



Inspire Achieve

**Renaissance**

INTERNATIONAL SCHOOL SAIGON

# ASSESSMENT & REPORTING HANDBOOK

*Our mission is to inspire excellence in international education so that our students achieve lifelong success, happiness and respect for all.*

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This Handbook is designed to provide an overview of assessment practices and the reporting of student achievement across the range of the school. For further information on assessment practices and reporting, parents and students are advised to discuss with the respective teacher.

# RENAISSANCE INTERNATIONAL SCHOOL SAIGON

## ASSESSMENT POLICY

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Renaissance International School, Saigon (Renaissance) believes that assessment is an indication of student achievement and recognises that teaching, learning and assessment of that learning are fundamentally interdependent. Its focus is not only on what has been achieved but also on how students are learning how to learn.

Assessment takes a variety of forms. It can be formative, diagnostic and summative but the essential point is that whatever assessment strategy is adopted it must be complimented by the natural assessment and learning interactions that occur between teacher and student in the classroom.

Measurement of the progress of students, the evaluation of this progress and the teaching programmes involved in it, are all central to sound educational decision making. Assessment practices are used to promote a positive attitude towards learning, encourage the pursuit of excellence in line with the school's mission and contribute to the success of all students.

Assessment practice at Renaissance is based on the understanding that students have different learning styles, perform differently according to the context of learning and should receive feedback that is positive, constructive and outlines achievement as well as areas for improvement.

It is an expectation that assessment at Renaissance should:

- Be cumulative and continuous and account for a variety of learning styles through appropriate differentiation;
- Measure what students understand, what they can do and what they know;
- Provide a wide range of different assessment opportunities – both formative and summative – that are meaningful and relevant;
- Be criteria related using published and agreed learning objectives that are made clear to the students before the respective task begins; and
- Be internally moderated both at a departmental and grade level so as to ensure consistency between and across grades and subjects.

The Renaissance Reporting policy reflects the aims of the Assessment policy. Reporting to students and parents clearly communicates the achievement of students and provides recommendations, which will assist in future learning.

### MODERATION OF STUDENT WORK

It is an expectation at Renaissance that all student work is moderated so that there is consistency between and across grades and within individual subjects.

Moderation of student work is an ongoing process and aims to enhance the reliability of assessed work, increase collaboration and bring with it authenticity in the assessment process.

During the course of the year time is set aside for moderation meetings to take place either at a departmental or subject level.



# ASSESSMENT

## IN THE EARLY YEARS AND PRIMARY

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Assessment in the Early Years and Primary is underpinned by the notion that assessment should be for learning as opposed to of learning – although there is scope for summative assessment when necessary.

Assessment for learning is a continuous process which involves the seeking and interpreting of evidence for use by students and their teachers to decide where students are in their learning, where they need to go next and which is the best way to get there.

We assess using six rubric-based descriptors for every subject and every year group. We also assess student engagement.

In the Early Years and Primary, there is a significant focus on formative assessment which includes, but is not limited to the following practices;

- Sharing and involving learning intentions at the beginning of the lesson.
- Involving pupils in self-evaluation against the stated learning intentions.
- Focusing oral feedback around the learning intentions of lessons and tasks.
- Organising individual target setting where appropriate, in order that pupils' achievements and targets are based on previous achievements at the same time as aiming for the next level.
- Appropriate questioning, raising self-esteem via the language of the classroom and ways in which achievement is celebrated.
- Self and peer assessment of learning both orally and in writing; and
- Providing constructive verbal/ written feedback to learners relating to the lesson criteria.

### ENGLISH

In English, Phonics, Reading and Writing are assessed both formatively and summatively.

In the Early Years Literacy and Communication are assessed using the Early Years Foundation Stage Profile and our 'Development Matters' formative assessment record for every individual student.

From Early Years 2 until Year 3, phonics is assessed formatively. Summative attainment in phonics is recorded on our Phonics Tracker when students are secure within a phonic phase.

Writing is formally assessed 6 times a year (once per half term) against the six rubric-based descriptors for writing which are themselves linked to the learning focus at that time. Annotated writing samples are kept in the student's record folder and are used to inform report writing.

