

# Assessment Policy

Rotterdam International Secondary School

Assessment Policy Monitoring:  
First Approved and reviewed: January 2022  
Reviewed and Approval Date: February 2025  
Following review: 2027

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# Rotterdam International Secondary School

## Assessment Policy

### Philosophy

This policy is born from the need to refine and implement our vision for “Educating for self-awareness, curiosity and integrity in a changing world” and contribute to embedding our mission “for every student to enjoy their youth” within our central focus at school: learning.

The Policy defines the forms, frequency and order of the current, interim and annual monitoring of students’ performance as well as the requirements for the grades and the assessment of educational achievements. This is a requirement for all assessment practices for students and teachers in the IB programmes (DP/CP).

RISS Assessment Policy shall be subject to the recognition of a professional approach to solving problems of work assessment and feedback to the students. Students have the right to regular and comprehensive assessment of, for and as their learning and progress. Teachers assess student work and provide feedback considering it as an essential part of the monitoring. Teachers ensure that the standards of marking is objective and equitable

### Principles

RISS seeks to develop a culture of assessments which measures the effect of our learning provision on our students. It includes qualitative and quantitative criteria and is creative in its conception, planning and delivery. This includes the different facets of assessment to establish progression. They are *Assessment for Learning* – or a continuous observation of a child's progress that influence instructional practice; *Assessment of learning* – or a snapshot in time that informs students, parents and teachers of progress and *Assessment as Learning* – or students as their own assessors of their progress that encourage ownership and lifelong learning.

The assessment will need to consider the learning stage of our students, their needs and how this represents genuine progress for them. In this regard, our school seeks to communicate effectively with parents with respect to student achievements and well-being, ensuring that a culture of partnership develops with families to maximise student advancement. This is the case during our parent-teacher conferences, report information, email communications between parents and our school and all instances of concern where the school needs to engage with home.

### Assessment Definition

Assessment is the measurement of what students know, understand and can do. How and when we evaluate students directly informs planning, teaching, and learning. Effective assessment places students at the centre of their learning by allowing teachers to monitor student progress and adjust instruction to improve achievement. Assessment is managed through an active partnership among students, teachers, and parents/guardians. Clarity of

expectations and good communication are shared responsibilities. In order for students to excel, teachers should make students aware of what constitutes high achievement by sharing rubrics, model answers and unpacking of assessment criteria.

### Purpose of Assessment

Assessment should:

- Provide feedback and support to students.
- Develop further understanding of skills, knowledge and concepts in each subject.
- Provide opportunities for students to apply what they know in unfamiliar contexts to demonstrate deep understanding.
- Provide feedback for teachers to monitor the effectiveness of their course.

### Principles of Assessment

- Assessment should reflect student achievement and understanding after learning, and will not always reflect effort or understanding after the assessment
- Assessment is continuous throughout the academic year to guide students in their learning.
- Students should be encouraged to be responsible for their own learning through self-reflection and peer assessment.

### Planning of Assessments

- All students are entitled to be assessed to recognise their progress and achievement.
- If subject areas need more or fewer than two assessments per term, they will need to discuss this need with their Curriculum leaders. Curriculum Leaders will need to seek advice and approval from the Head of Sections or Deputy Principal respectively in this case.
- Students will have two assessments per term per subject. The only exception is Grade 6, who in their first term in school will receive one.
- Assessments are graded, and they are key performance indicators in the promotion of students into the next grade year.
- Assessments need careful planning, preparation and organisation to provide a meaningful opportunity for students to learn and achieve.
- Some assessments will need to be scanned and saved to serve as evidence of students' work and progress. Curriculum Areas will determine what and how this process will be managed and stored.
- All changes to the assessment schedule will need to be approved in advance and communicated in a timely fashion to students and parents.
- Any changes need to be placed within the Assessment Calendar and the update communicated to parents immediately.
- Grade 12 IB students, and Grade 10 IGCSE students will not have formal assessment during term 2 due to their Internal Assessment demands and mock examinations.
- IB CP students may be required to undertake standardised assignments set by Pearson (BTEC).

- All assessments will vary in format, scope, and approach to serve students' diverse learning, i.e., they will be either summative or formative in nature.
- Students will receive an assessment calendar indicating date, assessment method, general content description and a rubric, if a rubric is available for the assessment in question.
- All assessments dates and times will be honoured where possible regardless of staff changes.
- Assessments will be designed to ascertain skills, knowledge, understanding, application and critical thinking.
- All assessments must be in line with the RISS Student Charter agreement. This includes the time within which feedback is expected and how many assessments may be scheduled on a day.
- Students are entitled to written feedback and marking of their work to measure progression over time. Timelines for this are recommended in the Student Charter.
- Students are entitled to oral feedback on their assessment performance. For oral feedback to be effective, it needs to be positive, specific and prompt.
- Generative Artificial Intelligence (AI) may be used by teachers in order to provide additional feedback on student work, however all grades will be determined through the teachers' own judgement. Students will be informed of when Generative AI is used to provide feedback
- Where a new teacher is taking a subject for the first time at RISS, the Head of Section and/or Curriculum Leader will provisionally allocate a date in the Assessment Calendar.
- All assessments need to follow criteria within our Academy Integrity Policy.
- Teachers who are supervising coursework in Grades 9, 10, 11 or 12 may include the process of coursework assessment of their students' work as one of the two assessment items for the term.

