

Assessment Policy



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Luanda International School

Assessment Policy

LIS Vision and Mission

Our vision:

Courage to empower

Passion to inspire

Together shaping our future

Our mission:

A diverse community of learners, committed to fostering compassionate, confident and socially responsible individuals who thrive in the world.

Purpose of assessment (why and what do we assess?)

At LIS we believe:

- in the concepts of assessment of learning, for learning and as learning;
- the prime objective of assessment is to inform teaching and learning;
- assessment is carried out for the purpose of evaluating student achievement and progress;
- effective feedback should be timely, contextualised and specific;
- assessment provides data to evaluate the programmes;
- data gathered during assessment forms the foundation for reporting to all stakeholders.

Elements assessed in the programmes include: action, knowledge, conceptual understandings, skills, reflection and communication.

Principles of assessment (what are the characteristics of effective assessments?)

Effective practices include:

- adherence to the relevant IB assessment guidelines;
- reflection as an essential component;
- assessments which are anchored in authentic contexts;
- assessments which are inclusive;
- regular reporting of student progress is aligned to the philosophy of respective programmes.

Assessment practice (How do we assess?)

Pre-Assessment

All teachers will assess students' prior knowledge and experience before embarking on new learning experiences.

Formative Assessment

Ongoing and regular assessment will be used during the teaching and learning process to inform teachers and students about how the learning is developing.

Summative Assessment

Summative assessment happens at the end of a teaching and learning process or experience and is planned for in advance. The assessment is designed so that students can demonstrate their learning in authentic contexts and apply it in new ways.

Assessment strategies

A range of tools is used which meets the purpose as explained above. They include the following: rubrics, exemplars, checklists, anecdotal records, continuums, observations, peer assessment, self-assessment, selected responses eg. quiz, test, exam, open-ended tasks, performance tasks, portfolio, benchmarks.

Reporting Practices

We communicate information from assessment to parents in the following ways:

- PYP December and June as a written report, student-led conference second term, teacher/parent conference first term and an optional parent/teacher conference in the third term;
- MYP Two end of semester reports, quarter 1 and 3 ATL report, May student-led conference, October 3-way conference, February 3-way conference
- DP December, March/April, June Year 13. December after the mock exams and three times a year with the report including a current overall points score for all the subjects and a narrative report. Also, a narrative report by the Diploma, TOK and CAS Coordinators.

Further assessment documentation can be found within the following publications.

	Teachers	Parents	Students
PYP	Programme Standards and Practices LIS PYP assessment handbook (to be developed)	Programme Standards and Practices LIS PYP assessment handbook (to be developed) PYP Parent Guide sent to all parents	

		Parent/Student handbook available on school website (www.lisluanda.com)	Parent/Student handbook available on school website (www.lisluanda.com)
MYP	<p>Programme Standards and Practices</p> <p>Refer to appropriate subject guide</p> <p>From Principles into Practice</p> <p>Teachers' guide to the MYP</p>	<p>Programme Standards and Practices</p> <p>Parent/Student handbook available on school website (www.lisluanda.com)</p> <p>Parents' guide to the MYP available on school website (www.lisluanda.com)</p>	Introductory booklet given to new students
DP	<p>Teachers should be aware of Diploma Programme Assessment Principles and Practice.</p> <p>Refer to the appropriate subject guide</p>	<p>Diploma section of the School Handbook available on school website (www.lisluanda.com)</p> <p><i>LIS: The Diploma Years 2011 – 2013.</i> follow the <i>Academic Honesty</i> statement in this handbook</p>	<p>Diploma section of the School Handbook available on school website (www.lisluanda.com)</p> <p><i>LIS: The Diploma Years 2011 – 2013.</i> follow the <i>Academic Honesty</i> statement in this handbook</p>

Approved:

The assessment policy will be reviewed every 4 years or in line with the IB curriculum review timeline.

Works Cited

International Baccalaureate Organization. "Programme Standards and Practices (2005)." *Online Curriculum Centre*. International Baccalaureate Organization, Sept. 2005. Web. 11 Oct. 2011. <http://occ.ibo.org/ibis/occ/home/subjectHomeMYP.cfm?subject=coord_myp>.

