

# ASSESSMENT POLICY

## Philosophy

At Enko Bonanjo International School, assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress determined and monitored. This can be done formally or informally.

Our assessment is incorporated systematically into teaching strategies to diagnose any problems and track progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgment. Our assessment procedures are free from bias, stereotyping, and generalization in respect of gender.

Assessment is used for various purposes:

- Assessment *for* learning: where assessment helps teachers gain insight into what students understand in order to plan and guide instruction and provide helpful feedback to students.
- Assessment *as* learning: where students develop an awareness of how they are learning and use that awareness to adjust and advance their learning, taking increased responsibility for their learning.
- Assessment *of* learning: where assessment informs students, teachers, and parents, as well as the broader educational community, of achievement at a certain point in time in order to celebrate success, plan interventions and support continued progress.

Assessment must be planned with purpose in mind. Assessment *for*, *as* and *of* learning all has a role to play in supporting and improving student learning and must be appropriately balanced. The most important part of the assessment is the interpretation and use of the information that is gleaned for its intended purpose.

Assessment is embedded in the learning process. It is tightly interconnected with curriculum and instruction. As teachers and students work towards the achievement of curriculum outcomes, assessment plays a constant role in informing instruction, guiding the student's next steps, and checking progress and achievement. Teachers use many different processes and strategies for classroom assessment and **adapt them to suit the assessment purpose and needs of individual students.**

## Principles

Our assessment is based on the following principles:

- ❖ Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.
- ❖ Assessment is fair.
- ❖ Assessment is honest.
- ❖ Assessment is appropriate or valid.
- ❖ Assessment is at the heart of teaching and learning.
- ❖ Assessment outcomes provide meaningful and understandable information for students, parents, teachers and school leaders.
- ❖ Instruction and assessment are differentiated according to student learning needs.
- ❖ Instruction and assessment are based on clear learning goals.
- ❖ Parents are well informed about their children's progress.

## Types of Assessments

### Diagnostic Assessment

It is a form of pre-assessment where teachers can evaluate students' strengths, weaknesses, knowledge and skills before instruction. With this form of assessment, teachers can plan meaningful and efficient instruction and provide students with an individualised and differentiated learning experience. This can be done by class discussion, giving short quizzes, and tests.

### Formative assessment

Formative assessment is an integral part of teaching and learning. This allows teachers to understand student performance on a continuous basis. It enables teachers to identify when students are struggling, when they have consolidated learning and when they are ready to progress. In this way, it guides teachers to provide appropriate support or extension as necessary. This also enables teachers to evaluate their teaching of topics or concepts and to plan future lessons accordingly. Teachers consider whether knowledge or understanding is secure enough to move forward or if a different approach is needed. Good teaching and assessment continually reinforce each other and generates consistent improvement.

Formative assessment is used to allow for early intervention to promptly address any concerns about a student's progress.

Formative assessment helps students to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to focus their efforts to improve.

Formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and the school in supporting children's education. In our school, information is shared with parents through parent/teacher consultations and student led conference twice a year. Parents also have regular access to their children's books during sharing assemblies and activity cafes which happen regularly throughout the year.

### **Summative assessment**

Summative assessments occur at defined periods of the academic year (mid-semester and end of semester). It enables teachers to evaluate both student learning at the end of an instructional period and the impact of their own teaching. Both these purposes help teachers to plan for subsequent teaching and learning.

It provides students with information about how well they have learned and understood a group of topics or coursework taught over a period of time. It is used to provide feedback on how they can continue to improve. Summative assessments are reported to parents to inform them about the achievement, progress and wider outcomes of their children's progress across each mid-semester and end of semester exams.

School leaders are able to monitor the performance of students through summative assessments to identify where interventions may be required and to work with teachers to ensure students are supported to achieve satisfactory progress and expected attainment.

## Records and record keeping

Teachers use records to review students' progress, set appropriate targets for the future, and to form the basis for reports. Records are kept in many ways. These include:

- ✓ Teacher's plans
- ✓ Children's work
- ✓ Students' books and target sheets
- ✓ Classroom reports (Ed-amin)
- ✓ Reports to parents.

