



INTERNATIONAL SCHOOL SUVA

World Class Citizens ~ Lifelong Learners

Assessment Policy

International School Suva

Last Reviewed May 2021

Assessment Policy

Philosophy and Purpose

Assessment at International School Suva is integral to teaching and learning. Assessment data is used to inform teaching and learning, to address the competencies, evaluate experiences, and identify student's learning styles and needs. A variety of assessment strategies and tools are used to inform students and parents about progress, teachers about success of planning, and instructional data that can assist program review and restructure.

Principles of Assessment

Assessment should be a construct of learning that should be 'rigorous, engaging and challenging and should equip students for life in the 21st century'¹. ISS commits to the following practices:

- Assessment at the school aligns with the requirements of the program(s).
- Assessment at the school is integral with planning, teaching and learning.
- Assessment addresses all the essential elements of the program.
- The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
- Appropriate and meaningful reporting of assessment

Effective Assessment

The key characteristics of effective assessments. (Clarke 2012, as cited in PYP: From Principles into Practices, 2018)

- **Authentic:** It supports making connections to the real world to promote student engagement.
- **Clear and specific:** This includes desired learning goals, success criteria and the process students use to learn.
- **Varied:** It uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.
- **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.
- **Collaborative:** It engages both teachers and students in the assessment development and evaluation process.
- **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.
- **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.

Assessment strategies may include (but are not limited to):

- Observation/anecdotal records
- Open-ended tasks
- Performance tasks / goal directed tasks that entail application of skills to authentic challenges and problems

- Selected Responses-Tests/quizzes
- Teacher/student/peer reflections
- Portfolios
- Standardized Assessment

How We Assess

Formative Assessment (Assessment for and as learning)

Teachers use a variety of assessments to inform daily teaching and learning processes and to develop an environment of regular reflective practice. Formative assessments allow teachers to establish a general understanding and determine what the student can do independently, and what students can do with the support of their teacher. This allows for improved planning, the right level of challenge for the student and regular adjustment of classes as the students' progress. The methods used for formative assessment will differ between different sections of the school due to the different nature and intellectual demands of the programmes concerned.

Summative Assessment (Assessment of learning)

Summative assessments measure what students can do when a prescribed portion of work or unit is completed. Summative tasks contain rubrics that are designed to measure understanding and application of concepts studied and competency in required skills or understandings as stated in the unit planner (MYP/ DP) or course document (ACT or IBDP). Internal moderation takes place and achievement performance and feedback is provided to students. A variety of forms of assessment are used as a means of summative assessment, depending on the academic demands of the programmes.

Admission Assessment

Students enrolling into the primary school do not undergo tests but entrance to the secondary school requires completion of tests in accordance with the Admissions Policy. Specific program admission is detailed below. Acceptance into specific programs on advisement of the Head of School and relevant Program Coordinator.

PYP

Assessment in the PYP is an ongoing process of gathering, analyzing, reflecting and acting on evidence of student learning to inform teaching. This approach reflects the programme shift to student agency with a focus on assessment for learning and as learning. Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning.

The PYP uses four dimensions in assessment these include:

Monitoring - Monitoring learning aims to check the progress of learning against personal learning goals and success criteria. It is an ongoing daily process involving interactions between students and teachers.

Documenting: Documenting learning is the compilation of the evidence of learning. Documentation can be physical or digital and can be displayed or recorded in a variety of media forms. Documentation of learning is shared with others to make learning visible and apparent.

Measuring: Measuring learning aims to capture what a student has learned at a particular point in time. Not all learning can, or needs to be, measured. Measurement tools can be

school-designed or commercial, but each measurement tool used provides data to support a larger picture of student achievement and progress and learning.

Reporting: Reporting on learning informs the learner and the learning community, reflecting the question, “How well are we doing?” It describes the progress and achievement of the students’ learning, identifies areas for growth and contributes to the efficacy of the programme.

MYP

Assessment tasks are scheduled online through ManageBac/Powerschool. A Community Project will be scheduled. As a school we are committed to Service Learning which culminates with a Community Project in Year 8.

Internal (school-based) summative assessment is part of every MYP unit. Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject-group specific assessment criteria. Internal summative and formative assessments are closely linked, and teachers must use their knowledge of IB assessment expectations and practices to help students improve performance through consistent, timely and meaningful feedback.