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Appendix A - Assessment Practices in the PYP

Everyone concerned with assessment, including students, teachers, parents and administrators, should have a clear understanding of the reason for the assessment, what is being assessed, the criteria for success, and the method by which the assessment is made. The entire school community should also be concerned with evaluating the efficiency of the programme. (Making the PYP Happen Pg 44)

Teachers in the Primary Years Programme are guided in their assessment practice by the Standards and Practices (Std C4) published by the International Baccalaureate (2010)

The following document details assessment practice in the primary school, under the headings:

- Assessing—how we discover what the students know and have learned.
- Recording—how we collect and analyse data.
- Reporting—how we communicate information.

ASSESSING

Standard C4: Assessment

8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

A variety of assessments are carried out throughout the teaching/learning process to enable students to show what they know, understand and can do. As well as teacher administered assessments, opportunities are provided for students to reflect on and assess their own work and the work of their peers.

Standard C4: Assessment. Requirements for the Primary Years Programme:

1a. Assessment at the school is integral with planning, teaching and learning.

Assessments are designed in the early stages of planning a unit of inquiry. Once teachers have established the desired learning outcomes, they plan assessments which will show students' achievement/understanding in relation to the outcomes.

Assessing Prior Knowledge

Standard C4 Assessment. Requirements for the Primary Years Programme:

7a. The school ensures that students' knowledge and understanding are assessed prior to new learning

When beginning a unit of inquiry, teachers assess students' prior knowledge and understanding. Information from this assessment is analyzed and teachers ensure the planned unit of inquiry builds on the students' existing knowledge.

Formative Assessments

Throughout the teaching and learning process, teachers assess students' development of skills, attitudes, acquisition of knowledge and understanding of concepts. Information provided from these assessments informs teaching and enable teachers to plan the next stage in learning, while their feedback helps inform and improve students' learning.

Summative assessments

These assessments are carried out at the end of a teaching/learning process and are designed to give students the opportunity to demonstrate the knowledge, understanding and skills they have acquired throughout the unit of inquiry. The summative assessment is designed to enable teachers to assess the students' understanding of the central idea in a unit of inquiry.

Student self-assessment-teachers will plan and provide opportunities for students to engage in meaningful reflections and self-assessments.

Peer assessment- teachers will plan and provide opportunities for students to give peers' constructive feedback.

What we assess

Standard C4: Assessment. Requirements for the Primary Years Programme:

1b. Assessment addresses all the essential elements of the programme. (Knowledge, understanding, skills, attitudes, action)

- Language - Reading

Please refer to the [LIS Guide to PM and PROBE assessments](#)

In this document it highlight the purpose and guidelines for administering the PM and PROBE assessments. Teachers record the assessment results for each student in their year level google drive using the Assessment Record document

- Mathematics

Teachers are required to administer the mathematics diagnostic assessments (Yrs 1 to 3 'Junior Assessment in Mathematics', Yrs 4 to 6 'Global Strategy Stage 9 GloSS') twice a year to inform teaching, learning and reporting. This test assesses number concepts, knowledge and skills related to learning outcomes in the PYP scope and sequence. The diagnostic test enables teachers and students to monitor student progress towards achieving these outcomes. Results of the diagnostic tests are placed in the year level google drive using the Assessment Record document

Throughout the year teachers assess prior knowledge before they embark on a new unit of inquiry, as well as formative and summative assessments.

- Unit of Inquiry

Students are assessed on knowledge, understanding, skills, learner profile attributes, action, within the unit of inquiry. The summative assessment is carried out at the end of the unit and assesses the student's' understanding of the central idea. Teachers must use a variety of strategies and tools (see table below). When assessing throughout the unit of inquiry (formative assessment) to enable students to show what they know, understand and can do.

- Approaches to learning (ATL)

Specific skills within the five categories of communication, thinking, social, research and self-management, are assessed within the context of the unit of inquiry and stand-alone subjects. Teachers identify the skills to be taught and assessed when planning a unit of inquiry. The Approaches to learning for Social skills and Self-management skills are assessed and reported on twice per year (YR 2 - 6).

