction Manual*

*Embedding Formative Assessment*, Dylan Williams

Visible Thinking (online)

### 10 Disseminating understanding and making the policy available

- i.** The Leader for Learning Compassion ensures that the relevant and correct information is reflected in the Student and Teacher's Handbooks and updated when and as necessary. The Leader for Learning Compassion also ensures that mentors familiarise the students with the policy.
- ii.** The head of school ensures that the policy is available to the school community at large and that the policy is reviewed in a timely manner.
- iii.** The Leader for Learning Concepts ensures that Subject Area Coordinators, teachers, students and staff are aware and actively engaged with the Assessment policy.
- iv.** The IB coordinators monitor and ensure compliance with IB regulations and help develop understanding of IB assessment practices.
- v.** The Staff Peer Coaches introduce new teachers to the policy. New teachers will also receive an introduction to IB assessment practices during their induction week.
- vi.** The Teacher trainee Liaison introduces new teachers to the policy. New teachers will also receive an introduction to IB assessment practices during their induction week.



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## 11 Review cycle and future research

### 11.1 Review cycle and timeline

#### **Inquiry (year 1): August 2017 – July 2018**

The IB Coordinator and Leader for Learning Concepts gathered Information through direct feedback, focus groups, surveys, Student and Staff Council input, from teachers and students (via the mentors) using the design thinking method reference NoTosh

A Committee formed by the IB Coordinator and leader for Learning including all stakeholders reviewed the feedback, addressed the issues raised and ensured compliance with IB regulations.

The feedback has been incorporated in the policy, presented to the Management and Leadership teams; then submitted to the Participation Council for approval.

The Policy will be implemented in August 2018.

#### **Action (year 2): August 2018 – July 2019**

The policy is implemented for the whole of the academic year.

#### **Reflection/ Inquiry (year 3): August 2019 – July 2020**

- i. Feedback is collected from all stakeholders:
  - a. The students will provide feedback via the mentors and the Student Council, coordinated by the IB coordinator
  - b. Teachers are requested to bring feedback up to their Subject Area Coordinators as they use the policy. The feedback will be collated during the SACO meetings. In addition, the IB Coordinator will run a survey to collect feedback on the policy from the teachers.
  - c. Subject Area Coordinators will provide feedback twice a year during the Subject Area Coordinators meetings.
  - d. Parents will be requested feedback through the review committee, led by the IB Coordinator.
  - e. The IB Coordinator will collect any feedback incurred from any further research which has taken place.
- ii. A Review committee will be formed in January 2019 representing all stakeholders. The committee lead by the IB Coordinator will address the feedback, where possible incorporate this into the policy. The policy will then be submitted to the Participation Council for approval.

### 11.2 Further and/or continued research.

- i. Is welcomed and supported by the AICS in the following areas:



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- the subject
  - the assessment of understanding;
  - the assessment of affective learning goals such as resilience or respect;
  - the assessment of international mindedness;
  - fair distribution of assessments across the year taking into account student and teacher workload;
  - incorporating extra-curricular Best-language development in the assessment procedure;
  - reviewing the assessment philosophy statement with regards to the three lenses;
  - assessment of language outside the curriculum incorporated in the curriculum;
  - Indicating on the report which strands have been addressed;
  - The effects of assessment on learning;
  - How to implement the Home-learning and independent study policy effectively;
  - Developing understanding of Dylan William's research on formative assessment throughout the school community in order to reduce feedback given on summative assessments and increase meaningful feedback given to formative assessments.
- ii Teachers interested in pursuing research in any of the above areas are encouraged to speak to their line manager to discuss the possibilities.

### Works Cited

International Baccalaureate Organization. *MYP: From Principles into Practice*. Geneva, 2017 2017.