In summary, when creating MYP units, teachers must ensure that assessments:

- are integral to the learning process
- are aligned with subject-group objectives
- gather information from a variety of perspectives, using a range of tasks according to the needs of the subject and the nature of the knowledge, skills and understanding being assessed
- are appropriate to the age group and reflect the development of the students within the subject
- provide evidence of student understanding through authentic performance (not simply the recall of factual knowledge). (IBO, Standards and Practices)

DP and ACT

Task scheduling is reported through PowerSchool Gradebook / Managebac. A Personal Project will begin in Year 9 and be completed in Year 10. In Year 11 and 12 students receive Individual unit or semester outlines itemizing individual summative assessment tasks, weightings and performance descriptors. Tasks will be conducted or collected at the time stated on the outline unless another time has been agreed upon, in advance, by the teachers and students involved. ACT tasks are also entered into the online BSSS ACT mark book.

Mock examinations are scheduled for the IBDP and AST (ACT) which typify external examination tasks and conditions may be used to decide continuance in a particular program. The mock examination session is set at times suitable to the external session. As an example, students sitting a June session examination would be expected to complete full mock examinations in March, whilst a student sitting a November session examination could reasonably expect to complete their mock examinations in August / early September.

Internal Assessment submitted to external agencies (MYP, IBDP, ACT)

Students complete tasks as per requirements for submission for Internal Assessment components for the MYP or IBDP. These are prepared by students at times in accordance with a school schedule that meets the submission requirements of the IBO. Students completing the

ACT Senior Secondary Certificate are expected to complete assessment according to schedules set out within the Unit Outline.

External Assessment (Examinations)

In year 3-10 students undergo the International Schools Assessment ACER test. This provides individual and cohort information which is used by teachers in planning. MYP examinations may be held in Year 10.

Students completing the IBDP will be expected to sit external examinations in the November session. Students may retake examinations in the May session of the following year providing there is approval from the Principal that the school will run the examinations in this session and that the student satisfies conditions for carry over of Internal Assessment marks.

Students completing the ACT Senior Secondary Certificate will be expected to complete the ACT Scaling Test (AST) in September of Year 12. Selected student task portfolios in each subject will be submitted to BSSS for external moderation at the end of Term 4 in Year 11 and Term 2 of Year 12.

In the case of all external examinations, examinations must be held at times, dates and conditions set by the school as these are strictly arranged in accordance with published regulations for each examining body.

CAS, Community and Service Program

Students will be provided with the framework for submission of written reflections for Community and Service in Years 9 and 10; CAS (IBDP), and where relevant, the Duke of Edinburgh Award or Community or Service units (BSSS). All submissions are compulsory in the timeframe allocated, and must be submitted to the relevant Coordinator.

Failure to submit the CAS requirements or Community and Service reflections will result in failure of the IBDP, inability to award the MYP Certificate as per requirements set out in the IBO Handbooks, and units for ACT will not be added to the Senior Secondary Certificate and may affect the ability of the student to satisfy graduation requirements in Year 12.

Standardized testing

Standardized assessments are also used to inform teaching and provide information which shows growth over time, provide comparison with peer groups or cohorts and to inform decisions about pedagogical practice.

PYP

- PM Standardized Reading
- ISA Assessment
- PAT Math
- PAT Reading Comprehension
- Words Their Way
- WIDA

MYP

- ISA Assessment
- Oxford Placement Test
- WIDA

Analysis and Reporting

Teachers use their professional judgment and ISS expected outcomes to interpret and use assessment information. Teachers monitor progress on the indicators they are responsible for teaching and regularly ask these four questions:

- What do I want my students to know and do?
- Where are my students?
- What evidence do I have to know that?
- What do I plan to do about it?

Moderation enables teachers to be confident about their judgments of student evidence against a clearly articulated standard, confirm judgments and enhance teaching practice. The aim of moderation is to achieve comparable grades/standards in a range of authentic assessment tasks.

Each year, the program coordinator will prepare an analysis of results to share. This can be done in several ways (but is not limited to):

- comparison of overall school results with world -wide averages
- comparison of individual subject results with those of past years and world averages (IBDP)
- comparison of internal report grades with external results
- use of ACER and PAT results to drive discussion of literacy and numeracy
- Tracking of individual student performance through several year

Results are reported to stakeholders and to the Board.

Primary School

All teachers are responsible for keeping evidence of information gathered from assessment. Procedures may include (but are not limited to)

Criteria Sheets/Rubrics
Progressive Files
Benchmarks/Exemplars
Checklists
Anecdotal Records
Continuums

Information is reported through regular Seesaw entries, emails, the school website, Talanoa inserts, mini exhibitions, student portfolios, parent/teacher/student conferences, student-led conferences and the written report completed at the end of each school semester. The report includes achievement indicators for all curricular areas over the semester.

