



TEMA INTERNATIONAL SCHOOL

ASSESSMENT POLICY

2018

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1. Policy

Assessment is the process of gathering information that accurately reflects how well a student is achieving the learning outcomes in a course. **Assessment is used to communicate and support student learning and encourage student success.** Evaluation is the process of analyzing assessment information to determine student achievement of the learning outcomes for the purposes of grading and reporting. The primary purpose of assessment and evaluation is to improve student learning.

Effective assessment allows students to demonstrate a broad range of conceptual understanding and skills, and demonstrate critical thinking abilities. Assessment teaches students to analyze their own learning, reflect on their areas of achievement and areas for improvement, and set goals for their own learning. Assessment helps students develop effective learning skills and strategies.

Effective assessment allows teachers to identify individual student's strengths and areas of concern in relation to the curriculum outcomes. **Teachers use assessments to guide instruction and to provide timely and clear feedback to improve future learning.**

Effective assessment provides parents and guardians with evidence of student learning and information about their children's strengths and areas of concern in relation to the curriculum outcomes. **This information can be used to support student progress and achievement.**

Teachers use a variety of formative and summative assessments to support and encourage student learning. At TIS, assessment is criterion-referenced rather than norm-referenced. This means that student work is marked in relation to clearly defined levels of skill attainment rather than against the work of other students.

2. Implementation

Formative assessment involves the ongoing process of gathering and interpreting evidence to monitor progress in student learning. Teachers use the data to provide feedback and to adjust instruction to enhance learning and achievement. Formative assessments identify the learning needs of students, shape learning, and prepare students for summative assessments. **Only comments, no grades, will be provided for formative assessment tasks.**

Summative assessments measure achievement based on established criteria used to assign a value to represent the quality of student learning at the end of a period of learning. Summative assessments play an important role in the final grade a student earns in a given course. Summative assessments are used to communicate information on student achievement to students, teachers, parents and guardians, and others. **Comments and grades will be provided for summative assessment tasks**

All assessment tasks must be listed on ManageBac (MB). Students must be provided with adequate written notice of the task details, assessment criteria, due date and submission requirements. Each student must receive adequate written feedback on MB to validate the purpose of the task. TIS teachers use the MB calendar to maximize student achievement and minimize student stress.

Three forms of assessment are used at different stages at TIS. School-based assessments are the most common and are essential for student success and contribute to the students' report card marks. Internal assessments are requirements that teachers must assess and forward for moderation. External examinations occur at the end of Grade 10 and Grade 12.

A variety of methods are used to communicate student achievement throughout the academic year. Curriculum outcomes and assessment practices are communicated through course outlines provided to students. Parent meetings are held in September each year to clarify grading and answer any questions parents may have concerning assessments. Parent-teacher interviews are held each semester, providing parents and guardians a time to meet with teachers to discuss their child's progress in each course. As needed, teachers consult with parents and guardians on an individual basis.

Each programme (MYP, IGCSE and DP) will provide a specific handbook that includes specific assessment requirements and procedures.

3. Review

This policy will be reviewed at the end of each academic year.

4. Supporting Material

4.1 The Rationale and Types of Assessment

To communicate student-learning outcomes throughout all grade levels to support and encourage student learning through feedback on the learning process. Student learning outcomes cover knowledge and understanding of a subject as well as cognitive, personal and academic skills and are the starting point in the development of curricula and units of work.

Assessment supports the principles of the programmes and deepens the understanding of the subject content.

Diagnostic Ways of Assessments

Diagnostic testing provides direct feedback to subject teachers. At the start of a school year or unit it gives information about knowledge acquired previously

Formative Assessment

Formative assessment is the on-going monitoring to allow feedback to teachers and students about the students' learning and progress in order to assist them in acquiring the necessary knowledge, skills and understanding. It gives information regarding the students' work habits and in the development of approaches to learning (ATL) skills.