### Works Consulted

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### Appendix 1 – MYP Assessment Case Studies and Frequently asked questions

#### Case Studies and Frequently asked Questions

##### Case Studies

Determining an MYP end-of term grade:

Peter and Jake both have the following marks for Maths (all marks are out of 8)

Criterion A : 6, 4

Criterion B: 5, 5

Criterion C: 3, 5

Criterion D: 6, 8

The teacher awards the following final grades on the report:

	Criterion A	Criterion B	Criterion C	Criterion D
Peter:	6	5	5	6
Jake	4	5	3	8

##### How is this possible?

The teacher is responsible for determining the final mark that best fits the students' ability. Where at first glance this may seem arbitrary, the teacher will have very good reasons for making these choices.

If we look at Peter's grade for Criterion A, the teacher may have opted for the higher grade because Peter has shown good understanding throughout his formative assessments; the teacher has collected anecdotal evidence to support this.

For Criterion D, on the other hand, the sustained evidence including formative assessment does not show that the mark of 8 correctly reflects the students' ability. Perhaps this assignment only assessed one strand while the previous addressed several.

The important point here is that it is essential for teachers, students and parents to engage in understanding the student's progress.

Jake's 4 for Criterion A may seem equally unfair. However. If we know that Jake has found Maths increasingly more difficult throughout the year; this criteria represents his understanding of the Maths, then this would explain the grade.

In contrast, Jake's grade for Criterion D shows that he is able to reflect on his work and that he has done so with great care showing a marked improvement.

##### Frequently asked questions

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**Q: Can the teacher reduce my grade because the assignment was handed in late?**

A: No

**Q: If I don't hand in an assessment can the teacher give me 0 marks?**

A: No, the teacher can only give you 0 marks if you complete the assessment and do not achieve a higher band.

**Q: Can the teacher convert a percentage grade or grade out of 10 to a Criterion grade?**

A: No, all assessments must be criterion related.

**Q: What does Criterion related mean again?**

A: Criterion related means that a teacher will award a mark based on the criteria that best fits the student's ability for that criterion. This means that achievement levels may spread across more bands, but overall this band fits best.

**Q: Is it true that I have to complete all my assessments?**

A: Yes, you need to complete your assessment portfolio for each school year.

**Q: I am dyslexic; does that mean that I can have special assessment arrangements?**

A: Yes, please see the section on Assessment arrangements

## Appendix 2 – Managebac colour coding

### ManageBac: a colour code proposal



**Green:** events and normal (formative) homework.

**Yellow:** (Formative) ATL exercise.

**Orange:** (Summative) work done in class.

**Red:** (Summative) test/assignment done/prepared at home

Figure 19. A traffic light as an easy placeholder to symbolize the system of colour coding in ManageBac

Colour codes for Managebac:

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Red: #ee1d24  
Orange: #f16522  
Yellow: #fff100  
Green: #00a650

## Appendix 3 – Home-Learning and Independent Study Policy

(Although this document forms an Appendix to the AICS Assessment Policy, it will for an integral part of the review process)

### Home Learning and Independent study Policy

#### Vision

Our vision on home learning is for our students to extend their interest and engagement while deepening their understanding of school learning and being able to share this at home, fostering lifelong learning.

#### Mission

Our mission is for home learning to be a meaningful extension to learning that will empower students to further develop the skills and values as well as deepening understanding of the learning at school in manner that is engaging and interesting while working to preserve a healthy school-life balance.

### Implementation of this Policy

We are aware that implementing this policy in daily practice still requires considerable work. The next step in the process is to see how we can work towards translating the ideas and vision into daily practice.

We are, committed to working towards practical implication of the policy and will request a team to work towards this these coming months.