- **Action**
Teachers record on unit planners, evidence of action they observed of students carrying out as a result of their learning. Action boards are visible in learning spaces where students can reflect on and document examples of action taken.
- **Learner Profile attributes**
Teachers and students are required to assess and reflect on learning and development related to all attributes of the Learner Profile. These are assessed by teachers and students and take the form of teacher observations and student reflection and self/peer-assessment.
Students complete a self-reflection of their development of the Learner profiles attributes four times a year as part of the written report process.

RECORDING

Standard C4: Assessment.
3. The school uses a range of strategies and tools to assess student learning.

Teachers use a range of strategies to gather information about students' learning. The following strategies have been identified by the PYP as central to the assessment process and are expected to be used by teachers to provide a balanced view of the student. Teachers record assessment information using a variety of assessment tools.

Strategies used:

Observations; Selected responses e.g. quizzes, tests; Performance tasks - teachers provide authentic challenges and problems and assess students as they present solutions; Open-ended tasks -students required to present an original response e.g. a diagram, a brief written answer, a solution; Process-focussed-the students are observed often and the observations are recorded.

Tools used:

Rubrics, Checklists, Continuum, Observational notes, Anecdotal notes, diagnostic tests.

Assessment strategies, with relevant assessment tools.

Assessment Tools Assessment strategies	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
Observation	√		√	√	√
Performance assessments	√	√		√	√
Process-focused assessments	√		√	√	√
Selected responses		√	√		√
Open-ended tasks	√	√		√	√

These tools are used in conjunction with ISA standardized tests, PM benchmark and PROBE.

International Schools Assessment (ISA)

Students in Years 4, 5 and 6 take part in the International Schools Assessment (ISA) which is an annual assessment programme developed for students in international schools, to measure skills in mathematical literacy, reading and writing. Students complete a reading literacy test, a mathematical literacy test and two writing tests, each of which takes between 45 minutes and one hour to administer. The tests include both multiple-choice and open-ended tasks. The assessments are conducted in February. Copies of the results are included with the end of year written report sent home to parents.

In the Early Learning Centre Assessment strategies include documentation of discussions, observations, photographs and anecdotal notes.

Standard C4: Assessment

The school provides evidence of student learning over time across the curriculum.

Portfolios

Each student in the PYP keeps a process portfolio that shows the development of the learning throughout the year.

Primary Portfolios

- Examples of learning in the portfolio will include a description/reflection saying what the work shows and why it was chosen. This description/reflection should include a balance of the essential elements (knowledge, concepts, skills, learner profile attributes, action). The description/reflection can be done by the teacher, student, teacher/student, or peer/student.
- Portfolios should be consistent within a Year level
- Portfolios should represent the transdisciplinary nature of the programme showing the 5 essential elements across the curriculum (knowledge, concepts, skills, learner profile attributes, action)
- Portfolio postings should be on ongoing process throughout the learning
- Samples of learning should show growth over time, reflections and evidence of goal setting.
- Teachers and students are responsible for monitoring portfolio content. (ELC monitoring is predominantly done by teachers)
- Students may use their portfolio as tool to share learning during 3 Way and Student Led Conferences.

Postings per semester include:

- The format of the portfolios is electronic (SeeSaw).
- Postings should be a balance between student/teacher selected
- Selections should be varied and include learning-in-progress, documentation (observations, anecdotal notes, drawings, recordings), plans, drafts, final products, a range of assessments, self-assessments, reflections and rubrics.
- Commonly agreed year level selections from each unit of inquiry showing what learning will be represented. (approximately 2-3 per unit, Single-subject teachers – 1-2 selections.) Selections for units of inquiry should include a balance of learning across the disciplines.
- Possible selections for stand-alone units:
 - A writing sample with different stages of the writing process
 - An assessment related to the number strand in mathematics

- o Two - three work samples related to two different math strands and an assessment per semester
- o Evidence of student reading e.g. this may be an image of a page from a book the student can read including comprehension.
- o Each single-subject teacher will contribute selections of student learning from their subject-area (1-2 per semester)

REPORTING

In the PYP we have seven formal reporting structures per year including both written reports and conferences.

