

# American School of Brasilia

## Assessment, Grading, and Reporting Policy



## **American School of Brasilia (EAB)**

We are a diverse community that provides an English-language based pre-kindergarten through Grade 12 education. We are an International Baccalaureate World School with U.S. and Brazilian accreditation.

### **Mission**

Learners inspiring learners to be inquisitive in life, principled in character, and bold in vision.

### **Vision**

To positively impact the world through excellence in academics, activities, arts, leadership, and service.

### **Learning Principles**

#### Learning Engagement

We are learners inspiring learners by being active participants who are engaged in our education.

#### Learning Extension

We are inquisitive in life by viewing mistakes as opportunities for curiosity and reflection to stretch our thinking.

#### Learning Environment

We are principled in character by nurturing safe, mutually respectful learning environments where every student can thrive.

#### Learning Evolution

We are bold in vision by tackling challenges and embracing feedback to enhance our learning.

### **Philosophy Statement**

EAB's assessment philosophy centers on the belief that all students can learn and guides our approach to evaluating and evidencing student learning across Preschool to Grade 12. The primary purpose of assessment at EAB is to determine what students have learned in order to inform personalized instruction and ensure a comprehensive understanding of the curriculum. Our philosophy centers on the idea that assessment should be a continuous and meaningful part of the learning process, promoting an environment where every student can succeed academically and personally.

EAB emphasizes the importance of aligning assessment, grading, and reporting with standards and benchmarks, using learning targets to ensure growth, and recognizing that students should have the opportunity to demonstrate their learning in diverse ways. Our practices and decisions in assessment and grading uphold academic integrity and provide transparent, fair reporting. We emphasize the significance of self-assessment and reflection, ongoing constructive feedback, and clear communication of expectations in a rigorous yet supportive educational environment.

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To be revised in January 2027

Assessment at EAB benefits all of our stakeholders. For students, assessment serves as a tool for self-monitoring, goal-setting, and the development of independent learning skills. Teachers use assessments to provide feedback to students and families, recognize strengths, and tailor instruction effectively. Families receive an accurate understanding of their child's progress, fostering a collaborative partnership with the school. Administratively, assessments generate longitudinal data for program evaluation, inform school strategic plans, and guide professional development initiatives, ensuring continuous improvement and excellence in education at EAB.

## **Definitions: Types of Assessment**

**Diagnostic assessment** is used at the beginning of a new unit of study. Teachers pre-assess students to get a clear understanding of their prior knowledge. This allows teachers to plan instruction and differentiation based on the needs of the students. Diagnostic assessment results are not included in students' grades or reports.

**Formative assessment** is sometimes called assessment for learning since it provides feedback for the teacher and student throughout the unit of study. Formative assessment guides decisions about student grouping and provides timely, ongoing feedback to students about what they have learned and what they need to learn next. It should also prepare students for summative assessments. Formative assessments reflect student growth and progress. Formative assessment results are not included in students' grades or reports.

**Summative assessment** is sometimes called assessment of learning or evaluation. It should reflect the performance or achievement of students related to the standards and benchmarks addressed during the unit of study. All students should have multiple opportunities to show their understanding throughout a unit of study through a variety of summative assessments. Summative assessment results are included in students' grades and reports.

## **Responsibilities**

### **School Responsibilities:**

- Develop or identify and administer assessments to measure student learning
- Determine the schedule for school-wide assessments and communicate this to the school community
- Determine the schedule for report cards and progress reports to families
- Collaborate with external organizations such as IB, MAP, or PowerSchool to support with assessment, grading or reporting at EAB

### **Teacher Responsibilities:**

- Develop assessment tasks that align with curriculum learning outcomes and meet the needs of students
- Use data to determine students' strengths and areas of growth in academic and social development
- Provide timely and ongoing feedback to students and families

- Determine and share success criteria with students and families at the start of a unit/course
- Provide students with opportunities to apply their learning in real-world experiences

### **Student Responsibilities:**

- Identify and reflect upon academic strengths and areas of need.
- Identify and develop strategies that improve understanding and skills
- Set individualized goals based on feedback provided by teachers and peers
- Track and reflect upon individual progress

### **Parent Responsibilities:**

- Have an understanding and support the school's assessing, grading, and reporting system
- Track and support student progress with identified learning outcomes and feedback provided by teachers
- Attend parent-teacher conferences

## **Assessment at EAB**

### **Lower School Assessment**

In the Lower School, assessment occurs regularly through in-class activities and regular practice. Ongoing formative assessment is emphasized in order to proactively and responsively plan for student learning needs. Summative assessments include projects, written and creative tasks, and tests, and are used to measure overall knowledge and skills at the end of a unit.