#### Aims

##### Home learning and Self-Study

1. **Time** spent on home learning should be reasonable and increment as the demands of the programmes increase.
2. The activities should have a clear **purpose** and clear **instructions**.
3. Students should have the opportunity for **feedback on and/or sharing** of their formative home learning
4. Students must be provided with a time indication that the learning requires

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5. Home learning **distribution** should be fair across all subjects
6. Home learning should relate to school learning
7. Home learning is an ideal opportunity for students to broaden their horizons and develop their interests further through projects in their community, Service and/or CAS activities
8. Teachers are requested to minimise screen activities for home learning where possible
9. Each day we encourage parents/guardians to spend time with the student to review what they learned at school

### Home-school connection

1. Home learning takes into account the **balance** between home and school and strives to maintain harmony within the home life
2. **Organisation** and **planning** are an integral part of the skills required for home learning
3. Home learning activities/experiences are an opportunity to make **meaningful connections** between school and home learning
4. Students are encouraged to **choose** activities to involve and engage their parents in their learning (for example visiting a museum, going on a field trip)

### Qualities of home learning

- Home learning needs to be meaningful
- Home learning should be interesting and engaging

### Skills, Home learning and Self-Study

- Home learning is an opportunity for students to develop perseverance
- Home learning is an opportunity for motivation
- Home learning is an opportunity for reflection
- Home learning is an opportunity to further develop transfer skills
- Home learning is an opportunity to establish good study routines
- Home learning is an opportunity to deepen and consolidate conceptual understanding

Year Level	Approximate time allocation per week	Aim Higher/ Study time per week	Review per day
MYP 1	1 h 20	Reading Revision	10 min per day with a parent/guardian

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MYP2	2 h 45	2 periods Aim Higher (2 x 45 minutes) Reading Revision Complete home learning	15 min and tidy files/materials with a parent/adult
MYP 3	3 h 30	3 periods Aim Higher (3 x 45 minutes) Reading Revision Complete home learning	15 min tidy files/materials
MYP 4	3 h 30	3 periods Aim Higher (3 x 45 minutes) Reading Revision Complete home learning	15 minutes
MYP 5	4 h 40	4x45 minutes per week. At least 2 periods during Aim Higher to do: Reading Revision Complete home learning	20 minutes
DP 1	4 h 40	4x45 minutes per week. At least 2 periods during Aim Higher to do: Reading Revision Complete home learning	20 minutes
DP2	6 h 15	3 periods of Aim Higher 1.5 hours at home/Aim Higher to do: Reading Revision Complete home learning	30 minutes

Still required:

Specific review activities

Examples of activities that extend learning

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### Appendix 4 – Procedures regarding insufficient progress and missed deadlines

(Although this document forms an Appendix to the AICS Assessment Policy, it will for an integral part of the review process)

#### Procedures regarding insufficient progress and missed deadlines

##### **Procedures:**

1. Students may receive 2 Letters of Concern per term including missed deadlines for in-school summative assessments and concerns regarding academic or core progress. This applies to both DP and MYP students and includes the submission of files in which the content cannot be accessed, corrupted and empty files even if this was unintentional.
  - a. For in-school assessments, the teacher will send an LOC within 2 days of the submission date. The student and parents will receive the LOC within 5 days of the submission date.
  - b. Work for missed assignments will be completed on the Friday afternoon indicated in the letter from 16:30 – 18:00. The work will be assessed and feedback given. (In exceptional circumstances, should it not be possible for the student to attend, the assignment may be moved to Catch-up Week in which case the work will be assessed.)
  - c. For insufficient progress for academic or core programmes, a catch-up plan will be determined with the teacher and indicated on the Letter of Concern.
2. A further transgression after the second Letter of Concern, the students and parents will receive a Letter Signalling a Non-promotional Report until the deadline has been met or sufficient progress made following the procedure outlined in points 1 a and b.