## Types of Assessments

### Summative and Formative Assessment:

Aligned with both current research into best practices and IB's own guidelines, teachers use a range of formative and summative tasks. Formative assessment allows teachers to monitor student progress towards meeting standards, especially in the case of the IB. Students receive meaningful, detailed, and timely feedback that supports improvement. Teachers use data from such assessments to modify instruction to promote learning and understanding. Formative assessment serves as the foundation for learning and prepares students for the "higher-stakes" nature of summative assessments, which measure achievement at the end of a course or unit. Although grades entered by teachers into Magister may include both formative and summative tasks, final semester or year grades value the most accurate reflection of student achievement rather than simply averaging of grades over time.

### Formative Assessment:

- All information taken by teachers during their lessons that informs them of students' learning and serves as feedback to enhance achievement

and progress.

- Demonstrates the knowledge application, skills and conceptual understanding required at a certain stage of the subject study.
- Can be presented in different formats, e.g., presentations, essays, oral and written forms, etc.
- Grades provide a result of formative works evaluation.
- Formative tasks are also assessed according to the criteria developed in Curriculum Areas and in the case of the IBO for each such subject.
- Formative assessment allows teachers to monitor students' progress towards meeting standards in the IB, and other external and internal assessments.
- Formative Assessment gives feedback to students as they are learning.
- Formative Assessment allows students and teachers to identify students' strengths and weaknesses.
- The number of formative works is defined by the teacher and/or Curriculum areas led by Curriculum leaders and depends on the learning situation.
- Formative assessment shows students how they can improve via appropriate oral and/or written feedback.

### *Summative Assessment:*

- Assesses the level of student understanding at the end of learning, i.e., is created to define the level of formation of knowledge and learning skills at the end of a unit of work.
- May require students to apply their learning to an unfamiliar or new context.
- is mostly criterion-related. This type of assessment measures students' work in relation to identified levels of attainment, rather than in relation to the work of other students.
- For students completing IB subjects, the summative assessment often models the formal assessment officially set by IBO. DP official Internal and External Assessment is undertaken by all Diploma Programme teachers according to the IB Assessment Procedures.
- Some assessments in IB Diploma are external, such as the official IB exams and are graded externally by IB examiners. Other assessments are internal, graded by the class teacher, standardised and sent to IB examiners for moderation.
- All BTEC subjects will be internally assessed with regular internal standardisation and moderation undertaken each year. External moderation will be formally undertaken each year by Pearson's as part of the rigorous standards verification process.
- Grades for the summative works are the basis for determining the final grades for the course for each period as well as the academic year as a whole.
- Takes place at the end of each reporting period: depending on the course this may be a term, year or two year period.
- Uses a variety of assessment methods such as tests, examinations, creative projects, essays, research and practice work, presentations, etc.
- Schedules Of IB internal assessments of BTEC coursework for each subject is agreed by the teacher the IBDP Coordinator and, the IB CP coordinator.
- Students are provided with the all information about the quantity, date and duration of the summative works for the period.
- Entering of the summative grades in Magister should be in accordance

with the Student Charter, keeping in mind the need for results moderation.

- In case of absence of a student with an appropriate excuse, missed work should be handed in within two weeks after the student is back to school. Deadline may be extended by the respective Coordinator (DP/CP) in case of necessity.
- In case of violation of the Academic Integrity Policy in the performance of an assessment task, the latter is not assessed. Please see Academic Integrity Policy for consequences.
- In Grade 9 and 10, assessment often models the IGCSE exams needs. This can take the form of sections being tested or skills focus development to deal with the demands of these examinations.
- In Grade 6, 7 to 8 assessments will be varied and focused on skills, knowledge and inquiry as well as conceptual understanding of issues learnt and how they represent students' today's life. During these years, students are expected to experience similar assessment requirements as in the upper years, but students ought to be offered the opportunity of other more innovative forms of assessments such as portfolio (virtual), video diaries, projects, essays, oral presentations, performances, diaries, investigations, experiential visits with a reflection paper, group work to name some.

### *Quizzes/Ungraded assessments*

- Teachers may choose to include ungraded assignments and quizzes to assess student understanding.
- Quizzes do not need to be announced in advance.
- Quizzes should cover subject matter practised in no more than a few lessons, and may be held unannounced. An unannounced quiz should deal with the homework assigned in the previous lesson and may be either written or oral.