### **Middle School Assessment**

In the Middle School, assessment occurs regularly through in-class activities, homework, and regular practice. Summative assessments include written tests, projects, and written tasks.

### **High School Assessment**

In the High School, including in the IB, formative assessment occurs regularly through in-class activities, homework, and regular practice. In general, high school subjects have four to six summative assessments per semester. Summative assessments include written tests, projects, and written tasks.

In addition to regular in-class assessments, students in Grades 9 and 10 may have end-of-year exams in each subject. Students in Grade 11 have an end-of-year exam (one paper per subject) that follows IB exam protocols. In March of Grade 12, students have mock examinations (two to three papers per subject) that mimic the IB examinations. Grade 12 students in non-IB classes take an end-of-year examination in May, in lieu of an IB examination.

### **Assessment Accommodations**

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In line with EAB's Access & Inclusion Policy, students may be eligible for assessment accommodations based on learning support or social-emotional needs. Accommodations may include structured tasks, extra time on examinations, examination in a separate location, breaks during exams, and the use of a word processor, reader, scribe, or calculator.

Students will be granted accommodations based on test scores on assessments completed by the Learning Support Specialist or a qualified educational psychologist or by reports from a psychologist or psychiatrist. Counselors, learning support specialists, and the IB Coordinator can authorize certain accommodations based on students' usual way of working. Accommodations must be applied to all in-class summatives, as well as to IB examinations. EAB provides personnel to ensure these assessment accommodations can be catered for.

### **Modified Assessments**

In some cases, despite learning support and differentiated instruction, students cannot access EAB's curriculum. These students will be provided with a modified curriculum with reduced content; this is reflected in their assessments. In High School, this modified curriculum is noted on their transcript and diploma.

### **Standardization of Assessments**

Teachers meet weekly in collaborative teams. Part of this collaborative time is used to standardize and moderate assessments.

### **Benchmarking Assessments**

The following assessments are used, not only for formative and/or summative purposes, but also to benchmark EAB's students and academic programs:

- Lower School literacy assessments in the areas of reading, writing, and phonics
- Measures of Academic Progress (MAP) tests for Grades 2–8
- World-Class Instruction, Design, and Assessment Model (WIDA) assessment
- ACTFL Assessment of Performance Towards Proficiency in Languages (AAPPL) for Grades 4–12
- Vestibular da Universidade Estadual Paulista (VUNESP) Portuguese exam for Grades 5, 7, 9, and 11
- Preliminary Scholastic Aptitude Test (PSAT) for Grades 10–11
- International Baccalaureate Diploma Program examinations for Grade 12

### **Reassessment**

The goal at EAB is for all students to learn the concepts and skills identified in EAB's standards. With the understanding that some students need more time and assistance to develop understanding, reassessment is offered to Middle and High School students who score 5 or below on a summative assessment, provided that the student has completed all formative assessments for that unit.

The following conditions apply to reassessments:

1. Teachers will determine when and how the reassessments will be administered within one week (for High School) or two weeks (for Middle School) of when the assessment was returned. Reassessment dates will be communicated to students in advance. Students will advocate for themselves by talking to teachers if there is more than one reassessment on the same date.
2. Students who are absent on the day of the summative assessment will complete it during the next class period, or at a time agreed upon by the classroom teacher, then will follow the regular process for reassessment if needed. Absence from a scheduled retake without an appropriate excuse such as medical note will not be considered and the student will forfeit the opportunity for a reassessment.
3. Reassessments will be given on summative assessments only.
4. Reassessments can be completed on specific sections of, or questions on, summative assessments or in relation to specific standards, as decided by the teacher.
5. The student's highest earned grade for the summative assessment will be recorded and used in the final grade determination. An annotation may be included in Power School that the grade is based on a reassessment. The original grade may also be visible.
6. Students may not be reassessed more than once on the same summative assessment.
7. Standards that are assessed multiple times may not be eligible for reassessments.
8. Formative and practice assessments must be completed on time and appropriately (quality) to be considered for a retake.
9. Students must complete a retake form to be eligible for reassessment. This form will also track the grades that students had and where they have moved to. Students must submit this to their teacher at least one day prior to the retake.
10. The following exams are not eligible for retakes, due to their summative nature: end-of-year exams, IB internal assessments, and IB external examinations.

### **International Baccalaureate Assessment**

In addition to regular formative and summative assessments, IB Diploma Program assessments include one internal assessment per subject. These are completed at various stages throughout the Grades 11–12. Additionally, each subject has two or three externally-assessed examination papers, given at the end of Grade 12.

To ensure grading consistency, teachers moderate internal assessments within their subject groups. Teachers can also request to be partnered to moderate with an IB teacher from another school to gain more same-subject assessment perspectives.

### **End-of-Grade 12 Final Assessment**

If a student does not sit an IB examination for an IB subject, they must take a summative assessment that is assessed by the teacher and is factored into their year grade for the course.

### **Brazilian National Curriculum Assessments**

While students who earn the Brazilian Diploma at EAB meet all requirements set forth by the Ministry of Education, the school does not specifically prepare students for the vestibular or other university entrance examinations.

## Grading at EAB

Grading at EAB is referenced to subject-specific standards/domains for each grade and subject area.

### Lower School Grading

Grades are awarded based on ongoing formative and summative assessments. Students can receive the following indicators to represent their performance on their report card.

*Table 1: EAB Lower School Grade Descriptors*

<b>Not Applicable (NA)</b>	This aspect of the curriculum has not been taught yet.
<b>New to English (NE)</b>	Due to the fact that the student is beginning to learn English, he/she is unable to be assessed as yet.
<b>Requires Support (RS)</b>	Student is well below the expectations for this grade and requires support most of the time.
<b>Not Yet (NY)</b>	Student is achieving below the level expected for the grade for this time of the year.
<b>Meeting (M)</b>	Student consistently meets expectations for this grade at this time of the year.
<b>Above (A)</b>	Student exceeds expectations for this grade at this time of the year.

### Middle and High School Grading

Semester grades are awarded based on summative assessments on a 1–7 grading scale that was adapted from the IB grade descriptors, as shown in Table 2. A grade of 3 is the minimum pass mark for all classes at EAB.

After an assessment is given, teachers will enter a student's grade into PowerSchool within three weeks of the assessment date.

Table 2: EAB Upper School Grade Descriptors

<u>Exceptional</u> - The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective technical skills are evident, as is the ability to analyze, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems.	7
<u>Advanced Mastery</u> - The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking, as required by the standards. Advanced technical skills are evident, as is the ability to analyze, evaluate and synthesize evidence, knowledge and concepts.	6
<u>Proficient Mastery</u> - The student demonstrates proficient knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking, as required by the standards. Competent technical skills are evident and sometimes well developed.	5
<u>Basic Mastery</u> - The student demonstrates, with some gaps, basic knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking, in order to meet the standards. Technical skills are evident, but not thoroughly developed.	4
<u>Limited Mastery</u> - The student demonstrates limited knowledge and understanding of the standards, with limited evidence of conceptual and contextual awareness. Research and/ or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems.	3
<u>Insufficient Mastery</u> - The student demonstrates insufficient knowledge and understanding of the standards, with very little evidence of conceptual and contextual awareness. Research and/ or investigation is not evident and remains undeveloped. The student has not achieved a sufficient level of mastery to successfully complete the course. No credit is awarded for the course.	2
<u>No Learning:</u> The student demonstrates no understanding of the standards for the course. No credit is awarded for the course.	1

### International Baccalaureate Grading

The IB has subject-specific grade descriptors for grades of 1–7. A grade of 4 is required to pass higher level subjects, while a grade of a 3 is required to pass standard level (SL) subjects. Grades for the Extended Essay and Theory of Knowledge are awarded by the IB as A–E, and combine to make a maximum of 3 points towards the IB Diploma.

Students in the full IB Diploma can earn a maximum of 45 points. In general, 24 points are required to pass the Diploma.

## **Reporting at EAB**

### **Lower School Reporting**

For day-to-day reporting with parents, K3 through Grade 4 uses Seesaw, and Grade 5 uses Google Classroom.

Lower School students receive two official reports per year at the end of quarters 2 and 4 through PowerSchool. Parent-teacher conferences occur at the end of quarter 1, and student-led conferences occur at the end of quarter 3. Teachers, students, and families may request a conference at any time throughout the year.