Self-evaluations and reflections are important throughout the educational process where the students reflect objectively upon their strengths and challenges as well of the process of working. Self Evaluations take place during and at the end of each unit. Formative assessment can take place in many different ways and are described in the unit planners

Summative Assessment

Summative assessment takes place at the end of a learning period such as: finalised part of the unit, a unit, end of a semester. These assessments give informed determination of the achieved levels using evidence of assessments undertaken during this learning period.

Assessment Strategies

All teachers are asked to make use of a wide range of assessment strategies, also to cater for the different learning styles, expectations and needs of the students. Use of different assessment strategies also allows for a more balanced view of the student

Interdisciplinary Assessments

Although assessments are subject related and rooted in the subject criteria, teachers are encouraged to look for means to develop interdisciplinary units of work that lead to different assessments linked to the subject specific objectives.

4.2 Guidelines

1. All the teachers are familiarised at the beginning of academic year about the assessment policy, the schedule for major external and internal assessments, as well as requirements for adding assessment tasks on ManageBac.
2. HODs play a major role in the implementation of assessment policy by their team members.
3. HODs are responsible for ensuring a balanced assessment schedule.
4. Teachers use the Approaches to Teaching and Learning skills to keep to develop different assessment strategies.
5. ManageBac is used for all year groups to record assessment outcomes and feedback, which are available to all stakeholders.
6. Students will be allowed a second opportunity to complete a missed assessment. Work handed in after ten days will not be marked, and the student will be awarded a mark of zero for the particular assignment unless evidence is provided that shows that failure to submit the work was unavoidable and not the fault of the student.
7. If a student provides written evidence of illness or other exceptional circumstances, which prevented a student from attending an examination session, the teacher may extend the period of time for completion of the exam after consultation with the Principal. The duration of the extension is at the discretion of the teacher, with the approval of the head of Department and the relevant Curriculum Coordinator. However, the exam must be conducted on the designated date, as scheduled.
8. Parents will receive a full grade report in December and June through ManageBac.
9. Parents will have the opportunity to meet with teachers to discuss their child's progress during the Three-Way Conference in January for which students have set their individual targets for the rest of the year
10. IBDP Grade 12 students prepare an "Individual Excellence Plan" in the second month of year 2, listing out their target predicted grades and plans to achieve the same. Teachers have a one to one meeting with students and decide on the university predicted grade in October of Year 2. Predicted Grades for submission to IB are prepared in the last week of March, Year 2, after the mock examinations.
11. Students with documented special needs are given concession in their Internal and external assessments as per the provisions of the respective boards (CIE and IB). It is the responsibility of the program coordinators to advise the relevant boards of the students with special education needs within the given timeframe.

4.3 Terminology

Specific terminology is needed and should be used throughout to ensure effectiveness of assessment.

- *Aims/ Learning Expectations*: are what we expect students to experience to learn or how they might change by the experience, and a teacher to teach or do at the different stages of the curricula.
- *Achievement Level*: level given when student work reflects the corresponding descriptor.
- *Objectives/ Assessment criteria / Rubrics*: these define what skills, knowledge and understanding are assessed and how a student will be able to achieve specific Achievement Levels.
- *Unit Planner*: allows the subject content to be understood in context and describes planning, assessing and teaching.
- *Key and Related Concepts or Conceptual/ Essential Understanding*: the big ideas of the unit that the students need to retain for the long-term future.
- *Inquiry/ Guiding Question*: Open ended question derived from the Key/Related Concepts and Essential Understanding and unit focus (through Global Interactions in the MYP).
- *Global Contexts: the Six Central Elements of the MYP* giving the common points of entry for inquiries into what it means to be international minded, for each unit.
- *Learner Profile*: the 10 attributes that are at the core of all the teaching guiding us in the development of our curricula and teaching on a day to day basis.
- *Criterion related*: in the Middle Years all assessment is related to previous agreed subject specific criteria/ descriptors.
- *Formative Assessment: related to subject criteria* it concerns on-going informed interaction/ feedback between teacher and student to ensure and to improve student performance.
- *Summative Assessment*: the culminating determination of an achievement level usually at the end of a learning period to inform students, parents and teachers.
- *Best fit judgement*: the judgement by the teacher of the standard of the level of achievement.
- *Grade*: the number assigned to standards of student achievement.
- *Internal standardization*: process by which all teachers of one subject or subject group in a school ensure a common understanding and application of criteria and descriptors.

