



## **Policy Statement and Rationale**

This policy covers assessment and reporting and how it is used to improve learning and teaching at ICS. We believe that our assessment practices should be an integral part of the written curriculum and programmes of instruction and that assessment methods should be fair, transparent and free from bias.

Assessment is a key process in the improvement of learning and teaching at ICS. Assessment methods are both formative and summative and should demonstrate what students know, are able to do and understand. A variety of assessment methods will be used. Regular assessments provide students, teachers and parents with evidence to evaluate learning.

## **Applicability and compliance**

This policy is applicable for all teaching staff to ensure all assessment and reporting is carried out consistently. This policy is provided at induction alongside our Professional Code of Conduct. The policy is accessible to all stakeholders via the school website.

Teaching staff non-compliance will result in SALT intervention.

## **Statutory/IBO/company guidance**

"Guidelines for developing a school assessment policy in the Diploma Programme." 2010. "Programme standards and practices." 2014.

"Programme standards and practices." 2020

"DP: From Principles into Practice." April 2015

"MYP: From Principles into Practice." April 2021  
Middle Years Programme Assessment Procedures (most recent edition) Diploma Programme Assessment Procedures (most recent edition)

This policy should be read in conjunction with the following policies and handbooks: Academic Integrity policy

Teaching policy

Curriculum policy

Curriculum Handbooks for MYP and DP Teacher Handbook (Secondary)

## **1 Introduction**

1.1 Assessments provide diagnostic information to enable teachers to adjust teaching programmes. Assessments should be valid and linked to defined IB standards. Results will be used to monitor progress and will be reported to students and parents.

1.2 ICS has agreed the following principles:

- a. Assessments will provide diagnostic evidence to evaluate student performance and progress. This will also allow ongoing evaluation of teaching strategies and the curriculum.
- b. A variety of assessment methods will be used, and modified according to the needs of different learners.
- c. Assessments will include student self-assessment, peer assessment, teacher assessment and external moderation, when appropriate, to encourage reflection on the process of learning.
- d. Assessments and the criteria against which they will be marked will be communicated to students in advance.
- e. Assessments will comprise both formative and summative assessments. Both types of assessments will be integrated into unit planning and form part of the on-going teaching programme.
- f. Summative assessments will be criterion-referenced to relevant IB standards. Formative assessments may or may not be criterion-referenced to relevant IB standards.
- g. Assessment of students' Approaches to Learning skills, attitudes, behaviour and effort are distinct from the assessment of knowledge, objectives and concepts.
- h. Assessment should link judgements about attainment to evidence and provide a basis for dialogue between students, teachers, and parents.
- i. Assessment data will be recorded and communicated to students and parents when appropriate.

## **2 Purposes for assessment**

### **2.1 Students:**

- To serve as a tool that will encourage and motivate students to learn.
- To build positive self-esteem and encourage students to strive for their personal best.
- To inform students about, and to enable them to monitor, their current knowledge and skills development
- To assist students in setting goals for academic and personal development and progression.
- To empower students to be independent, self-reliant and self-critical learners.

### **2.2 Teachers:**

- To determine students' prior learning and educational needs (including identification of the need for Individual Education Plans).
- To identify students' specific academic strengths and areas of growth so that the teacher can design appropriate instruction within the classroom.
- To provide feedback for students to improve their performance and achieve personal goals.
- To evaluate the success of the instructional programme.
- To provide external validations for their practices and judgements.
- To gauge the academic progress made by students in each programme.

### **2.3 Parents:**

- To help the parent fully understand the strengths, weaknesses, progress and achievements of their child.
- To gauge the academic progress made by their child in each programme.
- To assist parents in supporting their child to achieve their academic goals.