Written Reports

Written reports are produced four times a year. The Approaches to learning and Learner Profile Student Reflection report is distributed twice per year via email to families. The Primary Report Card is issued via Veracross on the last day of each semester (December and June) at 3pm for all students from Year 1 to Year 6. Reports for Prep 3 and Prep 4 students are sent home on the last day of each semester.

Guidelines for the report process are sent out by the Deputy Principal with process and dates for completion. All teachers are responsible for ensuring the accuracy of their own reports and proof-reading those within their year level teaching teams.

Conferences

- Parent-Teacher connection meetings are held within the first month of school - these are informal meetings where parents are able to share information with the teacher regarding their child as a learner.
- Three way conferences are held in October and are focussed on Approaches to Learning and goal setting.
- An optional parent-teacher conference is held in May at either the parent's' or teacher's request

Student-Led Conferences

- Student-led conferences are held during the second term. Year level teams/Single-subject teachers will plan and provide a structure to help guide students during the SLC. During this time, some section of the student portfolio will also be shared.

PYP Basis for Practice (2009) provides the following description of Student-led conferences. *“Student-led conferences provide the opportunity for students to guide their parents through their recent “journey of learning”, using their mother tongue. Conference tables set up in each classroom are prepared with laminated question prompts translated into multiple languages, for the parents to refer to. The students take their parents to the tables, where they explain the objectives of the conference: to highlight their “journey of learning”, their personal growth, their challenges and their achievements. The students guide the adults through the contents of their portfolios, discussing the objectives of each included item and indicating their successes and room for growth. Each student has a “personal target sheet” to fill out as they reflect on successes and challenges. Teachers are present but stand apart from the conferences. As they guide the parents or guardians from room to room, the students have a “passport” to be signed by all teachers, to ensure that their development relevant to all areas of the curriculum is discussed.”*

Standard C4: Assessment

4. The school provides students with feedback to inform and improve their learning.

- All teacher/student feedback is ongoing and designed so students can reflect on their learning and further develop their knowledge, understanding and skills.

Standard C4: Assessment. Requirements for the Primary Years Programme:

C4a. Student learning and development related to all attributes of the IB learner profile are assessed and reported.

Reporting on the Learner Profile

Teachers are required to address and report assessment of student learning and development related to all attributes of the Learner Profile. Some attributes will be reported upon in the Approaches to Learning written report in the form of student reflections while others will be reported upon at 3-Way and student-led conferences. All Learner Profile attributes will be addressed over the course of the year. Students reflect on their development of the attributes of the Learner Profile in their portfolios and contribute to reporting to parents in the 'student reflection' section of the written report (Yrs 1 to 6).

Standard C4 Assessment:

9. The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay, depending on the programme(s) offered.

Exhibition:

Students in their final year of primary school engage in an exhibition where their skills, knowledge, understanding of concepts and ability to take 'action' are used in a unit of inquiry. It is the culmination and public celebration of their development through the programme.

The exhibition takes place in the third term of the school year. The timeline for preparation is done throughout the year and is a requirement that the exhibition process is documented.

The PYP exhibition has a number of key purposes:

- For students to engage in an in-depth collaborative inquiry.
- To provide students with an opportunity to demonstrate independence and responsibility for their own learning.
- To provide students with an opportunity to explore multiple perspectives.
- For students to synthesize and apply their learning of previous years and to reflect upon their journey through the PYP.
- To provide an authentic process for assessing student understanding.
- To demonstrate how students can take action as a result of their learning.
- To unite the students, teachers, parents and other members of the community in a collaborative experience that incorporates the essential elements of the PYP.

Practices Updated May 2014

Practices Updated August 2014 (what we assess)

Practices Updated September 2015 (all areas)

Practices Updated August 2018 (reporting and portfolios)

Appendix B - Assessment Practices in the MYP

Teachers in the Middle Years Programme are guided in their assessment practice by the Standards and Practices published by the International Baccalaureate, *From Principles into Practice* and by their individual subject guides.

The following document details assessment practice in the Middle Years Programme, under the headings:

- Assessing—how we discover what the students know and have learned.
- Recording—how we collect and analyse data.
- Reporting—how we communicate information.

Assessing

From Principles into Practice (FPIP) states “To understand what students have learned, and to monitor their progress, teachers use a range of assessment strategies that provide meaningful feedback.” And “Assessment may be formal or informal, formative or summative, internal or external; students benefit from assessing their own work and the work of others. IB students demonstrate their learning through a variety of assessments and consolidations of learning, culminating with the MYP collaborative project/personal project. The entire school community can be involved in providing feedback and support as students demonstrate their knowledge, understanding and mastery of skills.” (“MYP: From principles into practice” 6)

A variety of assessments are carried out throughout the teaching/learning process to enable students to show what they know, understand and can do. As well as teacher administered assessments, opportunities are provided for students to reflect on and assess their own work and the work of their peers.

Assessments are designed in the early stages of planning a unit of study. Once teachers have established a statement of inquiry and chosen subject objectives, they plan assessments which will enable students to demonstrate their understanding in relation to the former.

Pre-tests/diagnostic assessments

When beginning a unit of work, teachers assess students’ prior knowledge and understanding through the use of a pre-test or other diagnostic assessment. Information from the pre-test is analyzed and teachers ensure the planned unit of work builds on the students’ existing knowledge.

Formative Assessments

Throughout the teaching and learning process, teachers assess students’ mastery of skills, development of attitudes, acquisition of knowledge and understanding of concepts. Information provided from these assessments enables teachers to plan the next stage in learning, while their feedback helps inform and improve students’ learning. The development of students’ inquiry skills is also assessed.

Summative assessments

These assessments are carried out at the end of a teaching/learning process and are designed to give students the opportunity to demonstrate the knowledge, understanding and skills they have acquired throughout the unit. The summative assessment is designed to enable teachers to gauge the extent of students' understanding of the statement of inquiry.

Expectations for all MYP summative assessments

- There will be a clearly defined task sheet that provides guidance for the students at each stage of the assessment task.
- The front page of the assessment will include the statement of inquiry, key and related concepts and global context exploration
- Each assessment will provide opportunities to reflect on their performance and ways that they can improve.
- There will be a task-specific clarification that provides clarification of what is expected of the student in each criteria being assessed.
- Feedback will have a positive tone and provide guidance on what students need to do in order to reach a higher level. Feedback should also refer to ATL skills where relevant
- Feedback will be timely (within 2 weeks) and where possible will be written on Manage Bac. If feedback is written on a hard copy of the task teachers should enter "*please see hard copy for written feedback*" or similar
- All grades will be entered on the Manage Bac gradebook
- Teachers will facilitate class time for students to review their feedback and to use this to set goals for their learning

Recording

Teachers use a range of strategies to gather information about students' learning. The following strategies have been identified as central to the assessment process and are expected to be used by teachers to provide a balanced view of the student. This list is by no means exhaustive and teachers are not limited to those that are written here. Teachers record assessment information using a variety of assessment tools.

Strategies used:

- Observations; Selected responses e.g. quizzes, tests;
- Performance tasks – teachers provide authentic challenges and problems and assess students as they present solutions;
- Open-ended tasks – students required to present an original response e.g. a diagram, a brief written answer, a solution;
- Process-focussed – the students are observed often and the observations are recorded.

Tools used:

Rubrics, checklists, continuums, observational notes, anecdotal notes, diagnostic tests.

Assessment strategies, with relevant assessment tools.

Assessment strategies	Assessment tools				
	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
Observation	√		√	√	√
Performance assessments	√	√		√	√
Process-focused assessments	√		√	√	√
Selected responses		√	√		√
Open-ended tasks	√	√		√	√

The secondary section uses Manage Bac as its curriculum management tool and all teachers are expected to keep an up-to-date grade book on Manage Bac for each class that they teach. All summative assessments must be entered on to Manage Bac so that teachers are aware of assessment deadlines from other subjects and so that students have a clear overview of upcoming assessments and deadlines. Where possible, all task sheets should be submitted to Manage Bac and students should hand in work via the drop box function or Google classroom.

Portfolios

At the student-led conferences in May students are expected to produce an e-portfolio of work that demonstrates a range of learning experiences from their different subjects. Maintaining a portfolio is an ongoing process. To support students with the process of selecting and reflecting on their learning, teachers should facilitate a minimum of one class per semester for students to access their blogs and maintain their e- portfolio.

Late Assessments (assessed tasks against levels of achievement):

- Students missing an assessment deadline will receive an email (sent to the student and parents) outlining an agreed upon time the next day for the student to complete the task and submit it.
- If the student fails to submit the task, a time should be set where the student will be required to complete the task during that time and awarded a level of achievement for what is produced. In the MYP, it is inappropriate grading practice to lower a level of achievement for late work.
- If the issue is chronic, it is important to open a dialogue with the year level coordinator, homeroom teachers and the learning support team where the underlying issues can be addressed.

Reporting

In the MYP at LIS there are four formal reporting structures per year including both written reports and conferences.

Written Reports

End of semester reports are sent home twice a year in January and June. Written reports include a student's achievement level against each of the subject criteria; an overall grade of 1-7 (unless in exceptional circumstances such as late arrival at LIS); a grade for their ATL skills; and a narrative that outlines the work covered during the reporting period. In order to generate a 1 – 7 grade each criterion must be assessed at least once during the reporting period however it is preferable that teachers are able to refer to a number of assessment tasks for each criterion. Where there is more than one teacher per subject per grade level it is expected that a process of internal standardization takes place at least once during the reporting period.

Note that the semester 2 report is an end of year report and takes into account assessment data accumulated over the course of the entire year. When making a final judgement on a student's achievement levels it is important that the teacher uses data from both semester 1 and semester 1.

Further clarification for the recording and reporting of student achievement is identified on pages 91 – 95 of *From Principles Into Practice*.

Conferences

Three-way conferences are held in October and February and are designed to share information about student performance. The focus, especially in October, is not on achievement levels but on ATL skills and attitudes towards learning that have been demonstrated up to that point.

Student-Led Conferences

Student-led conferences are held in April. The student uses their personal portfolio to guide the conference, identifying strengths and areas in need of strengthening.

Contact with Parents

Teachers at LIS are strongly encouraged to maintain regular contact with parents so that they are informed of student learning. In instances where a student achieves a level of 2 or lower in an assessment task, teachers are expected to inform the parents via email and include the student in the discussion.

Date of review: March 11, 2016

Works Cited

“MYP: From principles into practice.” Online Curriculum Center. Aug. 2008: 1-109. International Baccalaureate. 19 Feb. 2014. <<http://occ.ibo.org/>>

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Appendix C - Assessment Practices in the DP

This theory, that the aim of general education was not the acquisition of general knowledge, but the development of the general powers of the mind to operate in a variety of ways of thinking, had a profound effect on the planning of curricula and methods of assessment.

Peterson (2003)

Teachers in the LIS Diploma Programme are guided and informed in their assessment practice by the Peterson statement above and by a number of documents including: 'Approaches to teaching and learning in the DP – Project update', 'Diploma Programme principles to practice,' 'DP Assessment principles and practice' and 'DP programme standards and practices – for use from January 2014.'

Standard C4: Assessment, in the standards and practices document, is particularly important as it reminds schools and teachers that, amongst other things:

1.a Assessment of student learning is based on the objectives and assessment criteria specific to each subject,

whilst 'Approaches to teaching and learning in the DP – project update' emphasizes that, Approaches to learning help students prepare for, and demonstrate learning through, meaningful assessment.

These guidelines are underpinned by the above principles and, more specifically, teachers' responsibilities fall under these categories;

- Assessment – how teachers discover what students know and have learned.
- Recording – how teachers collect and analyse data.
- Reporting – how teachers communicate information.

Assessment

Assessment is aligned with the Assessment objectives outlined in the various subject guides. These objectives underpin a range of both formative and summative assessment tasks. Throughout the four semesters of the programme in - school assessment is designed to guide students towards the Internal and External Assessment requirements of each subject's formal IB Assessment.

Formal Assessment

Formal Assessment: this is defined as assessment directly contributing to the final qualification and representing the final summative assessment practice in the IB continuum of education. (Guidelines). Most formal assessment is external but some is internal – undertaken by the teacher but moderated by an external moderator.

Formal assessments include the final examinations in all subjects and a wide variety of other activities within the subject groups including written tasks, orals, investigations, portfolios, fieldwork reports, experimental projects and essays. Teachers will be guided by the subject guides towards ensuring that formal assessment is conducted in a professional and rigorous manner.

Expectations of formal assessments:

- There will be a written and clearly defined assessment task on Managebac that is available to the students in a timely manner
- The task sheet will include details in regard to the weighting towards the overall assessment and the due date etc
- Teachers will work collaboratively where appropriate bearing in mind that final assessments are collated by subject, not by teacher

Grading scale

Grading for all formal assessment is in accordance with the prescribed IB Grade Descriptions as stated in the Diploma handbook of procedures. This can be summarised as below:

7 = excellent

6 = very good

5 = good

4 = satisfactory

3 = mediocre

2 = poor

1 = very poor

Students are assessed in a rigorous way and against recognized standards and expectations throughout their IB studies.

Formative: As noted in Guidelines

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 own work stands in relation to this.

Formative assessment provides both teacher and student with detailed feedback of student strengths and weaknesses and is therefore important in for future teacher planning.

This kind of assessment for learning will include a wide variety of tasks as determined by the subject teacher working in collaboration with their subject team and the Leader of Learning.

Expectations of formative assessments:

- Detailed feedback will be provided to the teacher and student of student strengths and areas for growth
- Feedback will be used for future planning to enhance teaching and learning
- Formal assessments may be adapted for use as part of the formative learning process

Late assignments

If a student misses a due date for an assignment submission the subject teacher will:

- Inform the student's adviser and parents
- Inform the student that the task must be submitted the following day

If the student fails to submit the task they will be referred to a detention in which they will be required to complete the assignment and submit it. Repeated failure to submit assignments in a timely manner should be referred to the DPC.

Examinations and tests

Subject teachers will administer classroom tests as and when appropriate. They will ensure that due notice is given and that feedback is prompt. Y12 students will undertake practice examinations in May and will be off timetable for three days in order to write a formal examination in each subject of between 90 – 120 minutes. Y13 students will be off timetable in January for 6 days to stake a series of mock examinations in each subject.

The school will follow the official IB Diploma Examinations schedule in May each year.

Inclusion

Teachers will be made fully aware of any student who is entitled to special access for both day to day teaching and for assessment arrangements.

Recording

A range of strategies across the subjects are used to collect data about individual student learning and these are outlined in the subject guides. Managebac is increasingly being used as the Diploma management tool and this includes the facility of a gradebook related to individual assignments. Summative assignments should be recorded on Managebac so that students and parents have a clear overview of upcoming assessments and deadlines. A record of formative assessments should be kept on Managebac or elsewhere.

Reporting

The Y13 formal reporting structure varies slightly from that of Y12 although both groups receive two reports in the academic year. Y12 students receive a report at the end of each semester, namely in January and June, whilst Y13 students receive their reports in December and April.

The report includes a grade on the 1-7 scale for each subject and a grade reflecting student ATL skills. There is also a narrative which outlines the student's strengths and areas for improvement.

Conferences

Three way conferences are held in October and February with the aim of sharing information about student performance – the focus is on ATL skills, the current overall points score and on individual subjects.

Contact with parents

Parents are encouraged to contact their child's subject teacher or adviser as necessary. Home room teachers make initial contact with parents by way of an introductory letter in the second week of the academic year, providing important details such as the names and contacts of the student's subject teacher and the name of the student's adviser. Teachers are strongly encouraged to maintain regular contact with parents and keep them up to date with their son/daughter's learning. The student's adviser will closely monitor their advisees and contact parents as and when appropriate.

Date of review: August 31 2014

Works Cited

Approaches to teaching and learning in the DP Project update (2013)

Approaches to Teaching and Learning across the Diploma Programme (2012)

DP Programme assessment Principles and practice (2010)

Peterson ADC. 2003. Schools Across Frontiers: The Story of the International Baccalaureate and the United World Colleges, 2nd Edition. Chicago, Illinois. Open Court.

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