## Guidelines for Assessment Practice

1. Assessment *as and for learning* at EBIS is criterion-related. Criterion-related tests designed to measure student performance against fixed criteria. As such, criterion-referenced scores may be used to:
  - a. Determine whether students have learned expected knowledge and skills
  - b. Determine if students have learning gaps that need to be addressed
  - c. Evaluate the effectiveness of the course or the learning experience
  - d. Measure progress towards goals in adapted/modified assessments
2. Each assessment activity should allow students access to the criteria in advance of the assessment and the range of possibility within each descriptor.
3. IB Diploma students in the first year of study in Diploma should have access to the full range of assessment grades.
4. Course outlines/schemes of work should include the assessment tasks and parents are provided with a copy of the summative assessment tasks at the onset of the year.
5. Teachers develop rubrics for the summative assessment tasks and, if at all possible, include students in the development process.
6. IB Diploma students must be informed of the criteria to be used to evaluate their work for both internal assessment [IA] and external examination.

7. Provide timely feedback while it matters to the student to improve future performance.
8. Provide feedback that is appropriate to the student's background, experience, and level of independence.
9. Feedback is acted upon by the students and the teacher.
10. Clear records of all assessment tasks must be kept and evidence of all three [as, for, and of learning] are evidenced in a semester.
11. IB Diploma teachers consult subject guides, mark schemes and Examiners Reports on My IB for current grade boundaries and criteria.
12. If a student is suspected of academic dishonesty, the teacher is advised to refer to the school's academic honesty policy and report the incident to the school's IB/IGCSE Coordinator. The Coordinator will investigate the matter and inform the student of the concerns of the teacher, giving the student the chance to reply to the accusations. If it can be shown that inappropriate work has been submitted, the Coordinator will determine whether or not the case is one of academic dishonesty, or an academic infringement. In line with IB's policy and practice, the determining factor between the two possibilities will be one of intent. In serious or contested circumstances, the Head of School will decide the outcome of the case.

### **Expectations of the student:**

- Be punctual and prepared for class
- Respect others' right to learn
- Submit assignments on time and with due diligence
- Present work neatly and appropriately [and as required by subject teacher]
- Follow classroom principles
- Actively participate in class discussions and group work.
- Raise your hand before speaking during a discussion or group work.
- Stay seated during classroom activities and events.
- Work quietly and follow directives.

### **Expectations of the teacher:**

- Clearly identify the requirements of each assessment task [good examples and non-examples, assessment criteria and rubric]
- Provide ample time for task completion

- Provide adequate access to any materials necessary for the successful completion of assessment task
- Assess all work appropriately and in a timely manner
- Engage students in the learning process
- Teach students as individuals
- Recognise students for the step-by-step progress they make in class.
- Enjoy being with students in the classroom.

### **Expectations of the parents:**

The school encourages parents to offer constructive and positive support as their children complete their school work; however, this support should not go so far as to compromise the authenticity of the student's work. They must provide an environment conducive for learning at home (access to technology, safe and quiet space).

The school recommends that:

- A student be provided with a quiet space at home and adequate time to complete their school work
- A student has access to a computer
- A student has Internet access and access to books/a library

### **Homework Policy**

Homework is any activity given to students to complete outside the classroom that may include practicing skills learned in class; reading, studying, projects, or completion of class activity. Homework is a necessary adjunct to classroom teaching, and all students can expect to receive homework on a regular basis. It is intended to reinforce work covered in class and to help students develop important habits of self-discipline, organisation and self-reliance.

At Enko Bonanjo International School, homework consists of activities or assignments that students can complete independently with minimal adult help within a reasonable time allotment. All homework assignments will be posted on canvas, the day they are assigned with due dates.

The school does not operate a homework timetable for students, although deadlines for IGCSE and IB Diploma will be shown on an assessment calendar provided to students. In line with our policy of fostering

independent learning and striving to develop the dispositions of the IB Learner Profile, we promote a collaborative approach to the setting of homework, through which teachers will plan homework schedules at regular curriculum planning meetings and will, as appropriate, involve students in the setting of deadlines. Students are responsible for organizing their time appropriately to manage long-term projects.

Teachers expect homework to be done properly and punctually. Failure to do homework is treated seriously, and when completing homework is perceived to be problematic, the teacher will notify the student's relevant homeroom teacher who may require the student to forfeit his/her recess to complete the outstanding work. Parents will be notified should a student repeatedly fail to submit school work.

Students who miss school work because of an excused absence shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time.

### **Submission of Student Work**

Students and parents must be informed of all summative [of learning] assessment tasks:

- Indication of task content and conceptual understanding
- