



*Anglican International School,
Jerusalem*

Where the world goes to school

DP ASSESSMENT POLICY

Reviewed by:	Devin Mitchell Robin Press Meira Yan	Date:	January 2021
Approved by:	Rosemary Saunders	Next review due:	January 2023

At AISJ, we understand the primary purposes of assessment to be the development of student learning and teacher practice. To that end, teaching and learning at AISJ is informed by both summative and formative assessment. The word assessment covers a wide range of strategies, tools and measures used to monitor student learning at all levels, and data received from assessment should be used to inform teaching.

The implementation of practices, which enable students to become learners, is a central principle of AISJ's assessment philosophy. We believe that both formative and summative assessment are intrinsic to student reflection upon their learning and to informing classroom instruction. Teachers are responsible for the creation of assessment structures which will facilitate this process.

Certain practices are central to the implementation of assessment at AISJ:

- Assessment of student learning will take place regularly throughout all levels of the school.
- Teachers will give regular, coherent and constructive feedback on learning to their students, including both verbally and through the Managebac platform.
- For the Secondary School, the use of ManageBac facilitates extended comment feedback for students and parents.
- Formal reporting based on assessments will take place twice a year, at the end of each semester.
- The Director, Heads of School and Curriculum Coordinators will mentor teachers in fulfilling the assessment policy.

1. Assessment practice throughout the school

1.1 Preschool

Preschool assessments, according to the Early Years Foundation Stage Curriculum (EYFS), are recorded on Classroom Monitor. These are regularly updated and are used within termly data reviews. In the Nursery class, students are assessed according to the Two Year-Old Checklist as part of their written report at the end of Semester One. In all three Preschool classes, key activities and experiences are documented in individual 'Learning Journey' records. In addition, Early Years Two (EY2) uses a baseline assessment and completes the EYFS Profile, detailing attainment in the Early Learning Goals at the end of the academic year. Writing Progress Books are also introduced in EY2, as well as PiRA and PUMA assessments for Literacy and Mathematics in the Summer Term.

1.2 Elementary School

Elementary implements the following internal formal termly assessments:

- PUMA (Progress in Understanding Mathematics Assessment)
- PiRA (Progress in Reading Assessment)
- GAPS (Progress in Grammar, Punctuation & Spelling Assessment)
- Rising Stars Writing Progress Tests
- Headstart Science Progress Tests

Additionally, pupils take the following externally set assessments:

- KS1 Phonics Check

- Year 4 Multiplication Tables Check
- KS1 and KS2 National Curriculum Assessments (Reading, Mathematics, and Grammar, Punctuation & Spelling together with the KS1 and KS2 Teacher Assessment Framework
- Alongside these assessments, teaching staff record ongoing teacher assessments against curriculum objectives using Classroom Monitor.

1.3 IB Middle Years Programme

Students in Middle Years 1 – Middle Years 5 (MY1 – MY5), are assessed using the subject specific assessment criteria available in the MYP subject guides. These criteria are used for all summative assessments and the explanations of these criteria are displayed with each scheduled task on ManageBac. Prior to the assessment, a discussion should take place between the students and teacher in order to ensure that students understand how they will be assessed and which criteria will be used. More specifically, teachers are asked to make the criterion rubrics task specific so that the assessment expectations are clear. Throughout the semester, teachers are also highly encouraged to help the students use the criteria to self and peer assess academic work.

Formal report cards are given twice a year, at the end of each semester. Managebac is used to create the MYP semester reports. Managebac MYP reports show how students are performing in each criterion of each subject, display the subject specific grade descriptors and calculate a final 1-7 semester grade using the MYP grade boundaries. The semester grades are determined by the formative and/or summative internal assessments completed by the students throughout the semester. Students are assessed on each criterion at least once a semester. The best-fit approach is used when determining semester grades in order to reflect the students' current skill level and understanding.

For MY1 – MY5, teachers may modify curriculum and assessment for some students under the guidance of the Secondary Inclusion Coordinator (SENCO). This modification will be clearly marked on the student's semester report. The Secondary Inclusion Team will formally document special needs provisions so that a student will be assessed appropriately.

Internal assessment of students' achievement at AISJ supports curricular goals and develops student learning and skills. This may include the following forms of assessment, providing the fundamental guiding principle of school-based assessment, as stated above, is adhered to:

- work completed in class;
- homework;
- laboratory reports;
- end of unit/topic tests;
- oral work;
- participation in group and class discussion;
- end of semester examinations.

External assessment of the MYP5 Personal Project is completed in alignment with the programme requirements.

1.4 High School Diploma / IB Course Certificates and Diploma Programme

The guiding principle of school based assessment for Diploma Year 1 and Diploma Year 2 (DY1 – DY2) IB courses, is that the semester grade awarded reflects as accurately as possible the IB grade which the student is likely to achieve, based on their work during the semester. In order to receive a semester credit, students must receive a passing mark of 3 or above (out of 7). AISJ has a weighted GPA which is in place in order to ensure that students proceeding to US educational institutions are not disadvantaged.

IBDP students must be assessed using the IB Diploma criteria. A copy of the criteria will be made available to students in the beginning of the school year. As IB DP HL and SL enrolment choices are determined at the end of semester 1 of the DY1 year (with the exception of those classes that are stipulated SL, such as Math SL, Self-Taught and Ab Initio Languages), students receive HL GPA weighting for assessment in semester 1 classes, and their transcripts will therefore read e.g. IB History.