4.4 Ways of assessments

Diagnostic testing provides direct feedback to subject teachers. At the start of a school year or unit it gives information about knowledge acquired previously

Formative assessment is the on-going monitoring to allow feedback to teachers and students about the students' learning and progress in order to assist them in acquiring the necessary knowledge, skills and understanding. It gives information regarding the students' work habits and in the development of approaches to learning (ATL) skills.

Self-evaluations and reflections are important throughout the educational process where the students reflect objectively upon their strengths and challenges as well of the process of working. Self Evaluations take place during and at the end of each unit. Formative assessment can take place in many different ways and are described in the unit planners

Summative assessment takes place at the end of a learning period such as: finalised part of the unit, a unit, end of a semester. These assessments give informed determination of the achieved levels using evidence of assessments undertaken during this learning period.

Strategies

All teachers are asked to make use of a wide range of assessment strategies, also to cater for the different learning styles, expectations and needs of the students. Use of different assessment strategies also allows for a more balanced view of the student. These different approaches give students the opportunity to show their grasp of the Essential Understanding/ Key and Related Concepts & Contexts

Possible assessment strategies:

- Exhibitions, presentations and performances
- Oral presentation either in class or during assemblies
- Process Journals, Developmental workbook...etc
- Short and long essay questions, end of unit assessments
- Practical assessments (experiments, art products, investigations)
- Self and/or Peer assessments/ evaluations
- Interdisciplinary units
- Open ended tasks
- Portfolio assessment.

Although assessments are subject related and rooted in the subject criteria, teachers are encouraged to look for means to develop interdisciplinary units of work that lead to different assessments linked to the subject specific objectives.

4.5 The Criteria Used for Assessment

The criteria that are used for assessment are based on the subject specific MYP objectives in the TIS MYP classes, and the IBDP objectives in Grades 11 & 12. The assessments measure the individual achievements of the students against the subject specific criteria.

In each subject the criteria are made task specific for each unit and can be explained in rubrics that accompany each unit. The descriptors in the rubrics describe the different levels of achievement and derive from the objectives. Criterion Related Assessment gives students more informed feedback as to how they performed and what they can do to improve. Each unit is worked out in a Unit Planner and is explained in detail to the students. The stage 1 of the unit planner in MYP describes the concepts and context of the unit as well as the broader picture.

Although the Global Context is not assessed as such, they do give the context and focus of the units in the middle years. The stage 1 of the units give the meaning and the focus of the unit and shows the link to the real-life situations.

ATL (Approaches to Learning) is a part of each unit, though the emphasis can be on one or more of the five different skill categories of the ATL as described in the From Principles into Practice, for which different teaching and learning strategies are applied. The MYP approach to assessment recognises the importance of assessing not only the product, but also the process, of learning.

4.6 Roles

The student is expected to do the following:

- Present neat work appropriately. Written work should be completed in blue or black ink, and diagrams should be in pencil and/or coloured pencils
- Sources of information must be cited, preferable using the Harvard Style as described in the Academic Honesty Policy.
- Be on time to class and fully prepared with all the appropriate materials for class work and assessment activities
- Respect each other's right to learn and to collaborate constructively with peers
- Submit any required work – homework, class work, assignments and projects, etc on time.