### *External and Internal Assessment: IB*

Internal and external assessment is a feature of the IB Diploma or Careers Programme. Internal Assessment is undertaken by all IBDP/CP Teachers; external assessment involves sending the examined work to the IB organisation to be marked by IB Examiners for assessment.

#### *Internal Assessment*

"Internal assessment (IA) allows students to provide evidence of achievement against objectives that do not lend themselves to external examination. Such work can be very flexible in the choice of topic, making internal assessment a valuable addition to students' education and improving the validity of the assessment process and learning experience as a whole." (International Baccalaureate Diploma Programme: A Guide to Assessment, 2014, p.3)

#### *Guidelines for internal assessment practice IB DP/CP:*

- All assessment is criterion-related; however, the DP and CP (BTEC) both use distinct schemes and subject specific criteria. The report card / transcript levels of the DP are out of 7, with grade boundaries set in both percentages and numeric to accommodate IB grade boundaries but also our grading software, Magister. The grade boundaries are evaluated on an annual basis to reflect changes to the IB grade awards

and our own criteria based on results.

- All internal assessment should be designed to be formative in nature for students, or summative where appropriate.
- IB teachers should scaffold assessment tasks throughout the programme or adapt examination (end-of-course) criteria, so that students in the first year of study have access to the full range of assessment grades.
- For the IB subjects, assessed work may vary in its purpose and teachers are expected to use the full range of assessment activities. Teachers must inform students which criteria will be used to evaluate their work, both for internal assessment (IA) and external examination. Teachers must explain what is required for students to fulfil the criteria for any particular piece of assessed work.
- Feedback to students should be prompt, specific and supportive.
- Grading is undertaken positively and consistently in relation to clear subject criteria. Teachers look for evidence of what students know and understand. Teachers always reward alternative but equally valid answers that contain coherent ideas which are relevant to the question.
- When using criterion-related assessment, student answers are placed where the majority of descriptors correspond to the student's work. If the descriptors include many strands of an objective and student performance is at a high level on most of the strands but not all them, teachers adopt a "best-fit" model.
- If a teacher suspects that a student is guilty of malpractice, he/she should not award a level of achievement and refer to the school's Academic Integrity Policy for further guidance. In line with the IB's policy and practice, the determining difference between these two possibilities will be one of intent. In serious or contested circumstances, the IBDP Team Lead, together with the Dp or CP coordinator will decide the outcome of the case in conjunction with the School Principal.
- For the Career-Related programme, assessment is intended to support curricular goals and to encourage appropriate student learning
- BTEC assessments will be internally standardised and moderated by subject teachers with external moderation being conducted routinely by BTEC representatives.
- For IB DP subjects undertaken as part of the IB CP, the assessment guidelines and protocols for the IB DP programme will be followed, including internal standardisation of all summative assessment tasks
- IB learners are required to authenticate the evidence that they provide for internal assessments by signing a declaration stating that it is their own work at the point of submission.

### *External Assessment*

External assessment is an evaluation which defines the level of knowledge and skills for each of the courses carried out by third parties, authorized by the school and government to control the educational process. Students are informed and can easily access the calendar of submission deadlines.

### *IBDP*

- The IB coordinator works collaboratively with Curriculum Leaders to produce IA and EA deadlines, so students can effectively manage their workload.
- Students select 6 subjects from the IBDP Groups. Over the two-year program, they focus their learning on those 6 subjects plus Theory of

Knowledge, Extended Essay and CAS. During this period, they will be assessed by their subject teachers using assessment criteria from the IBO.

- In January of Grade 12, the students take internally assessed Mock exams as preparation for the May session final exams conducted by the school according to IBO regulations.
- The final results for the IBDP student are based on the following:
  1. Grades for the 6 subjects based on internally moderated and external assessments and examinations (6 subjects with grades from 1-7 for a possible total of 42 plus the core of 3 points for a maximum of 45 points).
  2. The core consists of Theory of Knowledge, Extended Essay and CAS. All three must be completed for the student to be awarded a diploma. The three points are based on a matrix of the Theory of Knowledge and Extended Essay assessments.
  3. Failure to comply with either the CAS requirement or receiving an E on the extended essay or Theory of Knowledge results in the student not being awarded their diploma.
- The Extended Essay and Theory of Knowledge are assessed externally and scaled to a grade based on the Matrix formulated by the IB. Students may be awarded from 0-3 points.
- Creativity, Activity, Service (CAS) Participation in and completion of the CAS program is mandatory for being awarded an IB diploma. The CAS Coordinator ensures the management and implementation of the CAS program to support both students and CAS Supervisors. The DPC decides with the Cas Coordinator on whether the school's requirements of the CAS have been met.

### *IBCP*

- Achievement of the qualification requires demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or for progression to higher education, and successful development of transferable skills.
- Upon completion of all the units of the BTEC course students will receive an overall grade for their qualification – Pass, Merit, Distinction or Distinction\*.
- The BTEC Diploma Business qualification are grading using the scale PP to D\*D\*.
  - To achieve a Distinction, a learner must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria); these define outstanding performance across the unit as a whole.
  - To achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim.
  - To achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 3 of the qualification.
- The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as Unclassified.

BTEC Resubmissions:

- For each assignment as part of the BTEC career related study students are offered the opportunity to re-submit once within 15 days from the initial return date of the student's assignment, which is within term time in the same academic year.
- Re-submissions must be evaluated by the BTEC Lead Internal Verifier and must be assessed against the criteria outlined below.
- Students have met the initial submission deadline for the assignment they are requesting re-submission.
- The BTEC assessor considers that the learner will be able to provide improved evidence without further guidance.
- The original and resubmission assignment evidence submitted has been authenticated by both learner and BTEC assessor. A signed and dated declaration of authenticity by the student must be included.

#### BTEC Retakes:

- A Student who has not achieved the level of performance required to pass the relevant assignment and learning outcomes after resubmission of an assignment may be offered a single retake opportunity using a new assignment.
- The retake may be achieved at a maximum grade of a Pass.
- The IB CP Coordinator must authorise a retake of an assignment only in exceptional circumstances where they believe it is necessary, appropriate, and fair to do so.

#### CP Core Requirements

- Personal & Professional Skills: Students will undertake regular and ongoing assessments throughout the two-year programme that are linked directly with the specified learning outcomes for the PPS course.
- The Reflective Project Is assessed externally and scaled to a grade based on the Matrix formulated by the IB. Students may be awarded a grade between E and A ....
- Language Development: RISS will assess students' portfolios based on the assessment criteria determined by the IB; a sample of the school's portfolios will be moderated by the IB.
- Service Learning: Participation in and completion of the Service Learning programme is mandatory for being awarded an IBCP certificate. The Service Learning Coordinator ensures the management and implementation of the Service Learning programme, and decides together with the CPC on whether the school's requirements of Community Engagement (CP) have been met.

#### IGCSE

Internal and external assessment is a feature of the IGCSE programme. Internal Assessment is undertaken by teachers of specific subjects, such as art, although this can change as syllabi are amended. External assessment involves the IGCSE Exams Officer sending candidate work to CIE for assessment.

- The IGCSE coordinator working collaboratively with Curriculum Leaders produces project and coursework deadlines so that students can effectively manage their workload.
- Students select a variety of IGCSEs from the options offered at the time of entering the year.

- In January of year 2, the students take internally assessed Mock exams as preparation for the May and June session final exams conducted by the school according to CIE regulations.
- The final results for the IGCSE students are based on the following:
  - The grades of all exams taken in the June exam series (*these may include some papers scheduled in April and May, these are also referred to as 'June' papers*)
  - Where multiple papers for a subject are sat, they may carry different weighting for the overall final result depending on the prevailing weighting as published in the related CIE syllabus. These can be downloaded from the [CIE web site](#)

## FOUNDATION

In Grade 8, students have the opportunity to participate in external examinations in French, Spanish, German and Chinese. These tests provide the school and students with an external, international benchmark for individual student performance. Each student receives a statement of achievement and a diagnostic feedback report, giving the school detailed information in the feedback they receive.

- DELF (Diplôme d'Etude en Langue Française) exam in French at level A1 and A2.
- DELE (Diplomas de Español como Lengua Extranjera) exam in Spanish at level A1 and A2/B1.
- HSK (The Chinese Proficiency Test) exam in Chinese at level HSK1 and HSK2.
- Goethe Zertifikat exam in German at level A1.

## Supporting Assessment at RISS

### *RISS Expectations of Teachers:*

- Share assessment criteria and rubrics for each subject in advance so as to ensure that students are familiar with the expectations of the subjects or programmes. This applies to all other external and internal assessments across the school.
- In order to understand excellence, students should be aware of what constitutes high achievement through teachers sharing rubrics and assessment criteria and model answers.
- Provide feedback to students that is prompt, positive, supportive and specific to what they have to do to progress.
- Use a mark scheme or rubric with potential model answers which shows the student what constitutes a successful piece of work.
- Provide adequate time for students to complete any given assessment task.
- Provide adequate access to any materials necessary for the successful completion of any assessment.
- Scaffold assessment tasks or adapt examination criteria for students to access a full range of assessment grades.
- Assess and return work in good time with constructive feedback (oral and/or written) and publish grades in Magister.
- Collaborate with colleagues to ensure that a balance of assessment tasks is given to students and post all work deadlines and homework on magister.

- Use a variety of assessment tools and methods, especially at foundation level.
- Communicate with parents regularly and immediately in case of concerns.
- Notify all parents of students' progress via Magister, Emails, meetings, mid term reports, Student-Parent conference, especially for those students whose grades and effort is indicative of not being promoted to the next academic year.
- Meet expectations of the RISS Student Charter.

*RISS Expectations of Students: see RISS Student Charter*

- Be responsible for writing down ALL homework tasks & deadlines.
- Be on time for lessons and fully prepared.
- Respect others' right to learn and collaborate constructively with peers.
- Use the mark schemes or rubrics provided by teachers to achieve their best work.
- Submit any work on time and with due diligence, i.e., homework, class work, assignments and projects, etc.
- Present work neatly and appropriately, i.e., general written work should be completed in blue or black ink, and diagrams should be in pencil and/or coloured pencils.
- Correct mistakes when work is returned to them.
- Where appropriate instructions for on-line submission should be through the use of the student's school account except in cases where Turn-it-in is expected to be used, or for specific uploads for both the IBDP and IGCSE external examinations process
- Honour academic integrity at all times and understand the consequences if they do not. (Please refer to the RISS Academic Honesty Policy and School Handbook).
- Be aware of expectations within the RISS Student Charter.

*RISS strongly recommends and expects that Parents:*

- Support student adherence to set deadlines for work.
- Help motivate their child(ren.)
- Provide students with a quiet space at home and adequate time to complete their school work.
- Have access to a computer and internet, but also to monitor students' time within social media.
- Have access to books and libraries and are able to access the school's online databases. RISS has WIFI access throughout the school and students are given access.
- Help create an environment that is to the benefit of their child.
- Follow student's progress via Magister and contact the teacher, tutor or head of section with any concerns as soon as possible.
- Engage with the RISS Bulletin sent out weekly.
- Participate in the student-parent-teacher conferences in order to become an active support for their children's learning.
- Attend Parent meet-ups arranged to inform parents of processes within the exam years - especially concerning the IB and IGCSE exam process.
- 

*RISS, as School, should:*

- Produce examination/test timetables with enough notice for students and teachers to formulate a revision programme. This

- applies to all assessments.
- Keep records of achievement for all assessments.
- For the IB and IGCSE: provide information to guides, assessment criteria and exam schedules through the Bulletin.

### Internal Standardisation and Moderation of Students' Work

In order to make consistent and reliable decisions regarding students' assessment, teachers collaborate in developing the course, designing the assessment and, when more than one teacher is involved in teaching the same subject, conducting internal standardisation and moderation, particularly for the Internal and External Assessment sent to IB examiners and other external examination bodies.

### Internal Assessment Timelines

- All internal school assessment deadlines must be respected and adhered to.
- Should a student miss an assessment or school exam (end-of-year/mock) through illness or other circumstances beyond their control, teachers—in consultation with the Head of Section—may reschedule the assessment. Rescheduled tests/exams will have different content.
- In the Senior Years, IB DP & CP teachers are responsible for ensuring all students, as well as themselves, respect the deadlines set by the IB Lead in conjunction with the external and internal deadlines. This is essential to ensure both teachers and students can appropriately plan their workloads throughout their programme. This is essential for the following reasons:
  - To ensure workloads are spread realistically throughout the program to avoid unnecessary stress and conflicts;
  - To provide timely and appropriate feedback on all written and oral work;
  - To allow teachers the requisite time for checking authenticity throughout the program, and, particularly when work must be submitted to the IB for assessment;
  - To provide sufficient time for teachers to conduct internal standardisation, marking, and moderation prior to submission to the IBO Assessment.
  - To respect the RISS Student Charter.

## RISS EXAMINATION SESSIONS

### Awarding Term Grades

#### IB

In each subject, the summative term grade requires the translation of criteria-referenced percentage grades into a single 7 (high) – 1 (low) grade. Each subject has specific criteria and these criteria are measured on numeric scales, which differ by subject/course. The grade boundaries for the individual IB subjects are reviewed yearly and are available in the School Handbook.

Grades awarded for criteria-referenced tasks are translated into final 7 (high) – 1 (low) reported grades by measuring performance against moderated grade boundaries, based on boundaries published by IB.

During the Reports Meeting at the end of each term, the IBDP Lead or Deputy Principal, in discussion with the relevant Tutor, determines a remediation plan to support student learning for any candidate with a grade of between 1-2. The student's grades will also be viewed holistically to determine if progression criteria have been met. The remediation plan should then be discussed with both the student and parents for understanding and agreement for implementing the plan both at home and school.

## IGCSE

In each subject, the summative term grade requires the translation of criteria-referenced percentage grades into a symbol (A to G and U) grade. The grade boundaries for the IGCSE years are reviewed yearly and are available in the School Handbook.

During the Reports Meeting at the end of each term, the IGCSE Lead or Deputy Principal, in discussion with the relevant Tutor, determines a remediation plan to support student learning for any candidate with a grade of E or below. The student's grades will also be viewed holistically to determine if progression criteria have been met. The remediation plan should then be discussed with both the student and parents for understanding and agreement for implementing the plan both at home and school.