Reading is assessed formatively whenever the students' read with an adult and notes are regularly kept by the class teacher and in the Home/School Communication Book. From Year 3 to Year 6 we use the GL Assessment English Progress Tests to identify reading abilities.





## **MATHEMATICS**

In the Early Years, Mathematics is assessed using the Early Years Foundation Stage Profile and our ‘Development Matters’ formative assessment record for every individual student.

In Primary, Mathematics is assessed through formative and summative assessments. Students are judged against the six rubric-based descriptors for Mathematics which are themselves linked to the learning focus at that time. Every half term, students sit an Abacus Maths Test relating to the subject matter they have covered in the last 6-8 weeks. From Year 3 to Year 6 we use the GL Assessment Math’s Progress Tests to identify mathematical ability.

## **THE INTERNATIONAL PRIMARY CURRICULUM**

The International Primary Programme is our curricular framework for Science, the Humanities and the Creative and Performing Arts. Class teachers use IPC rubrics to help assess students against the IPC learning goals at each milestone, over the course of a unit.

Knowledge, skills and understanding are assessed on an ongoing basis and includes daily formative assessments as well as summative tasks. Students are assessed based on conversations, peer and group work, book work, Exit Points and presentations that they produce.

In Science students are also assessed against criteria for ‘Working Scientifically’ which focuses on their ability to ask questions that require investigation through observation or testing.

## **MODERN FOREIGN LANGUAGES**

French and Mandarin are assessed through formative and summative assessments which focus on speaking, reading, writing and listening and are based on a student’s linguistic ability. The Australian Council for Educational Research assessments are used to benchmark students’ abilities in French and Mandarin and some students also voluntarily sit the HSK Mandarin Tests.

## **PHYSICAL EDUCATION**

Students are assessed according to the National Curriculum using various methods. Formative assessments (Peer and self-assessment) are used to determine how students feel about their performance and what they feel they would like to revisit. Summative assessments are used to determine each individual student’s growth by the end of each unit and Key Stage.

Students are evaluated on movement, balance, agility and coordination and how they apply these to a range of activities, on their level of development when playing games and on the performance of simple and more advanced dancing movement patterns. In the pool, students are assessed according to skill level and distance of swimming a variety of strokes.

## MUSIC

Students are assessed in a variety of ways, linked to skill development in performing, singing, composing, improvising, and listening/appraising. Formative assessments (Peer, teacher and self-assessment) are used regularly (using the traffic light colours) to determine how students feel about their work and if they are secure with the learning or not. For Key Stage 1 recorder skills, the students create their own success criteria and reflect on their performance using their chosen criteria.

## TECHNOLOGY

Students are assessed against the six rubric-based descriptors for Technology which are linked to the learning focus at that time. The school also uses the Technology Scope and Sequence to guide our assessments.

## VIETNAMESE

The school follows Circular Number 30, 22 and Article Number 4056 from DOET to assess Vietnamese. From Year 2, there are two exams for each academic year focussing on four skills: Speaking, Reading, Dictation, Writing with each exam scored out of 10 points. The final exam is used to assess students and is showed in End of Year report.

In Vietnamese Language and Culture, assessment and reporting follows the school's assessment and reporting policies. In every language or culture lesson, students complete their self- assessment for the success criteria on the slips that get stuck in exercise books.

At the end of every term, students will do two tests that cover both Vietnamese language and Vietnamese culture.

The Vietnamese language tests focus on listening to Vietnamese sounds, speaking, reading and writing. The Vietnamese culture tests focus on the cultural knowledge learned during the terms. Each test is scored out of 100 percent. End of year reports are based on the average result of two Vietnamese language and Vietnamese Culture end of year tests.

# REPORTING IN THE EARLY YEARS

The Early Years Report follows Development Matters in the Early Years Foundation Stage from the United Kingdom which allows teachers to make appropriate judgements about whether a student is showing typical development for their age.

The age bands (Birth to 60 months) indicate the age bracket a student fits into according to their development. The age bands are broad as each student will develop and learn at a different rate from their peers and we report using the three descriptors below.

- Emerging** - The student is meeting some of the assessment statements in a particular area of development.
- Developing** - The student is meeting many of the assessment statements in a particular area of development.
- Secure** - The student is meeting most or all of the assessment statements and consistently demonstrates this in class activities.



