



Assessment Policy

This procedure is reviewed annually to ensure compliance with current regulations:

Approved/reviewed by	
Seema Desai	
Date of review	03/2021
Date of next review	06/2023



1. PHILOSOPHY AND PRINCIPLES OF ASSESSMENT

At Fairgreen International School, our assessment principles are in line with the spirit of the IB Programmes. The main purpose of assessment is to improve teaching and learning aligned with our school's mission, vision, and stated principles of sustainability and international mindedness.

Fairgreen believes assessment is an integral component of all teaching and learning. It has a positive impact on student motivation, well-being and self-awareness as learners. Assessment provides regular feedback on the learning process for students by allowing them to demonstrate their learning through a variety of different tasks. The data obtained from assessment is used to inform teacher planning and classroom practice; to update parents on their children's learning, and to provide feedback for students on their learning progress.

Roles and responsibilities

At Fairgreen:

- The assessment policy will be evaluated and reviewed in accordance with internal and external review cycles. This process will be led by the PYP, MYP, DP and CP coordinators and will involve the wider school community.
- The assessment policy is a living document that positively influences teaching and learning, therefore all teaching staff are expected to read and acknowledge an updated version at the beginning of each academic year.
- All teaching staff are responsible for implementing the assessment policy in line with their role in school.

At Fairgreen, we believe that effective assessment:

- Is planned, purposeful and meaningful
- Involves students and teachers working in a collaborative setting
- Informs planning, teaching and reporting
- Gathers information about individuals and groups of students
- Is written using common terminology that is in line with the various IB programmes.
- Appraises a broad range of concepts, knowledge and skills at a variety of levels of understanding, appropriate to an international and increasingly complex world
- Involves a balanced use of assessment tools and strategies
- References the curriculum and requirements of the separate programmes
- Involves a balance of opportunities for 'Assessment for', 'Assessment as' and 'Assessment of' learning



- Is honest, fair and reliable
- Is ongoing, timely and reflective
- Is accessible to all learners
- Provides coherent, constructive and timely feedback to students, teachers and parents

At Fairgreen we recognize that students:

- Are actively involved in the assessment process through self-assessment, peer assessment and reflection on feedback and appropriate goal setting
- Have different cultural experiences, expectations and needs
- Perform differently according to the context of learning
- Need to know their achievements and areas for improvement in the learning process
- Should receive timely feedback that is constructive and expressed positively

2. ASSESSMENT PRACTICES

Assessment for Learning:

Assessment for Learning provides students an opportunity to demonstrate knowledge, understanding and skills prior to learning which will inform and guide the teaching and learning approaches and strategies thereafter.

Assessment as Learning:

Assessment as Learning is assessment practice that is ongoing and provides evidence of students' knowledge, skills and conceptual understanding throughout the teaching and learning process. Assessment as Learning also provides teachers with the opportunities to reflect on the effectiveness of their teaching and learning approaches and strategies.

Assessment of Learning:

Assessment of Learning is planned in advance and designed to enable students opportunities to demonstrate their understanding and development of skills. Assessment of Learning opportunities also allow teachers to reflect on the effectiveness of their teaching and learning approaches and strategies.

Assessment in the Primary Years Programme (PYP):

As a an IB PYP school, Fairgreen believes that assessment:

- Should be used to provide feedback to students, teachers and parents on the learning process



- Guides students through the essential elements of the PYP: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decision to take action
- Practises values (both process and product) through the learning process
- Provides data on students' acquisition of knowledge, development of skills and conceptual understanding through the practices of Assessment as Learning and Assessment of Learning
- As learning strategies are developed to promote learning by giving regular and frequent feedback to students
- Differentiates via additional scaffolding
- Uses summative tasks that are assessed against school-based criteria to ensure continuous assessment and feedback of students' performance
- Evidence of learning can be demonstrated through process and/or product and shown through the use of digital portfolios, student work, displays, performance and conversations
- Practices should include student and teacher reflection and goal setting for next steps in learning

Assessment in the Middle Years Programme (MYP):

As an IB MYP school, Fairgreen believes that assessment:

- Is a continuous process to address the MYP objectives in each of the eight subject groups following the MYP 'best fit' criterion-related approach, using the published criteria
- Uses summative tasks that are assessed against MYP criteria strands to ensure continuous assessment and feedback of students' performance
- Includes discussion of the assessment criteria with students in advance via assessment rubrics, including task-specific clarifications and common command terms
- Differentiates via additional scaffolding
- Ensures that students receive timely and meaningful feedback to inform and improve their learning
- Focuses on process as well as product
- Plays a significant role in the development of approaches to learning (ATL) skills
- Requires teachers to participate in the standardization of student learning for each summative assessment and to keep a clear and accurate record of all summative assessment grades

All students will be assessed at least once against all four criteria in all eight subjects by the end of the first semester. By the end of an academic year, students will be assessed against



all strands on all four criteria in all eight subjects at least twice. Teachers will use evidence from a range of summative assessment tasks through the year to make a professional and informed judgment to calculate 'best fit' grades for each criterion.

Assessment in the Diploma Programme and Careers Related Programme:

The International Baccalaureate Diploma and Career-related Programme are both two-year courses of study culminating in external examinations at the end of Grade 12. IB assessment criteria will be utilized at the start of the first year, in each course to reflect the boundaries set by the IB. Students will sit formal examinations twice a year, in preparation for the external exams that are held in May. All subject exams, internal and external assessments, are conducted as per the IB regulations and requirements.

As a candidate IB DP/CP school, Fairgreen believes that assessment:

- Uses mostly formative assessment to help students define targets for improved performance by providing constructive feedback in a timely manner
- Uses published assessment criteria, mark bands, mark schemes and grade boundaries to assess student learning
- Is informed by the previous year's marking notes for each subject.
- Ensures that students have access to relevant assessment material published by the IB such as past exam papers and moderated Internal Assessment Samples.
- May include scaffolding in the early part of the course to make assessment tasks more accessible
- Emphasizes criterion-related assessment
- Ensures that students are regularly assessed on tasks that are consistent with the subject expectations of the IB Diploma and Careers Related Programme
- Requires teachers to participate in the standardization of student learning for each summative assessment and Internal Assessments
- Teachers are to keep a clear and accurate record of all formative and summative assessment grades
- Should be moderated- coordinators ensure that subject teachers systematically participate in the moderation process- and then use this to help to inform future teaching and learning
- Requires summative grades for reporting according to the most accurate description of overall student performance, rather than an average of achievement grades
- Works towards evaluating student performance on the whole course, not just particular components



- Reports on internal examination grades and include these as part of the overall semester/term grade

Apart from continuous formative assessment, all students will be summatively assessed (at least 2 - 3 times at Standard Level and 3 - 4 times at Higher Level per term. Teachers will use evidence from a range of assessment tasks through the year to make a professional and informed judgment to determine grades aligned to the subject specific criteria.

General guidelines for IB Diploma Candidates:

- Diploma students in Year 12 must get a 4 or above in HL subjects, 3 or above in SL subjects, and a total of 24 points to be promoted to Grade 12.
- A student not achieving a grade 4 in an HL subject may change to SL in the subject, provided the student still has 3 HL subjects.
- If a student receives a failing grade in up to two subjects, he/she must do a re-sit exam at the end of August, prior to school starting; any student needing 3 re-sit exams should be registered for courses and this will be determined on a case by case basis.
- A grade of 3 for SL and 4 for HL and a final total of 24 points must be achieved in the re-sit exam/s to qualify for registration as a DP student.
- Diploma students should meet all EE, ToK, CAS and any other curriculum deadlines.
- Minimum attendance requirements for the year as per the Ministry of Education and the IB should be met.

IB Diploma Candidates- Externally Assessed Coursework:

With the guidance of subject teachers, supervisors and coordinators, students work on producing various pieces of work over the two year programme that are externally marked.

- Staggered deadlines for all coursework are given to students at the start of grade 11 and grade 12 and students are given frequent reminders to stay on task.
- Students' progress is monitored throughout and intervention is put in place by the various Coordinators, where appropriate.

