

Evolution International School

Assessment Policy

February 2018

Reviewed 14th February 2020

(This policy should be read in conjunction with the Teaching and Learning Policy)

Rationale

Assessment underpins the teaching and learning in Evolution School. It is the responsibility of teachers, students and parents and is a tool to guide student improvement as well as a record of achievement. This policy details the steps needed to ensure that assessment is carried out and leads to student improvement and informs parents and the school administration. The onus for assessment is on the individual student, guided by the teacher. Reflection, moderation and target setting are key parts of the Evolution assessment process.

Assessment philosophy

The school's assessment philosophy is to:

- meet the needs of students at particular ages and stages of development
- incorporate national requirements that the school needs to abide by
- meet the requirements of higher education institutions around the world

The school's assessment policy and philosophy is aligned to the mission statement in that it is designed to allow each student to show what they can do and to reach their full potential. The focus is on self reflection and improvement. With knowledge and cultural identity embedded in the school's programme, these become essential elements of student assessment and should be displayed in the work the student produces. Assessment fulfills many purposes: a tool for self-reflection and improvement, a means to assess progress and set targets for improvement, a method of evaluating and reporting progress to students, parents and the school, and a way to predict future success.

Types of assessment

Assessment at Evolution is mainly formative, authentic, synoptic and criterion referenced. Summative assessment is used for reporting and will be used by the school for guiding student and school improvement.

1. Admission

Students are assessed on admission using CAT4s. These are used to assess the student's ability to cope with Evolution's rigorous curriculum and the school's ability to meet the needs of the students. The school will only admit students in grades 9 and 11 under exceptional circumstances.

2. Checkpoints (formative assessment)

Within the teacher's planning, he/she sets out the required checkpoints with an assessment single point rubric. The checkpoints represent the formative assessments to guide student learning and can be single subject or cross-curricular. The teacher would use the results of the formative assessment to guide future planning and teaching.

In IGCSEs formative assessments happen on a weekly basis, at the end of a topic and at the end of a teaching unit.

3. Subject Assessment (SA)

The summative assessment is relevant to each individual subject taught and must be delivered by all teachers for all subjects at the end of each unit (8 weeks). The results from these assessments will inform the end of unit report card and grade. Once completed, the teacher will enter the result of the assessment into the markbook. Grades are not shared with students but are collected to provide grades for transcripts once a student exits the school. However, teachers may choose to share raw scores with students. Verbal feedback is shared with the students to keep them informed of their progress. Once SAs are complete, the teacher should analyze the results and ascertain which topics/questions a significant number of students answered incorrectly. In these cases, the teacher should give whole class feedback and review the topic that caused a problem. Teachers also need to track individual student's progress to look for students who are continuously having problems in certain subjects. The teacher then needs to discuss this student's progress with the Head of Section and the SEN department to determine the best course of action. Heads of Section are responsible for regularly following up with teachers on their SA results and student tracking. This will normally happen after each unit.

4. The Unit Assessment (UA)

UA is for the final end of unit presentation and is usually synoptic in nature and summarises the learning journey for the students throughout the 8 weeks. All students receive feedback for their presentation from the teacher/s present. The feedback covers areas of their study, collaboration and presentation skills. The feedback may also take the form of interrogation to ascertain the students' depth of understanding. The unit assessments are used in grades 1-8 provide opportunities for students to show their understanding and their integration of internationalism and community. The students are encouraged to continue displaying their understanding of these elements through into grades 9 and 10 and the IBDP as they regularly discuss and present their work to their peers, parents, teachers and senior management, however with more focus on their specific subjects rather than a whole unit approach.

5. External Assessments

The school carries out moderated assessments at the end of grades 2, 5 and 8 in writing and maths. Students are given standardized tasks to do at the same time which are then moderated and benchmarked against international examples of student work for each grade level. Currently the school uses standards from a range of countries including England, Australia, New Zealand, Australia, Canada and US Common Core. The school uses moderation as a form of professional development for teachers in terms of raising standards and a way to identify areas that need strengthening in terms of teaching. The results are collected and analyzed each year to determine the school's progress in raising standards. In grade 9 students take Pearson iLower Secondary exams in English, Maths, and Science. These are paid for by the

parents as they are a Ministry of Education requirement. In grade 10 students take IGCSEs and in grade 12 students take IB Diploma.

6. Assessment and the IBDP

Formative assessment: Formative assessment tasks are assessments that prepare the students for their summative assessments. The results are not sent to IB. Formative assessments may be recorded on the student's report card at the teacher's discretion.

Summative Assessment: Assessments that go towards the student's final Diploma Programme grade. These can be *internally* assessed, where the grades and a moderation sample are sent to IB and *externally* assessed through essays, oral presentations or exam papers which are sent to IB to be graded.

a. Formative Assessment.