Parent/Teacher/Student Conferences are opportunities to review student progress, in addition to sharing academic information and work samples. The conference using student work and/or the student portfolio will be led by the teacher and occur twice a year.

Student-Led Conferences are a formal conversation between a student and their parents, where the student takes control of sharing their learning journey. Through an organised, planned and rehearsed process, the student discusses and demonstrates their individual strengths, successes, challenges, goals and areas for personal improvement through their portfolio and will occur once per year.

The student portfolio is a purposeful collection of student work designed to demonstrate successes, growth, higher order thinking, creativity and reflection throughout the year. Portfolios are accessible to the student and parents at any time during the school year. The portfolio is the property of the student and goes with the child upon leaving or at the end of the year. The student portfolio is also used as part of the student-led conference.

The Year 5 PYP Exhibition is a culmination and celebration of student's learning at the end of their primary education at ISS. This is inquiry learning at its best through student's application of the 5 essential elements by conducting an in depth investigation of their choice. This includes performances and displays of their conceptual understanding across different curriculum areas.

End of Semester Reports are published twice a year at the end of each semester to communicate achievement within a year level. Grades are moderated across the year level using the semester summative assessments, standardized assessments and teacher judgment.

Middle and High School

1. Submission

All assessment tasks will be assigned so that they can be collected at least one week before the final assessment date in order that action may be taken if the work is not completed, and also to allow time for marking of work and processing of results. In the high school change of class submission dates need to be in consensus of all students in the class and students informed in writing. Individual extensions are at the discretion of the teacher for an ISS task. Where tasks need to be submitted for external moderation or marking, change of submission time may not be possible. All tasks are due at the time specified on Gradebook by the individual teacher.

MYP

MYP Non-Submission - All work is expected to be submitted on the due date at the time specified. It is the responsibility of the student to ensure that work has been received by their teacher.

There will be consequences for late submission of work. This be determined by the professional judgment* of classroom teachers and may take into consideration the following factors:

- The age of the student;
- Previous occurrences;
- The student's academic history (e.g. whether the student has specific learning needs);
- Other personal circumstances.

Teachers are encouraged to liaise with Heads of Department and/or the MYP Coordinator if they have concerns over late/non-submission of student work.

Parents will be notified in writing when assessment is not submitted on the due date. In serious instances/re-occurrences, the MYP Coordinator and Head of Grade will meet with students and parents.

| Days Late | Consequence |
|--------------------------|--|
| 1-3 or first occurrence | Responsibility reminder issued and parents contacted by classroom teacher. Parents will be informed of the expectation that the work is still to be submitted by the new deadline. If the task is submitted by the new date students will receive feedback and grades will count towards their final MYP subject grade. This task will also be recorded as a late submission and will impact Approaches to Learning judgment on MYP reports. |
| 4-9 or second occurrence | Parents are to be informed of this consequence by the MYP Coordinator. In the case of persistent lateness (i.e. more than one occasion) parents may be requested to come to school for a meeting with the MYP Coordinator and the subject teacher(s) involved. |
| 10+ | Students will receive either a non-submission grade or a grade based on a draft submission (where appropriate). Students may be placed on an individualized plan or contract to prevent future occurrences. Student transcripts will also reflect the non-submission of work |

DP/ACT

Each student will be provided with a task sheet with the due date and criteria to be assessed identified on it. All tasks are due at 4pm on that day. In Year 9 and 10 late submissions beyond 7 days, will mean a task may not receive credit (unless other students have not received marked feedback) however, it may receive teacher feedback. All tasks that are to be reported internally in Years 11-12 will be subjected to late penalties of 5% loss of marks for each day late, including the weekend. Submission beyond the 4pm deadline on the date due will be regarded as being late. Not Submitted will appear in Gradebook should the assignment be more than 7 days late in Years 9 and 10. Year 11 and 12 students completing the ACT program may be provided with a notional zero which represents a mark based on the lowest achievement in the class for the particular task.

If an assessment task is late, the pastoral team will be informed and parents may be contacted to discuss the issue. The reason for reducing marks or awarding a zero mark must be recorded on the Gradebook or ACT Mark Book and may appear on a school report.

Failure to submit assessment tasks that provide a total contribution of 30% or greater of the overall course will mean the student obtains a 'V' grade or void for that particular unit. Failure to complete 50% of a course will mean the school is unable to provide medical exemption in accordance with ACT requirements. Failure of a student to submit a task assigned specifically for Internal Assessment for the IBDP or IGCSE will mean that the student does not receive a score for the task. Failure to complete a task for an External Examination or External Assessment (all programs) will be subject to the conditions noted in relevant publications regarding Examinations and Procedures.