In DY2, IBDP students are assessed according to their subject-specific SL or HL enrolment. Assessments for each level should be similar to the assessment items prescribed by the IB so as to best prepare students. Teachers use IB DP rubrics and grade boundaries to inform their marking.

For students taking AISJ option courses, they will be marked based on teacher-produced rubrics, which reflect MSA requirements. These assessment criteria will be reviewed by the IB DP Coordinator and Head of Secondary annually.

Internal school assessment of student work in Diploma Years 1 and 2 should support curricular goals and develop student learning and skills. This may include the following forms of assessment as appropriate:

- work completed in class;
- homework;
- laboratory reports;
- end of unit/topic tests;
- oral work;
- participation in group and class discussion;
- the results of the end of semester examinations.

Weighting and mark bands for the various components of school assessment will be determined in each department with the goal of reflecting, as accurately as possible, the students' attainment in relation to IB expectations in each semester. For Pamoja courses, weighting and mark bands are determined by Pamoja teachers.

A timeline of final Internal Assessment deadlines (for work that will be submitted to the IB) is distributed to students in DY1 by February and in DY2 by October of each academic year, to allow for teachers and students to plan their work in a manageable and realistic way. These timelines will be shared with all stakeholders.

External assessment in the Diploma Years takes the form of the external exams that IB Diploma Candidates and/or IB Course Candidates may sit during the two annual examination sessions (May and November). AISJ is a May session IB school, but on

occasionally offer the opportunity for its alumni to re-take IB DP exams during the November session.

Students are prepared for this through formal assessment practice, which examines student understanding at the end of the course and is based on their understanding of the whole course. All internal examinations for DY1 and DY2 are conducted as if they were external IB examinations, with the requisite behaviour expectations and examination room conditions.

2. Recording and Reporting

The school year is divided into two reporting sessions called semesters. In order to accurately report on student progress, all teachers are expected to keep accurate records of the following:

- details of units and schemes of work;
- completion of homework and class work assignments;
- formative and summative assessment

2.1 Preschool

2.1.1 Recording in Preschool

In Preschool, assessments according to the EYFS curriculum are recorded on Classroom Monitor and individual 'Learning Journey' records are kept for each student.

2.1.2 Reporting in Preschool

In the Preschool students receive a Progress Report at the end of Semester 1 and a final report at the end of Semester 2, based on the EYFS Curriculum.

2.2 Elementary

2.2.1 Recording in Elementary

All assessments are recorded together on the Faculty Drive and Classroom Monitor.

2.2.2 Reporting in Elementary

In the Elementary School, a progress report is issued to parents at the end of each semester. This report contains an attainment level (according to the UK and IPC assessment criteria) and an internal effort grade, with associated comments by the Homeroom teacher. In both reports, 3 named educational targets are reported.

2.3 Secondary

In the Secondary school, teachers will enter grades on ManageBac throughout the year. The SIMS Manager will then set up teachers' marksheets on their SIMS accounts at the end of each semester to record the final grade.

2.3.1 Recording in Secondary

On-going assessment scores should be kept regularly on ManageBac for the IB MYP and DP. These will be updated at least once per month and monitored by the IB & MYP coordinators and the Head of Secondary. Assignment marks for each subject are available through ManageBac for the students and parents to track progress. Teachers setting long-term projects should allocate a series of interim assessments

so that students can learn to manage their time well over longer periods. All deadlines will be available to students and parents on ManageBac.

2.3.2 Reporting in Secondary

In the Secondary School, reports consisting of final semester grades achieved during that period are issued in hard copy form to students and parents at the end of each semester. In addition, for MYP students, a digital report is sent via ManageBac so that parents are able to see the breakdown for each criterion, in each of their subjects. The printed semester reports include a GPA for MY4 – DY2 students, for the purposes of MSA accreditation, and to assist students moving to US tertiary institutions. These grades come from the records entered on SIMS marksheets by individual teachers.

3. Roles and responsibilities for implementing, evaluating and reviewing the assessment policy and for training new teachers

The assessment policy is included in the staff handbook, which is reviewed annually by the Senior Management Group. It is also available to students and parents on the school website.

The policy as it pertains to Secondary assessment practice will be reviewed annually by the Curriculum Committee (Head of Secondary, IB DP Coordinator, IB MYP Coordinator, Counsellor, SIMS & Assessment Manager). Any updates or changes will be cascaded to Secondary staff in a staff meeting.

4. Academic Honesty

AISJ's Academic Honesty policy outlines expectations with regard to all student work. Academic malpractice may have consequences on student assessment.

Annual Timeline for Review

When?	Who?	Action?
August	SMT	Current policy included in full in the Staff Handbook. Policy distributed to students and parents via relevant handbooks.
Semester One November	Elementary Curriculum Coordinator & IPC Coordinator Secondary Curriculum Committee	Any amendments to relevant sections to be added to policy, which should then be submitted to SMG for review by the start of Semester Two.
Semester Two February	Curriculum Coordinators	Amendments cascaded to staff in faculty meetings. Staff handbook and student/parent handbooks amended as appropriate.