Formative assessment represents the process of gathering, analysing, interpreting and using the evidence to improve student learning and to help students to achieve their potential. It is one essential component of the classroom practice and needs to be integrated into the curriculum.

Teachers are responsible for designing and providing formative assessment structures and practices that help students to improve their understanding of what constitutes excellence and where their performance stands in relation to this.

Formative assessment is also important to the teacher as it should provide detailed feedback on the nature of the student's strengths and limitations.

A key component of formative assessment is providing students with the opportunity to reflect on the quality of their work and how it may be improved. These skills are taught extensively lower down the school and are continued on into the DP.

Formative assessment can be supported by the following:

- Teacher supported self-evaluation
- Systematic use of detailed assessment descriptors
- Peer evaluation mediated by the teacher

Assessment instruments used in the IB's summative assessment tasks such as past exam papers, past essays, oral activities, experiments, presentations and projects should be adapted and used formatively as part of the learning process towards the Diploma Programme's summative assessment.

Evolution assessment tasks will follow the style and rubrics and test the same learning objectives, knowledge and skills required to prepare the students for each subject's IB Diploma internal and external summative assessments, as set out in each subject guide. Teachers must therefore be aware of the summative assessment expectations for their subject and use formative assessments to help students improve their performance towards them.

Formative assessment is ongoing during the teaching units (weekly, end of topic and end of unit) and takes the form of feedback to individual students and/or whole class.

b. Summative Assessment.

Summative assessment is concerned with measuring student performance against Diploma Programme assessment criteria to judge levels of attainment.

Teachers must be aware of the principles and practices that the IB uses to conduct summative assessment. Summative and formative assessments are, therefore, inherently linked and teachers must use their knowledge of IB summative assessment expectations and practices to help students improve performance in a formative way. Students must have the DP assessment criteria explained to them before they are formally assessed. Levels of attainment should be criteria referenced against appropriate rubrics and not norm referenced against peers.

In school summative assessments for each individual subject at the end of every teaching unit.

c. IB Internal Assessments.

- At the beginning of every DP cohort, the DP coordinator along with DP teachers set IAs submission deadlines, with the help of the suggested deadlines provided by the IB.
- Grade 11 students are tested on semester basis twice a year.
- Grade 12 predicted grades are released by February after passing a mock exam done in early February.

d. Grading / Marking.

Each formative assessment must be assessed using appropriate Diploma Assessment criteria for each subject. Formative assessments may be graded against more than one assessment criteria, however these grades do not accumulate to the summative assessment grades. As guidance, teachers should create assessments that reflect the formative tasks the students will undertake in their Internal Assessments and exams.

Summative assessments may be designed to concentrate on a particular learning objective that the students will be assessed against in their formative assessment.

e. Recording and Reporting

Staff will give a formal report two times a year on each student's progress. ATLs are reported on at the end of semester one and two. Reports include comments from subject teachers regarding student performance against Diploma Programme course objectives and will give advice on how the student needs to improve.

Reports also include assessment grades for each criteria, with at least one grade per criteria per semester.

As well as reports, the school holds two parent conferences per academic year where teachers provide feedback to students and their parents / guardians to inform and improve student learning.

When a teacher has concerns regarding the progress of students they will inform the relevant stakeholder (student, parent, homeroom teacher, Diploma Coordinator) at the earliest opportunity and arrange a meeting if deemed necessary. All reporting and recording of grades will be done through Managebac.

f. Teacher collaboration and moderation

Teacher collaboration is essential in the Diploma Programme. Units of work must be developed, enhanced and reviewed collaboratively, with guidance, where necessary, from the DP Coordinator. Final internal assessments must be collected and marked by teachers and are sent to the IB for moderation as school samples, not class samples.

Final internal assessments will be moderated within each subject, with guidance, where appropriate, from the Coordinator. Teachers are expected to moderate a sample of high, medium and low scores across each subject group. Teachers will use exemplar student work on their subjects 'Teacher Support Material' on the IB's OCC website to help standardise grades.

The moderation process is as follows:

1. The subject teacher collects and grades their students' work.
2. The assessment outline, rubrics, grades and comments of a high, medium and low graded piece of work are given to the other teachers in the department.
3. Teachers agree on a final grade for each piece of work.
4. If disagreement over a grade occurs: Teachers can check the subject guide which gives clear advice for what to expect for each rubric. Teachers can look at the teacher support material on the subject's OCC page to find exemplar grades from the IB
5. A one grade difference within the same level is acceptable.
6. If the class teacher has been found to be over/under marking on a rubric(s) he/she will look at how other students have been marked against the rubric and make any relevant changes.
7. Completed IA work will be put in the relevant folder on the Drive.
8. During the moderation process the class teacher will not give his/her initial grades to the students.

At the end of grades 11 and 12 students have external examinations for the Ministry of Education in Arabic, civics and religion.