### **Middle and High School Reporting**

The Middle and High School use PowerSchool to report assessment results with parents on a day-to-day basis.

Middle and High School students receive four official reports per year through PowerSchool. Progress reports at the end of quarters 1 and 3 provide an update of where a student is, while end-of-semester reports provide a grade for each semester. Both reports include an overall grade (1–7) for each subject and a grade for each of the subject's domains. They also include a rating (exceeding expectations, meeting expectations, or not meeting expectations) for each subject for EAB's character traits of being responsible, engaged, and principled.

Parent-teacher conferences occur twice per year, after the quarter 1 and quarter 3 progress reports.

Students receive their official high school transcript after they graduate.

### **International Baccalaureate (IB) Reporting**

In addition to high school reports, students receive their IB results in July of the year in which they graduate. Students who wish to apply for a remark of their results or who wish to retake their IB results must contact the IB Coordinator.

## **Recuperação**

Any Brazilian student who does not pass a required course will be eligible for recuperação, an assessment of their understanding of the content covered in the course over the duration of the academic year. If a student passes their recuperação, they will earn credit towards the Brazilian diploma. They will not, however, earn credit towards their American diploma.

## Conselho de Classe

Any Brazilian student who does not pass a required course and does not pass recuperação will have a conselho de classe. At this meeting, a group of teachers and administrators will meet to determine whether a student has made enough progress over the course of the academic year to receive credit towards the Brazilian diploma. They will not, however, earn credit towards the American diploma.

## Graduation Requirements

In alignment with the *EAB High School Course Description Guide*, unless there are exceptional circumstances, all students in grades 11 and 12 are required to successfully complete at least four International Baccalaureate (IB) classes in order to graduate. These include mandatory classes in both mathematics and English, with students free to pursue two IB courses of their choice.

To graduate from the American School of Brasilia a student must earn the American Diploma through the completion of the following courses:

- Complete 30 courses in grades 9–12;
- Earn 24 credits in the specific subjects below;
- Be enrolled in nine classes during grades 9 and 10;
- Be enrolled in at least seven classes in grades 11 and 12;
- Complete at least four Standard Level (SL) IB classes in grades 11 and 12, including English and Math, with two IB classes of the student's choice.

In exceptional circumstances, the pathway to earning the American Diploma may be altered to accommodate extraordinary individual student needs. The High School Principal will make final decisions in such cases. To graduate with the Brazilian Diploma students must earn 24 credits in the specific subjects listed below during grades 10–12.

The Brazilian Diploma is based on credits attained over three years, from grades 10–12. To graduate with the Brazilian Diploma students must earn 24 credits through the completion of the requirements in the table below.

All international students in grades 11 and 12 are expected to complete four IB courses, including mathematics and English. The student may choose their other two IB classes. All Brazilian students are also expected to complete five IB classes, including English, mathematics, Portuguese, Theory of Knowledge, and a Group Three subject. Except in exceptional circumstances, to receive credit for an IB course the student must take the externally-assessed IB exam in May of their Senior year. The High School Principal will make the final decision in such cases.

US Diploma Grades 9–12 26 Credits		Brazilian Diploma Grades 10–12		IB Diploma Grades 11–12
English	4	Portuguese	3	Studies in Language and Literature
Foreign Language	3	English (Foreign Language)	3	Studies in Language and Literature OR Language Acquisition
Math	3	Mathematics	3	Mathematics
Science	3	Science	3	Sciences
Social Studies	3	Social Studies (World Studies 10, IBBSS11 or BSS11, IBBSS12)	3	Individuals and Societies
Arts	1	Arts (IB Diploma Students are recommended to take this in grade 10, unless they intend to do IB Film, IB Theatre, or IB Visual Arts)	3	Arts
Physical Education	2	Physical Education	3	N/A
Electives	5	Philosophy/Sociology (IB TOK will fulfill this requirement.	3	Diploma Core: Extended Essay, CAS and Theory of Knowledge

**For more information, please refer to the following documents:**

- *EAB Access & Inclusion Policy*
- *EAB Explanation of Recuperação*
- *EAB Lower School Student Handbook*
- *EAB Middle School Student Handbook*
- *EAB High School Course Description Guide*
- *EAB High School Student Handbook*
- *IB Grade Descriptors*