IB Diploma Candidates- Internally Assessed Coursework:

- Staggered deadlines for all coursework are given to students at the start of grade 11 and grade 12 and students are given frequent reminders to stay on task.
- Students' progress is monitored throughout and intervention is put in place by the various Coordinators, where appropriate.
- If a student has not completed the final draft as per the deadline, a previous/incomplete draft will have to be submitted - This is likely to result in a lower grade than might have been the case if a revised final draft had been submitted.
- These marks are then submitted by the teacher to the DP Coordinator who enters them onto the IB grading platform.



- The moderation sample is then selected electronically and is sent to Examiners for moderation.
- As the IA marks are likely to be altered in the moderation process, the marks are not disclosed to students.

IB Career-related Programme Candidates:

CP candidates will take 2- 3 DP courses with any combination of higher level and standard level. CP students will be in the same classes as DP students and take the same assessments and follow the internal and external assessment procedures for the specific DP classes in which they are enrolled (as per above).

Completion of the CP Core (this is compulsory):

- personal and professional skills – internally assessed
- service learning – internally assessed
- language development – internally assessed
- reflective project – internally marked and then externally moderated by the IB
- successful completion of the CrS Business and Sustainability Program

Quality control of CrS Business and Sustainability Program is done by external SUMAS professionals, not the International Baccalaureate.

Career-Related Programme Assessments:

Unlike the Diploma Programme, the Career-related Programme is not associated with points.

- CP candidates must complete at least 2 DP courses (students may choose to take 3 DP courses).
- CP candidates must successfully complete external examinations and internal assessments for the DP courses they have chosen (internal assessments will be externally moderated by the IB and end of year examinations will be externally marked by the IB).
- CP students will have an end of year exam externally moderated by SUMAS.
- The CP coordinator will confirm with the IB that a candidate has successfully completed the CrS Business and Sustainability Program
- CP candidates must earn a grade of 3 or above in at least two of their DP courses.
- The Reflective Project, a core component of the CP, will be externally moderated by the IB and students must be awarded a D or higher.
- The CP coordinator will confirm with the IB that candidates have completed the following: personal and professional skills, service learning and the language requirements.



- CP candidates will earn their CP diploma so long as the above requirements are met and they have not received any penalty for academic misconduct from the final award committee.

Predicted Grades for University for CP/DP Students:

- In Grade 12, teachers are required to provide the College Counsellor with predicted grades for university application purposes. This may happen at different times, depending on the location of the university being applied to.
- CP candidates who require predicted grades for university will be issued a letter stating their pass/fail status of the CP core components, the predicted grades for their DP subjects and the status of their CrS Business and Sustainability Program
- Predicted grades are based on the Grade 11 exam marks and the teacher's overall evaluation of the student at the time.
- Predicted Grades are realistically optimistic and should in no way compromise the professionalism of the teacher or the credibility of the school. These will be calculated using the IB DP/CP grade boundaries for the various components.
- Diploma students will be informed of their total predicted score out of 42 points (excluding ToK and the EE).
- PGs may be reviewed and revised after the Mock Exams, if applicable.

Mock Exams:

- DP and CP students in Grade 12 sit full mock exams in Term 2 for the DP subjects they are taking.
- These exams are as similar to the final IB exams as possible, depending on the content that has been covered. They will be graded accordingly and grade boundaries published by the IB will be amended to reflect the content examined.
- These are the last full internal examinations and directly impact the PGs for the IB.

FINAL EXAM REGISTRATIONS

All Grade 12 students are evaluated in October prior to registering them for the final IB examinations

held in May. To be registered for the IBDP or CP, students must have:

- Grade 4 or above in HL subjects, 3 or above in SL subjects and a total score of 24points (points do not pertain to CP candidates).
- The first draft of the Extended Essay and Reflective Project must be completed.
- All internal deadlines for the CP Core/TOK/CAS/Reflective Project/Written assignments/internal assessments must be met.

The DPC, CPC and Senior Leadership team will review students not meeting the above requirements regarding their exam registration. The school reserves the right to make the



final decision on if a student may be registered as a Diploma or Career-related Programme candidate. Students cannot be registered for both the CP and the DP.