### **2.4 Secondary Academic Leadership Team (SALT):**

- To aid the school in determining whether a student will be successful within a particular year group or programme.
- To establish a knowledge base to work with teachers for the development of curriculum and the modification of instructional methods.
- To provide longitudinal information to assess current programmes and/or the introduction of new programmes.
- To plan effective staff-development programmes.
- To provide information, both on an individual student level, and on a collective basis, to aid analysis of teacher and departmental effectiveness and the progress and achievement of students.
- To generate information which will be used to guide the development of future School Development Plans.
- To analyse grade distribution trends and trends in student progress per subject and per year of each programme. This information will be used to produce an action plan to further develop teaching and learning in each programme.

## **3 Academic Integrity**

3.1 Academic integrity is an essential part of a student's education and character development. As outlined in the school Academic Integrity Policy, ICS expects that all students will be academically honest in accordance with the expectations of the IB General Regulations Document, which outlines academic dishonesty as:

**Plagiarism:** taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it

for assessment as one's own.

**Copying:** taking work of another student, with or without his or her knowledge and submitting it as one's own.

**Exam cheating:** communicating with another candidate in an exam, bringing unauthorised material into an exam room, or consulting such material during an exam in order to gain an unfair advantage.

**Duplication:** submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.

**Falsifying data:** creating or altering data which have not been collected in an appropriate way.

**Collusion:** helping another student to be academically dishonest. **Copyright Violation:** Photocopying more than 1 chapter or 5% of a book or written source for the purposes of study. Students must check the copyright requirements for other types of sources with their teachers.

a. plagiarism—this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment

b. collusion—this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another

c. duplication of work—this is defined as the presentation of the same work for different assessment components and/or DP core requirements

d. misconduct during an IB examination (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate)

e. any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media).

3.2 ICS believes that promoting academic integrity is the responsibility of all stakeholders in the school community. In accordance, students are expected to be academically honest when completing all formative and summative assessments, internal and external assessments, and be aware that teachers will not ignore or overlook cheating, plagiarism, or other acts of academic dishonesty.

#### **4 Feedback System**

The purpose of feedback is:

1. To inform students of their performance in relation to the task criteria.
2. To provide support and direction as to how the work might be improved.
3. To allow students to recognise their individual development and progress in each subject.

## **5 Grading System**

The purpose of grading is:

1. To allow students to assess their own progress and academic achievement.
2. To help teachers to evaluate their unit planning and lesson delivery.
3. To provide parents with an objective assessment of their child's performance.
4. To provide external bodies e.g. other international schools, colleges/universities with a view of each student's performance.

## **6 Reporting**

6.1 Full reports with written teacher comments are issued twice a year. These reports include comments and grades relating to student achievement and progress, and provide specific targets for improvement. Report grades are based on achievement levels and grade boundaries, with the teacher applying a best-fit approach in situations where there is no clear grade.

6.2 An intermediate report is issued once a year, in term 1. This report provides a comment from the form tutor, as well as a numerical summary of a student's attitude to and aptitude for learning.

6.3 Parent-Student-Teacher Conferences (PSTCs) are held formally twice a year. These allow for students to lead discussion of their progress and goals with their parents and teachers.

6.4 At any time during the academic year, a teacher or parent may arrange an additional meeting to discuss student progress.

6.5 All SEN students receive an additional report (International Individual Learning Plan).

## **7 Marking and feedback**

Student-directed feedback that is based on clear learner expectation is shown to accelerate student progress and improve engagement from the learner in all subjects.

7.1 Students are provided with various types of feedback depending upon the nature of the work or assessment. These formats can include, but are not limited to, the following:

- Rubrics that are tailored to the set task. Some examples of rubrics

and their use can be found in Appendix B.

- What Went Well (WWW) - praising them on the objectives/criteria they have fulfilled well; Even Better If (EBI) - highlighting the areas that require further work or improvement; CTG (Closing the Gap) - assigning a follow-up task to allow students further practise in specific areas.
- In-line feedback or marking, as might be used for an essay or for past paper questions.
- Verbal feedback during lesson time, to individuals, groups or the whole class. - Peer feedback. Providing students with a rubric can help them structure their feedback.