## Foundation Years

In each subject, the summative term grade requires the translation of criteria-referenced percentage grades into a symbol (A to G and U) grade. The grade boundaries for the Foundation Years are available in the table below.

| Grade | Percentage % |
|-------|--------------|
| A*    | 100 - 95     |
| A     | 94 - 83      |
| B     | 82 - 74      |
| C     | 73 - 58      |
| D     | 57 - 45      |
| E     | 44 - 35      |
| F     | 34 - 25      |
| G     | 24 - 15      |

|   |        |
|---|--------|
| U | 14 - 0 |
|---|--------|

During the Report Meetings at the end of each term, the Head of Foundation years, in discussion with the relevant Tutor, determines a remediation plan to support student learning for any candidate who scored a D grade or lower in a subject or students at risk of not meeting the promotion criteria.

Should the latter be the case, the Learning Diversity will be consulted, and the support strategies and course of action will then be discussed with both the student and their parents for understanding and agreement for implementing the plan both at home and school.

### Mock Examinations

In the first week of January, students in Grades 10 and 12 will sit formal written examinations (called the mock examination) which clearly act as a preparation for the external May examinations of the IBDP and IGCSE. The results of these examinations should be recorded as follows:

Grade 12 IBDP mock examinations will include questions on material completed over the entire course of study. The Mock exams results are recorded in Magister, and replaces the term 2 grade in Grade 12. It is a separate, specific grade for the mocks.

Grade 10 IGCSE mock examinations will include final exam style questions from material completed over the entire course of study. Term 2 assessment results are recorded in Magister, and replaces a term 2 grade. It is a separate, specific grade for the mocks. Based on the mock results, decisions may be made at this point about moving students between Extended/Core levels.

Students in the Foundation Years, grade 9 and grade 11 do not write Mock Examinations in January. During this time, students will continue with their curriculum.

Teachers should give students clear guidelines concerning the material to be included in any summative examination and provide a clear explanation of the relationship between the examination and the semester grade.

### Reporting Assessment

Written academic reports are issued for all students at the end of each term. The report is based on the student's results, staff discussion of his/her learning efforts and concerns held in the Report Meetings prior to the issue of the term report.

However, any student who is of concern to their teachers will be reported internally on the mid-term report to be given to the Tutor. After discussions with the relevant Team Leaders, a plan of remediation will be planned and where necessary parents will be requested to meet with the relevant teachers and Tutor.

### Effort Grades

All students are given an effort grade report by the individual subject teachers at the end of each term. These are discussed alongside the academic results for each term by staff and are included in the reports sent home to parents. Please refer to the Handbook for an explanation for the effort grades.

Effort grades are a vital element reflecting the overall learning ethos in line with our core values.

## Homework

Homework is a necessary support to classroom teaching, and all students should expect to receive homework on a regular basis. Please refer to the Homework Guidelines Document. Homework is intended to reinforce work covered in class and to help students develop important habits of self-discipline, organization, time management and to develop the student's responsibility for his/her own learning.

Parents and students can view most homework assignments on Magister. Teachers are encouraged to place homework on Magister, particularly for Foundation students. Google classroom may also be used to place homework.

Homework in the Foundation Years is assigned with the aim of reinforcing/practising the skills and content covered in the classroom. Homework should be assigned with ample time to be completed, as students will also receive homework in other subjects. For large assignments a week or more should be assigned for completion.

Homework in the IGCSE Programme: Homework in the IGCSE programme is an essential aspect of student learning and exam preparation. The aim is to reinforce what has been taught in class and to extend skills and knowledge beyond this. Homework should be assigned with ample time to be completed enabling students to balance their workload efficiently. Some homework may include larger assignments or longer-term projects. Appropriate time and guidance should be given by teachers for this to enable students to plan and complete their work to the best of their ability.

Homework in the IBDP should expect to complete an additional 24-28 hours of additional home research and study per week in accordance with the IBDP recommendations from the IB.

## End of Year Exams

Students in Grades 6, 7, 8, 9 and 11 are examined in all subjects during the official exam weeks at the end of each year. The students are tested on the entire year's work. A timetable for the exam is drawn up and distributed to staff and students ahead of the exam week. The results of this End of Year Exam (EYE) contribute to the end of year report grade.

## Learning Diversity – Arrangements for assessment inclusivity

All students receive appropriate support in the form of differentiation and via the RISS Stage process for inclusion (Please see our Learning Diversity Policy). All information related to students' needs is found in Magister. Teachers are expected to adhere to students' needs and recognise them when preparing for exams. This applies to students in all years.

Special Educational Needs (SEN) Arrangements for students are based on the data collected during the admission process, ongoing observations of staff as well as the psychological service of the school and external psychological assessments.

### *IGCSE*

Irrelevant SEN arrangements are offered according to the regulations listed in the following document:

- The prevailing Cambridge Handbook (International), Regulations and Guidance for Administering Cambridge Exams. In particular, but not exclusively, with reference to:
  - Section 5.5 Special Consideration for post exam special considerations
  - Section 1.3 Access Arrangements

As detailed in the handbook, some SEN will require a formal psychological assessment from an appropriate assessor and be pre notified to CIE before accommodations, such as extra time, can be awarded by the centre.