Final External Examination Grades:

- These are awarded by the IB upon completion of the final exams.
- The results are released to students during the summer and may be accessed on the IB website using a pin that is given to each candidate.
- In case a student gets a lower grade than expected, the student may make an appeal for a re-evaluation. Students may opt to take re-sit exams in November/the next May to improve results.

3. FEEDBACK & REPORTING

Feedback

At Fairgreen we believe that regular and timely feedback and reporting through both assessment as learning and assessment of learning is the most effective way to support learning. Such feedback helps students reflect on their learning and set goals for next steps and provides the opportunity for dialogue between students, teachers and parents to discuss learning strengths and areas to develop.

Reporting at Fairgreen

PRIMARY SCHOOL

As a candidate IB PYP school, Fairgreen Primary believe that reporting to parents includes a range of opportunities and strategies, including:

- Written evaluations of learning that may be student, parent or teacher constructed and/or co-constructed
- Parent-Teacher conferences
- Three-way conferences
- Student-led conferences
- Exhibitions and Mini-Exhibitions
- Assemblies
- Parent meetings
- Digital portfolios co-created by teachers and students and shared regularly with parents

SECONDARY SCHOOL

As an MYP school and candidate DP/CP school, Fairgreen Secondary believe in continuous assessment in conjunction with end of term information on student progress. To this end:



- Teachers provide timely, targeted and individualised feedback on assessments
- Feedback is transparent, current and 'live', therefore available for students to use and reflect upon
- Ongoing feedback is available for parents
- Timely and early intervention strategies will be adopted to ensure student progress

The reporting system and procedures for Fairgreen Secondary reinforce the values of the IB programmes. Fairgreen Secondary has three parent feedback periods:

- Term 1: Meet the teacher, Grade report, parent teacher consultation, end of term report.
- Term 2: Grade report
- Term 3: parent teacher consultation, end of year report

Awarding grades

The Evaluation of Learning for MYP issued at each reporting point provides "best-fit" grades achieved in each subject during the whole year.

MYP - A 7 (high) to 1 (low) grade is determined by using the most consistent level of achievement for each criterion by a student during the course of the year. These final criterion levels are referenced against the published IB MYP grade boundaries. Achievement levels are not calculated by averaging, but by establishing the levels reached during that period of learning.

The Evaluation of Learning for DP/CP is based on the grades obtained during that reporting period. This is made up of internal and external assessment.

DP/CP - Grades are awarded for criterion-related tasks and at each reporting point, a final 7 (high) to 1 (low) grade is determined by assessing a student's performance against grade boundaries published by the IB component calculation.

Meeting deadlines

Students are required to submit assessments by the due date. Students who do not meet the submission date will be required to complete the task under supervision. Parents will be informed. An extension may be granted, but this is subject to approval on a case-by-case basis by the IB coordinators and subject teachers.

What is included in grades?

- Achievement, not behaviour
- Summative evidence



What is not included in grades?

- Group scores (assessed group work must include individual achievement evidence)
- Academic dishonesty - We do not reduce grades as a form of punishment. Our response is to ensure the work is completed in a context that encourages honest completion in the first instance(See Fairgreen policy on Academic Honesty). However, students will be held accountable for the IB rules and regulations regarding academic integrity.
- Late or missing work penalties. Assessment and grades reflect progress in relation to completed tasks. FIS CP and DP students are expected to adhere to IB required deadlines.

Other feedback includes Parent meetings and Parent Teacher Consultations. Student learning will also be communicated through school wide fairs and assemblies

SOURCES

- *Guidelines for developing a school assessment policy in the Diploma programme*, 2010, IB
- *Diploma Programme: Assessment principles and practice*, 2010, IB
- *DP: From principles into practice*, 2015, IB
- *MYP: From principles into practice*, 2014, IB
- *Assessment principles and practices: Quality assessments in a digital age*, 2018, IB
- Assessed curriculum in the Primary Years Programme
- Assessment in student development and learning in IB PYP schools 2015, School of Education, Deakin University
- International School of Ho Chi Minh City Assessment Policy, 2018, ISHCMC

Adapted from Graeme Scott, 26 February 2019