7.2 At least once every three weeks, teachers should conduct a DIRT (Dedicated Improvement and Reflection Time) session with each of their classes. The purpose of a DIRT session is to provide some formal structure to selected pieces of feedback. This ensures that time is explicitly given over to student reflection on key feedback, and it also ensures that the feedback is recorded so that it can be referred back to by the student and teacher.

The choice to handle particular feedback within a DIRT session is left to the discretion of the teacher. It might be used to review a summative assessment, a homework assignment, or one might be called if obvious and widespread misconceptions are arising in class.

The language used to describe the DIRT session should be consistent across the school. Therefore, when a DIRT session takes place, students should always start with a 'DIRT Session' title and the date. This makes it easier to locate such feedback in the future.

Each student should conclude a DIRT session with some meaningful feedback recorded in a way that allows it to be referred to again. This feedback can take any of the forms listed above in 7.1. Verbal feedback given by the teacher in a DIRT session should be recorded by the student using some consistent format for that class (such as preceding the feedback with 'VF').

There is no minimum duration for a DIRT session, but the teacher should ensure that sufficient time is given for the session to have meaningful feedback recorded.

Some examples of valid DIRT sessions include:

- Students write a reflection for a piece of work they have completed.
- Students go through an essay or past paper questions with inline marking, and record their key points for improvement.
- Students summarise verbal feedback from the teacher in their own words. - Students complete CTG tasks after a summative assessment, using WWW/EBI feedback provided by the teacher, and then assess where they have improved. - Students write peer feedback for each other by commenting in Google documents.
- Students complete a pro-forma feedback worksheet that is then stuck into their books

7.3 Where students use exercise books, project folders or electronic shared drives, teachers are expected to inspect students' classwork at least once every three weeks. It is not expected that teachers will make comments in every book or folder, but it is expected that they will, at the very least, evaluate the current state of the work, and make such interventions as they deem necessary.

7.4 Any homework that is set for students should be returned with appropriate marking and written feedback within one week of the submission date. This does not necessarily apply to purely preparatory homework. Teachers are not expected to meet this timescale for homework that was submitted late, or homework that was not submitted to an acceptable standard. In those cases, the teacher should record the incident on iSAMS and ask that the homework be completed to an acceptable standard.

7.5 Heads of Faculty should conduct regular work scrutinies as directed by the school calendar. This is to check that teachers are following the policy and that appropriate feedback is being given. The work scrutiny should be comprised of three parts:

- a) Classwork check: each teacher in a faculty should submit classwork from six (or as many as are in the class if fewer than six) students from a single class. The class and students will be chosen by the Head of Faculty. Classwork may take the form of exercise books, work folders, Google classroom documents or whatever medium is being used primarily for that class.
- b) Learning walks: the Head of Faculty should conduct learning walks at least once for each member of the faculty. The electronic notes from these learning walks should be placed in a designated directory for each teacher.
- c) Lesson plan inspection: each teacher in a faculty should submit a lesson plan for one of their lessons. These lesson plans should be placed in a designated directory for each teacher.

7.6 Any summative assessment that is set for students should be returned with appropriate marking and written feedback within two weeks of the submission date. Key feedback and grades should be recorded on Managebac, irrespective of whether the students also received feedback in some other form. Note that if a rubric is used, a scanned copy of a completed rubric can be uploaded to Managebac. Alternatively, an electronic copy of the rubric can be uploaded and then used within Managebac.

7.7 All formal mock exam scripts should be uploaded to Managebac; either upload marked and scanned scripts, or upload unmarked scripts and mark electronically.

7.8 In the case of MYP classes, it is a requirement of the IB that all strands of all four subject criteria be summatively assessed at least twice during each academic year. Furthermore, it is an expectation of the school that all strands for all four Criteria be summatively assessed and graded (with feedback) by the end of the first reporting cycle.



## 8 Mock examinations

8.1 The purpose of mock examinations is to inform teaching and learning, and to provide students with an authentic examination experience as they prepare for their final official IB examinations.

8.2 Mock examinations take place in MYP5 and DP2. The logistics and practicalities of mock examinations are conducted according to the requirements outlined in the *IB Assessment Procedures (MYP and DP)* documentation.

8.3 Mock examinations are marked according to IB marking criteria and Faculties have allocated time for moderation. In most cases, previous, past examination papers are used and official subject mark schemes applied.

8.4 Data is recorded centrally on MYP / DP trackers and monitored by HoFs and Programme Coordinators. Interventions are applied where necessary.

8.5 Data generated from mock examinations is used to inform students about their current attainment and allows them to set targets and focus their revision.

8.6 Data generated from mock examinations is used to inform official IB MYP/IB DP/UCAS teacher predicted grades.

## 9 Official IB assessment

Both MYP and DP use internally and externally assessed components.

### Internal assessment

9.1 Internally assessed subject components (for example, the DP Language B orals or the MYP Visual Arts ePortfolio) are assessed internally by subject teachers and moderated by official IB examiners. All internal assessments are marked according to IB marking criteria and faculties have allocated time for standardization.

### External assessment

9.2 Externally assessed components are conducted as per the IB guidelines: *IB Assessment Procedures (MYP and DP)* documentation.

## Appendix A: Rubric Examples

Rubrics for marking and feedback can take various forms. Rubrics for summative assessments should allow teachers to both provide feedback and assign a grade.

This MYP Design Criterion B rubric matches descriptors against the 1-8 grade scale, allowing the teacher to simply choose the most appropriate descriptor and so directly assign a grade.

Strand 1 Your score: 8	develops a list of success criteria for the solution	develops a list of success criteria for the solution	develops a few success criteria for the solution	develops a few success criteria for the solution	states a few success criteria for the solution	states a few success criteria for the solution	states one basic success criterion for a solution	states one basic success criterion for a solution	The student does not reach a standard described by any of the descriptors below.
Strand 2 Your score: 7	presents feasible design ideas, using an appropriate medium(s) and outlines the key features, which can be correctly interpreted by others	presents feasible design ideas, using an appropriate medium(s) and outlines the key features, which can be correctly interpreted by others	presents a few feasible design ideas, using an appropriate medium(s) and labels key features, which can be interpreted by others	presents a few feasible design ideas, using an appropriate medium(s) and labels key features, which can be interpreted by others	presents more than one design idea, using an appropriate medium(s) or labels key features, which can be interpreted by others	presents more than one design idea, using an appropriate medium(s) or labels key features, which can be interpreted by others	presents one design idea, which can be interpreted by others	presents one design idea, which can be interpreted by others	The student does not reach a standard described by any of the descriptors below.
Strand 3 Your score: 7	presents the chosen design describing the key features	presents the chosen design describing the key features	presents the chosen design stating the key features	presents the chosen design stating the key features	states the key features of the chosen design	states the key features of the chosen design	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
Strand 4 Your score: 6	creates a planning drawing/diagram, which outlines the main details for making the chosen solution	creates a planning drawing/diagram, which outlines the main details for making the chosen solution	creates a planning drawing/diagram and lists the main details for the creation of the chosen solution.	creates a planning drawing/diagram and lists the main details for the creation of the chosen solution.	creates a planning drawing/diagram or lists requirements for the creation of the chosen solution.	creates a planning drawing/diagram or lists requirements for the creation of the chosen solution.	creates an incomplete planning drawing/diagram.	creates an incomplete planning drawing/diagram.	The student does not reach a standard described by any of the descriptors below.

The rubric below is for a MYP Physics Criterion B summative assessment, and it closely matches the format of the mark scheme for a MYP Physics eAssessment.

Just as with a real eAssessment, the rubric is used to provide an overall mark (in this case out of 24). This mark would then have to be converted (using grade boundaries) to a 1-8 grade in Criterion B.