# REPORTING IN THE PRIMARY SCHOOL

Reports in the Primary School are issued twice during the course of the year in addition to a short Progress Report prior to the Parent - Teacher - Student conferences in October. The first formal report is issued in January immediately after the winter vacation, whilst the second report is issued in June prior to the close of school.

In addition to the two formal and progress reports, there are two designated Parent - Teacher - Student Conferences or student-led conferences, which are held in October and March.

The reporting format at Renaissance International School is based on a six point scale for achievement and a set of rubrics which indicate a level of student engagement.

## Achievement Descriptors

6	Demonstrates a greater depth of understanding and application of the skills and concepts associated with the subject.
5	Demonstrates a secure understanding and application of the skills and concepts associated with the subject.
4	Demonstrates an age-expected understanding and application of the skills and concepts associated with the subject.
3	Demonstrates a developing understanding and application of the skills and concepts associated with the subject.
2	Demonstrates an emerging understanding and application of the skills and concepts associated with the subject.
1	Demonstrates a basic understanding and application of the skills and concepts associated with the subject.

## Engagement Descriptors

An important component of assessment at Renaissance International School is making informed comments about the level of student engagement which includes effort, preparation, in class and at home learning, the level of involvement, preparation and reflection.

Student engagement is rubric based and categorised in four ways.

- CE - Consistently Engaged
- FE - Frequently Engaged
- SE - Sometimes Engaged
- NE - Not Engaged

### **Consistently engaged: The student is consistently engaged in his/ her learning and:**

- Actively and willingly offers ideas and insights;
- Always has a positive and enthusiastic attitude;
- Always produces high quality work;
- Always comes to class fully prepared and uses class time effectively;
- Always meets deadlines both in-class and as home learning;
- Sets appropriate goals, where applicable, and takes action towards achieving them.

**Frequently engaged: The student is frequently engaged in his/ her learning and:**

- Often offers ideas and insights;
- Usually has a positive and enthusiastic attitude;
- Usually produces high quality work;
- Usually comes to class fully prepared and uses class time effectively;
- Usually meets deadlines both in-class and as home learning;
- Usually sets appropriate goals, where applicable, and usually takes action towards achieving them;
- Demonstrates a positive attitude towards learning.

**Sometimes engaged: The student is sometimes engaged in his/ her learning and:**

- Sometimes offers ideas and insights but generally only when directed;
- Usually has a positive and enthusiastic attitude;
- Work is sometimes untidy, careless and does not reflect a great deal of pride;
- Usually comes to class fully prepared but often uses class time ineffectively;
- Sometimes meets deadlines both in-class and as home learning;
- Usually sets appropriate goals, where applicable, but may need encouragement to act towards achieving them;
- Usually demonstrates a positive attitude towards learning.

**Not engaged: The student is not engaged in his/ her learning and:**

- Only offers ideas and insights but generally when directly called upon;
- Rarely has a positive and enthusiastic attitude;
- Work is often untidy, careless and does not reflect a great deal of pride;
- Rarely comes to class fully prepared but often uses class time ineffectively;
- Rarely meets deadlines both in-class and as home learning;
- Rarely sets appropriate goals, where applicable, but may need encouragement to act towards achieving them;
- Demonstrates a negative attitude towards learning.



# ASSESSMENT IN THE SECONDARY SCHOOL

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## ASSESSMENT PRACTICE IN THE SECONDARY SCHOOL

Assessment in the Secondary is both continuous and cumulative and takes a variety of forms – both formative and summative. What is important to note is that students must be aware of the purpose of the assessment and understand how it will impact their final grade whilst teachers must ensure that the assessment is authentic and encompasses a variety of forms.

In each subject the award of a reportable grade requires the translation of a variety of grades and/ or marks into a single 7 (high) – 1 (low) grade.

All teachers must formally assess and report on a minimum of six assessment pieces per grading period. These tasks should include a combination of formative and summative assessment.

As part of the Assessment and Reporting Handbook, individual departments have summarised how, when and what they assess. Specific assessable aspects of a particular course are developed by individual Departments in line with their own requirements and these are shared with the students.