### *IB*

An IB candidate with learning support who requires inclusive assessment arrangements, is supported by the DP/CP coordinator who together with our Learning Diversity Coordinator make the necessary arrangements and, where appropriate, request authorization for inclusive arrangements from the IB Organization according to stated procedures. Please note that specific requirements and psychological assessments within a specific timeframe may be required.

The access arrangements offered by the IB are explained in the following document:

- Access and Inclusion Policy IBO 2023

### Reporting and Recording IB Achievements

In an effort to inform students and parents about the progress that students are making towards meeting IB standards, IB marks (1-7) are reported in each subject area as part of the termly report cards. (Teachers may also report IB achievement on mid-term progress reports, but this is not required.) These cumulative marks indicate a student's achievement in meeting specific learning goals as measured by IB assessment rubrics contained in the relevant IB subject guides.

It is important to understand that these IB cumulative marks indicate a student's level of achievement thus far in the course as defined by IB. These marks do not reflect effort, motivation, or behavior. These internal grades are normally not a part of a student's transcript or permanent record, unless required by a university. They do not influence grade point average or class rank in any way. Rather, the marks allow the school and the family to view the student's growth in a subject over time, and to focus on areas of challenge and formulate a response to a need in a given area. These marks also provide some predictive insight into how well the student may ultimately perform on official IB exams.

Students and parents can check their grades via Magister. In most cases, the mark will be the result of one of more summative assessments graded according to IB Criteria. In Diploma Programme courses, the mark may also reflect students' performance on official IB internal assessments: these are assessments designed by the IB but graded by Teachers and then submitted to IB as part of the student's overall IB mark.

### **Predicted Grades**

Students in Grade 12 may request predicted grades from their teachers in order to submit their university applications. Teachers submit IB predicted grades to the IB in March/April. These IB predicted grades are not shared with students.

### **Accountability**

The whole community can expect a culture of accountability in the development of assessment protocols that inform their learning. Teachers work collaboratively to discuss, clarify and sequence the learning targets for the class, and hence develop formative and summative assessments to measure student progress toward these objectives.

All teachers are responsible for clarifying how their own assessment practices work, especially in the IB.

It is the IB Lead's responsibility to assist instructors in the implementation of the policy by providing access to key IB documents and the IB Online Curriculum Centre. It is the responsibility of the School Principal to ensure compliance with the policy and to provide the staff development needed to implement the policy.

### **EAL Assessment Procedures**

All students who enter RISS are assessed for their English language skills if their heritage language is not English. Heritage Language is defined as having one parent as a native speaker of English and English is the primary language spoken in the home with that parent. Students who have been educated in a school where English is the language of instruction for at least 7 years, will not be tested for their English language skills, unless there is concern by teachers that a student needs to be tested due to language issues in the classroom.

Students are assessed on the first day of the school year using the benchmark of the Common European Framework A0 - C1. This consists of two components: listening and grammar. If possible, students should bring earbuds to do the listening portion of the exam.

The test is not only used as a benchmark but due to its construction, offers clarification where the weak areas of the language are; which enables teachers to identify problem areas quickly and efficiently in order to assist students as quickly as possible.

The results are placed on an excel sheet as a benchmark to track their progress towards exiting the program.

According to the outcome of the assessment, students in the Foundation Course are placed in classes according to their level of language skills:

|                    |         |
|--------------------|---------|
| Beginner           | A0 - A1 |
| Intermediate       | A1 - A2 |
| Upper Intermediate | B1 - B2 |
| Exit from program  | C1      |

- IGCSE is divided into ESL for IGCSE and EAL for the RISS; differentiation based on the assessment results is used for EAL skills development; any student who tests with a C1 score are automatically put in English First Language and will not be allowed to take the IGCSE ESL course of study
- In the IBDP, students coming into English B HL will discuss their package with the Deputy Principal and the IB Lead both of whom will determine if they meet the requirements for English B HL. Assessment may be used to determine English language levels. If the student has been in EAL/ESL prior to entering IBDP, then they may be placed in English B HL, again, after consultation with the Deputy Principal and the IB Coordinator. In addition, these IBDP students generally take their own language at Self Study Lit A or Dutch A Lang & Lit HL/SL. This encourages continuous mother tongue development at an academic level and allows for an IB bilingual diploma. Students whose heritage language is English, or who have exited the school EAL programme, are not allowed to take English B HL.
- All Foundation students are re-assessed at the end of the school year to track their progress. For those students who have not increased their skills sufficiently, a series of summer tasks are given, and the success of those activities will be assessed at the start of the new school year.
- Additionally, all grade 8 students taking EAL are assessed in early March to aid in determining whether they will continue with EAL/ESL at the IGCSE or move into mainstream IGCSE English first language courses. It is not permitted for students who have exited the EAL Program, to take ESL/EAL in IGCSE.
- Likewise results from the IGCSE external examinations are used as indicators as to what level of English the students will study at the IBDP/CP.