	1	2	3	4
Hypothesis	a research question is suggested	an incomplete hypothesis	a testable hypothesis linking the independent and dependent variables	a testable hypothesis linking the independent and dependent variables justified by reasoning
Statement/ Variables	some variables are stated	relevant variables are stated	the independent, dependent and at least <b>one</b> control variable are identified	the independent, dependent and at least <b>two</b> control variables are identified

Equipment/ Circuit	an ammeter or voltmeter is used	an ammeter <b>or</b> voltmeter is used correctly	an ammeter <b>and</b> voltmeter are used correctly	an ammeter <b>and</b> voltmeter are used correctly and connected to a power supply via a complete circuit
Diagram	method is not relevant to the investigation made in the statement	attempt at a relevant method but detail is insufficient for another student to follow	relevant method is described and could be easily followed by another student	complete and relevant method is described and fully explained and could be easily followed by another student
Measurements	A voltage or current reading is taken	A <b>range</b> of voltage <b>or</b> current readings are taken <b>OR</b> A <b>single</b> reading is taken for both current <b>and</b> voltage	A <b>single</b> reading is taken for both current <b>and</b> voltage and $R=V/I$ is used <b>OR</b> A <b>range</b> of voltage <b>and</b> current readings are taken	A <b>range</b> of voltage and current readings are taken and $R=V/I$ is used
Sufficient Data	one wire length or diameter is investigated	more than one wire length or diameter is investigated <b>or</b> there is more than one trial	more than one wire length or diameter is investigated <b>and</b> there is more than one trial	five wire lengths or diameters are investigated <b>and</b> more than one trial <b>and</b> plans to calculate the mean

This Diploma English rubric ties in with one of the Approaches to Learning (AtL), and provides descriptors for various subcategories. This rubric is intended for use in a formative assessment and so while the feedback element is still present, there is no easy way to derive a summative grade.

**Formative Assessment Rubric for Learner Portfolio (2020 - 2022)**  
**Approaches to Learning**

<b>ATL</b>	<b>Exceeding Expectations (4)</b>	<b>Meeting Expectations (3)</b>	<b>Developing Expectations (2)</b>	<b>Undeveloped (1)</b>
<b>Thinking skills</b>	Responses show highly developed critical thinking and analytical skills, as well as excellent understanding of evidence and arguments.	Responses show well developed critical thinking and analytical skills, as well as good understanding of evidence and arguments.	Responses show some critical thinking and analytical skills, as well as very basic understanding of evidence and arguments.	Responses show limited critical thinking and analytical skills, as well as little understanding of evidence and arguments.
	Conclusions and connections between texts are drawn and arguments are developed to demonstrate a high level of reasoning and supported with a range of relevant evidence where appropriate	Conclusions and connections are drawn and arguments are developed to demonstrate an adequate level of reasoning, supported with relevant evidence.	Conclusions and connections are drawn and arguments are developed to demonstrate some level of reasoning, supported with generally relevant evidence.	Limited conclusions or connections are drawn and arguments are rarely developed. Few ideas are supported with evidence.
	The entries in the LP show very good recognition of multiple perspectives and analysis of complex concepts.	The entries in the LP show good recognition of multiple perspectives and analysis of complex concepts.	The entries in the LP show some recognition of perspectives and analysis of concepts.	The entries in the LP show limited recognition of perspectives and analysis of concepts.
	Work shows thoughtful and deep reflection.	Work shows thoughtful reflection.	Work shows limited or somewhat superficial reflection.	Work shows no or very superficial reflection.
	Responses show deep or subtle understanding of the task.	Responses show understanding of the task.	Responses show some misunderstandings.	Responses show serious misunderstandings.
	Contributions go above and beyond what was covered in class. Original thinking is evident.	Contributions sometimes expand on what was covered in class.	Contribution is limited to restating what was covered in class, showing mostly rote understanding.	Work simply "lifts" from what was said in class or borrows ideas from sources.