1.1 E-mailed Assessment Tasks

Submission of school-based assessment tasks may be by email or google classrooms. These are not regarded as having been received until a confirmation of receipt is received by the teacher concerned. If there is no reply from the teacher, the task is regarded as not having been submitted. It is a student's responsibility to ensure that the copy provided by email is the correct version. Where requested by teachers, it is mandatory that you submit a hard copy of the assignment even if the emailed assignment has been accepted.

Submission of e-copies of tasks to the IB for Internal or External Assessment will be based on an internally published schedule set by the curriculum coordinator in consideration of externally set submission times. Procedures will be in line with published documentation for procedures for submission and relevant task style guides.

1.2 Absence

Students absent for any reason during an assessment period, or who are unable to complete work on time, or to an acceptable standard may be identified as requiring special consideration. The level of assistance offered in any one case remains the discretion of the Curriculum Coordinator. Absences should be accompanied by relevant documentation such as a medical certificate. If a student is absent on the day a task is due, attempts should be made to make arrangements to have the assignment delivered. If this is not possible the assignment must be submitted on return to school.

Students absent during an external examination such as that for the IBDP, ACT need to inform the Coordinator promptly and action taken will be subject to the conditions noted in relevant publications regarding Examinations and Procedures.

1.3 Lost or Stolen Work

Work, which has been misplaced for any valid reason should be completed again if possible, otherwise it is left to the teacher's discretion in discussion with the Head of Department regarding an estimate of a mark for the work.

2. Reporting

2.1 Internal Moderation

Teachers will ensure that assessment tasks are common to parallel classes. Furthermore, these assessment tasks will be marked so as to ensure that when they are combined to form one group, each student has been given a fair mark in relation to the students from other classes. Tasks that are marked by individual teachers and are not common to all classes will be moderated to establish common standards.

2.2 External Moderation

Work sent to an external moderator will be assessed according to moderation procedures defined by the agency, for example the IBO or the BSSS. In Years 6-12 a 1-7 scale (7 being the highest) is used for the MYP and the IBDP. For the ACT program, a scale of A-E grade descriptors and ranking system is used.

2.3 Formal reports

IBMYP and DP performance is described on a 1-7 scale (with 7 being highest). In the MYP, each criterion must be tested twice in a year, and the overall mark for the semester when a criterion has been tested more than once is that which is most reflective of the standard achieved by the student. Achievement is converted into the 1-7 scale based on the grade boundaries set by the IBO. For the IBDP, grade boundaries are set for each subject based on that published for the previous examination session. Approaches to Learning skills are reported on. Students gain feedback on these skills during the year. Mock examination report grades will be based on relevant grade boundaries indicated by published subject reports.

ACT report grades range from A-E. Student marks are ranked and meshed in groups of similar courses and grades are assigned according to the grade descriptors for the course.

Performance in a particular course of study is published in a report that is sent home at the end of each semester. Progress is published through PowerTeacher Gradebook. The semester reports are comprehensive and also contain an indication of progress in skill development and where relevant in response to progress in an ILP. CAS, TOK and EE (IBDP), Duke of Edinburgh Award, and the Community and Service program and the Activities Program are reported via pastoral and academic comments provided by the relevant coordinator.

Parents can also monitor their child's progress at their convenience through the Parent Portal of Power Teacher which enables access to the Gradebook and attendance sections. Parent Teacher Interviews are held at the beginning of Terms 2, and 3 as a formal means of communication about student achievement and progress. Parents and guardians and students are also able to meet teachers and curriculum coordinators, the counselor or senior management at any time that is mutually convenient.

Matriculation

Certificates of performance in examinations for IB DP, ACT Senior Secondary Certificate and ATAR are provided by awarding agencies. Specifics on completion requirements for the ACT Senior Secondary Certificate and ATAR, and the IBDP are specified in separate Guides and Handbooks provided by the accrediting bodies. Students also obtain an ISS year level completion certificate having completed the requirements of the program in that year.

On leaving the school, or at times needed for application to other institutions, students can request an academic transcript that contains information about performance over a specified period of time. Usually for Year 12 leavers, this includes achievement in Years 11 and 12. Students also receive a School Profile to assist other institutions to understand the level of achievement demonstrated in the transcript.

Other Policies

Admissions Policy

Inclusion Policy

Language Policy

Academic Honesty Policy

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