#### **EAL Examination Policy:**

Our school view is that assessment is an important aspect of identifying student progress. Nevertheless, where possible we aim to build-in learning as a part of the assessment process.

#### ***Methodology and Rationale:***

All students with the exception of native speakers of English are given a Common European Standard Language assessment upon entry into the RISS; Once identified as an EAL student, they are assessed twice a year on an internationally recognized assessment test, this ensures consistency of assessing their progress; The standardized assessments are the basis of the criteria for a student exiting the program into mainstream English classes

### *Consistency:*

RISS recognizes the need to support EAL students “learning in English.” With the view that assessment is also part of the learning process, RISS implements additional time for EAL students on their examinations in the Foundation Course, and in the first year of the IGCSE and IB programmes.

The rationale is that EAL students require more time to process what is required of them on the examinations based on:

- the physical time needed to use a translating dictionary.
- time needed to develop the technical language specific to different subjects.
- time needed to develop their skills in processing from their heritage language to English.

The extra time allocation is allowed in Foundation Course for EAL Students and is the recognised international standard for supporting EAL students (15 minutes per one hour of examination time). The examination time allocated for mainstream students is not designed to be challenging but is based on a generous timeline for students who are first language learners. RISS particularly targets Foundation Year EAL learners to develop their English language skills in preparation for the academically challenging language demanded at the IGCSE and IB programmes.

### *Examination Classes*

RISS is aware that in the second year of both the IGCSE and IB programmes there is no extra time allocated for EAL students at the present time.

RISS recognizes that one of its main tasks for EAL students in the examination programmes is to fully support and prepare them for their examinations. As part of that process the IGCSE and IB EAL teachers consistently use assessment as a learning tool. Students are continuously challenged in all four language skill development areas (listening, speaking, reading and writing) necessary for their examinations.

RISS has a proactive policy of building-up examination techniques specifically oriented towards the EAL learners.

Please note that all EAL students (grades 6 through 11) will not be given extra time for their mother tongue examinations and for foreign language examinations.

### *Dutch Assessment Procedures*

All students enrolling at RISS, regardless of their starting date, will undergo an assessment to determine their Dutch language proficiency and will be placed into one of four Dutch language acquisition groups: a) students with little to no prior knowledge of Dutch will be placed in the Beginner group (CEFR-level A0-A1), b) students with some knowledge and understanding of Dutch will be placed in the Intermediate group (CEFR-level A1-A2), c) students with a good grasp of Dutch will be placed in the Advanced group (CEFR-level A2+), and d) students who have attended Dutch educational institutions or demonstrate (near-)native proficiency will be placed in the Dutch First Language group.

To determine placement, students will first report their exposure to and

mastery of the Dutch language. Those who report no prior exposure to, or mastery of the Dutch language will be placed in the Beginner group. Those with prior knowledge will then complete assessments for listening, reading and writing skills, administered through Bureau-ICE's NT2/Dutch First tools. Additionally, they will be required to complete a written assessment created by the Dutch teachers. Placement decisions are made collaboratively by the Dutch department based on the results of these assessments. If a student's placement is deemed inappropriate based on the teachers' professional judgment, further testing may be conducted and adjustments to their group placement will be made as necessary.

At the end of the academic year, all students will be reassessed using the same software. This evaluation, along with the Dutch teachers' assessment of the students' work, will determine their placement for the next academic year. Successful completion of a Dutch language acquisition group, as determined by the teachers' evaluation of the student's progress, will result in automatic promotion to the subsequent Dutch language acquisition group. Whether a student moves to the subsequent Dutch language group is up to the Dutch teachers' discretion

### Policy – Sources of Information

In addition to the above, this policy has been informed by the following official documents:

- "Guidelines for developing a school assessment policy in the Diploma Programme", IBO, 2010 e.
- Approaches to Teaching and Learning in the Diploma Programme May 2019
- Teaching and learning informed by assessment in the Diploma Programme 2021
- "IB access and inclusion", IBO, 2021 f.
- "International Baccalaureate Diploma Programme A Guide to Assessment," IBO, 2014.
- IBO's Mission statement and Philosophy.
- IB Learner profile and RISS IB Learner Profile Plus
- RISS Vision, Mission and Values
- RISS High Quality Teaching and Learning Policy 2018
- IGCSE Assessment Guidelines
- BTEC Qualification Specification Document
- RISS Data Protection Policy
- RISS Privacy Policy

The current policy is associated with the RISS Admissions Policy, the RISS Academic Integrity Policy, the RISS Language Policy, RISS Learning Diversity Policy, Staff Code of Conduct and Wolfert Student Charter, Council of International Schools (CIS) and The New England Association of Schools and Colleges (NEASC).