Prior to the release of any formal reports - October, January and June - the relevant Key Stage leader must be informed of any potential Grade 1 or Grade 2. This communication must be supported by relevant evidence including what measures have been taken to address the student's difficulties.

## ENGLISH

In English which covers English as a First Language, English as a Second Language and Language and Literature, students are assessed on 3 main areas:

- Speaking and Listening
- Reading – analysis and comprehension
- Writing (for different purposes, audiences and text types)

There are assessment opportunities scheduled every 3 weeks with the predominant aim being to improve student fluency in communication, pleasure in reading, analysing Literature and critical thinking skills.

## MOTHER FOREIGN LANGUAGE and ENGLISH AS AN ADDITIONAL LANGUAGE

Assessment, teaching and learning are achieved through the study of: Language and Culture and the students are assessed across four main areas - listening, speaking, reading and writing.

There are formal assessment opportunities scheduled every 3 weeks, while informal, formative assessment is ongoing with the overall aim being to improve the students' fluency in communication, appreciation of cultural diversity, and critical thinking skills.

## MATHEMATICS

Assessing students in Mathematics is a continuous process and takes place informally during lessons as a reaction to the responses of students to set tasks. Examples may include written work, projects, presentations and oral responses to questions by the students. The formal side of assessment takes place through marked classwork, homework, tests, examinations and practical assessment. The students are assessed on Knowledge, Skills and Understanding.

## SCIENCE

The assessment of student learning is a continuous process and takes place informally during lessons as a reaction to the responses of students to set tasks. Examples may include written work, practical and experimental work, presentations and oral responses to questions by the students. The formal side of assessment takes place through marked classwork, homework, tests, examinations and practical assessment. The students are assessed on Knowledge, Skills and Understanding.



## TECHNOLOGY

The three assessment objectives are:

- Recalling, selecting and communicating knowledge and understanding of technology.
- Applying knowledge, understanding and skills to produce technology-based solutions.
- Analysing, evaluating, making reasoned judgements and presenting conclusions.

The students are assessed on Knowledge, Skills and Understanding.

## ART, DESIGN and TECHNOLOGY

Art, Design and Technology has five assessment objectives:

### *Gathering, recording, research and investigation*

- investigating and researching a variety of appropriate sources
- recording and analysing information from direct observation and/or other sources and personal experience.

### *Exploration and development of ideas*

- exploring a range of visual and/or other ideas by manipulating images
- showing a development of ideas through appropriate processes.

### *Organisation and relationships of visual and/or other forms*

- organising and using visual and/or other forms effectively to express ideas
- making informed aesthetic judgements by recognising the effect of relationships between visual and/or other forms.

### *Selection and control of materials, media and processes*

- showing exploration and experimentation with appropriate materials
- selecting and controlling appropriate media and processes, demonstrating practical, technical and expressive skills and intentions.

### *Personal vision and presentation*

- showing personal vision and commitment through an interpretative and creative response
- presenting an informed response through personal evaluation, reflection and critical thinking.

## MUSIC

The three assessment objectives are:

### *Listening*

- Aural awareness, perception and discrimination in relation to Western music.
- Identifying and commenting on a range of music from cultures in different countries.
- Knowledge and understanding of one World Focus from a non-Western culture and one Western.

### *Performance*

- Technical competence on one or more instruments.
- Interpretative understanding of the music performed.

### *Composition*

- Discrimination and imagination in free composition.
- Notation, using staff notation and, if appropriate, other suitable systems.

## **DRAMA**

Assessment in Drama covers three areas which are outlined below.

**Creating** – the ability to create theatre and the process of moving from page to stage, to work within a group with regards to their contributions, develop their work in the rehearsal process and taking feedback on from others and decisions made in the rehearsal process that impact the final performance e.g. directing, costume, sound, lighting.

**Performing** – Students will be assessed as actors during their summative and formative assessments and on how they portray a role in performance applying characterisation with regards to physicality and voice. Students will also be assessed on their application of theatrical skills in performance and characterisation.

**Evaluating** – Students develop their evaluating skills through summative assessment where they comment on each other's work and assess one another on the lesson success criteria. Students will be expected to reflect on their own practical work and the practical work of others. This will be assessed verbally and written over the course of the year. Students will also evaluate Live Theatre productions, reflecting on the theme, style and the impact the production elements had on performance.