In addition:

- a. The parents will be contacted by the mentor in person (either by phone or invited in to school).
  - b. At this point, the student will be presumed to have a non-promotional report.
  - c. The work may still be handed in during catch-up week and will be assessed (no feedback will be given).
  - d. For insufficient progress for academic or core programmes, a catch-up plan will be determined with the teacher and indicated on the letter signalling non-promotion.
3. Following the Letter Signalling a Non-promotional Report, should another deadline be missed or insufficient progress made, for the fourth (in highly exceptional circumstances subsequent situations) students and parents will receive a **Letter Notifying Non-promotion**. Following the procedure outlined in points 1a and 1b.
  - a. The student has a non-promotional report
  - b. The parents will be invited in to school by the mentor to meet the Leader for Learning

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- c. The Careers Counsellors will be consulted to advise on appropriate school options
  - d. A comprehensive action plan will developed and implemented in consultation with relevant parties (teacher(s), SST, mentor, parents, students etc.)
4. In the event of illness or authorised leave of absence.  
The student will hand in the assignment or meet the deadline the day that s/he returns to school or attends the next lesson. Missed tests can be caught up in consultation with the teacher or on the Friday between 16.30 and 18.00. Teachers are requested to discuss this with the students and inform the relevant leader for learning. A letter home will only be sent if the student has not met arrangements upon return to school. For information regarding absences please refer to AICS Student Attendance Procedure available on the Community website
5. Internal assessments, external assessments, e-portfolio assessments and exams (e-assessments and DP exams)
- a. Dates indicated in the assessment calendar are official IB deadlines, missed deadlines will result in no grade being awarded for the relevant component. The IBO determines whether a final grade will be awarded or not. Please refer to the relevant Programme of Assessment and Examinations for the procedure.
6. Tests missed during test week or Prelims
- a. Students with a valid reason for missing a test will be eligible to catch up on the missed work in consultation with the IB coordinators (valid reasons will determined on an individual basis).
7. For cases of Academic Misconduct, different procedures apply; please refer to the AICS Academic Honesty Policy (2017)

### Definition of terms

**In-school summative assessments** - assessments that influence the report grade

**Non-promotional report** - report that does not show that the student has made sufficient progress to access the next academic level the following year

**Core programmes** - include aspects of the MYP and DP namely, CAS, Service, Personal Project, Extended Essay, Approaches to learning skills and Theory of Knowledge.

**Academic progress** - includes the submission of drafts and other assignments that may affect the students' progress.

### Who does what?

The Student:

- Hands in work on time
- Attends required sessions

The subject teacher:

- Requests for a letter of concern to be sent



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- Provides the Leader for Learning with the missing assignment, materials and instructions
- Assesses and/or provides feedback

Administration:

- Sends the Letter of Concern
- Tracks the number of missed assignments
- Informs the parents, students, mentor and Leaders for Learning

### First/Second Letter of Concern for

Dear parents and student,

Missed assessment or core programme deadlines

Insufficient progress regarding academic or core programmes

Please be informed that this is the first/ second time this term that *Name* has missed a deadline.

The deadline has been missed for:

*Insert relevant information from the teacher*

*Name* may complete this assignment on or before Friday *insert date* from 16.30 - 18.00. Not making use of this opportunity will result in continuation of the *Procedures regarding insufficient progress and missed deadlines* outlined in the relevant section of the *AICS Assessment Policy* (2018).

### Letter Signalling a Non-promotional Report

Dear parents and students,

This is the third time this term that *insert name* has not met

- an academic or core programme deadline
- the requirements to show sufficient progress

The deadline has been missed for:

*insert relevant information from the teacher*

We are very concerned about the implications of this for your end-of-term report.

*Name*'s mentor will be contacting you shortly in order to discuss this matter.

*Name* will have the opportunity to make up this assignment during Catch-up week.

### Letter notifying non-promotion

Dear .....

As this is the fourth time this term that *Name* has not met

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- an academic or core programme deadline
- the requirements to show sufficient progress

The deadline has been missed for:

*insert relevant information from the teacher*

Please be informed that *Name* currently has a non-promotional report due to not submitting/ not meeting the requirements.

We kindly invite you to attend a meeting to discuss the best manner to proceed for *Name*.

### **Letter notifying missed deadlines**

Dear .....

*Name* has missed a deadline for:

*insert relevant information from the teacher*

As you have been made aware *Name* currently has a non-promotional report and we are in discussions with you to plan the best manner to proceed for *Name*