The teacher is expected to do the following:

- Clearly explain the requirements for each piece of work and provide students with relevant assessment criteria/rubrics.
- Allow adequate time for students to complete any given assessment task.
- Provide adequate access to any materials necessary for the successful completion of any assessment task.
- Assess all work appropriately, provide clear feedback and return it to the student promptly.
- Ensure that references are properly cited (Refer to Academic Honesty Policy)
- Ensure at least two assessments are given against each criterion (in MYP) for the final grade report where possible

Teachers are responsible for designing and providing formative assessment structures and practices that help students to improve their understanding of what constitutes the requirements for the highest levels of achievement are and where their own work stands in relation to this. Assessments must be returned to students within two weeks of the date they were submitted by students. The work should be accompanied by oral or written feedback. Formative assessment is also important for the teacher, as it should provide detailed feedback on the nature of the students' strengths and challenges. The emphasis here is on making the student a better judge of his or her performance and then helping him or her to develop strategies to improve. Students need to understand what the assessment expectations, standards and practices are and these should all be introduced early and naturally in instruction as well as in class and homework activities. This is carried out by the subject teachers under the guidance and supervision of the HODs.

The Programme Coordinators have the responsibility of monitoring the implementation of this policy across subjects through regular meetings with the HODs and random inspection of assessment items, unit plans, lesson plans, and teacher assessment data.

4.7 The Programmes

The IB programmes (MYP and DP) are using the IB Grade Descriptors:

<i>Grade</i>	<i>Boundary Guidelines</i>	<i>Descriptor</i>
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Assessment in the IBDP

Summative assessments in each subject conducted during a semester have a weighting of 40%. End of semester exams conducted will carry a weighting of 60%. The assessment requirements of Group 6 subjects – (Theatre, Music and Visual Arts) being different from other subjects from Group 1 to 5, will have a different set of requirements in terms of the tasks to be completed every semester contributing to the final grade of that semester. Details of this can be found in the Group 6 section of the TIS – IBDP handbook.

TOK and EE will be graded on the scale of A to E based on the progress achieved. CAS progress will be mentioned in the semester reports.

Students on probation

At TIS, DP students are required to gain a minimum Grade 4 in any DP HL subject to proceed to the next semester. A student scoring less than 4 will be placed on probation and will receive support in order to achieve the minimum level by the following semester. Failing to score a minimum 4 within the second semester will result in the student dropping the subject or moving from Diploma Program to Diploma Course. Similarly, students require a minimum grade of 3 in any DP SL subjects.

Internal Assessments

Process and final deadlines for all the internal assessment components will be shared at the beginning of the academic program.

Academic Honesty

Teachers are encouraged to use TurnItIn to verify the authenticity of students' submitted presentations/work.

Assessment in the IGCSE

Various forms of assessment are carried out in the teaching-learning process. The purpose of assessment is to improve learning, and hence assessment should not be done as to overwhelm students. The following guidelines are provided to streamline assessment across different subjects. All summative assessment must be recorded on ManageBac with prompt feedback to students within three days.

Nature of assessment	Minimum number	Maximum number
Summative	4	6
End of Semester	1	1
Formative assessment	On-going	On-going

ManageBac calculates the average performance of a student and assigns a grade. The coursework for the semester carries a weight of 40% while the end of Semester examination or mock examination carries a weighting of 60%

IGCSE Grading at Tema International School

Students pursuing the IGCSE programme are graded using the CIE grading system of A*- G. Continuous assessment and examinations are processed using the criteria for levels of attainment of the MYP framework. The summary of the levels obtained by a student are then converted into local IGCSE grades.

The IGCSE grading system is fixed by CIE as shown below:

LOWER BOUNDARY	UPPER BOUNDARY	GRADE	DESCRIPTION
90	100	A*	Excellent
80	89	A	Very good
70	79	B	Good
60	69	C	Quite good
50	59	D	Satisfactory
40	49	E	Mediocre
30	39	F	Poor
20	29	G	Very poor
0	19	U	Ungraded

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