Assessment will include observations, peer assessment, use of evidence through data collection and videos.

## **HUMANITIES**

Assessing students is a continuous process and takes place informally during lessons as a reaction to the responses of students to set tasks. Examples may include written work, projects, presentations and oral responses to questions by the students. The formal side of assessment takes place through marked classwork, homework, tests, examinations and practical assessment. The students are assessed on Knowledge, Skills and Understanding.

The different subjects across the range of the Humanities assess the following four skills:

- Written communication
- Oral communication
- Collecting, interpreting and presenting data
- Enquiry

## **PHYSICAL EDUCATION**

The PE department uses an adapted National Curriculum's level of attainment descriptors for each year group. The levels are assigned to students on a best-fit basis and the evidence that is used to designate a level at each stage of reporting comes from a variety of sources. In all of your activities you will be assessed in some if not all of the following strands within Physical Education.

Assessment is broken up into 4 Strands:

- Acquiring and Developing skills and ideas. (A/D)
- Selecting and Applying those skills and ideas. (S/A)
- Evaluating and Improving those skills and ideas. (E/A)
- Knowledge and Understanding of Fitness and Health. (KUFH)

Assessment includes observations, peer assessment, use of evidence through data collection and videos.

# REPORTING IN THE SECONDARY SCHOOL

During the course of a school year, three formal reports will be issued. Comprehensive reports will be issued in January and June whilst an interim progress report will be issued in October.

Communication with parents is an integral component of reporting at Renaissance and formal three way Parent/ Teacher/ Student conferences will be held in October and March.

Students in the Secondary School at Renaissance are graded on a 1-7 scale in line with the achievement descriptors outlined below and as per each individual department's criteria.

7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
5	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
4	Some understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is sometimes evidence of the skills of analysis, synthesis and evaluation.
3	A limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
2	A very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
1	The course requirements have not been met.



## Engagement Descriptors

An important component of assessment at Renaissance is making informed comments about the level of student engagement which includes effort, preparation, in class and at home learning and the level of involvement and preparation.

Student engagement is rubric based and categorised in four ways:

- CE - Consistently engaged
- FE - Frequently engaged
- SE - Sometimes engaged
- NE - Not engaged

### **Consistently engaged: The student is consistently engaged in his/ her learning and:**

- Actively and willingly offers ideas and insights;
- Always has a positive and enthusiastic attitude;
- Always produces high quality work;
- Always comes to class fully prepared and uses class time effectively;
- Always meets deadlines both in-class and as home learning;
- Sets appropriate goals, where applicable, and takes action towards achieving them;
- Demonstrates an exceptionally positive attitude to learning.

### **Frequently engaged: The student is frequently engaged in his/ her learning and:**

- Often offers ideas and insights;
- Usually has a positive and enthusiastic attitude;
- Usually produces high quality work;
- Usually comes to class fully prepared and uses class time effectively;
- Usually meets deadlines both in-class and as home learning;
- Usually sets appropriate goals, where applicable, and takes action towards achieving them;
- Demonstrates a positive attitude towards learning.

### **Sometimes engaged: The student is sometimes engaged in his/ her learning and:**

- Sometimes offers ideas and insights but generally only when directed;
- Usually has a positive and enthusiastic attitude;
- Work is sometimes untidy, careless and does not reflect a great deal of pride;
- Usually comes to class fully prepared but often uses class time ineffectively;
- Sometimes meets deadlines both in-class and as home learning;
- Usually sets appropriate goals, where applicable, but may need encouragement to act towards achieving them;
- Usually demonstrates a positive attitude towards learning.

### **Not engaged: The student is not engaged in his/ her learning and:**

- Only offers ideas and insights but generally when directly called upon;
- Rarely has a positive and enthusiastic attitude;
- Work is often untidy, careless and does not reflect a great deal of pride;
- Rarely comes to class fully prepared but often uses class time ineffectively;
- Rarely meets deadlines both in-class and as home learning;
- Rarely sets appropriate goals, where applicable, but may need encouragement to act towards achieving them;
- Demonstrates a negative attitude towards learning.

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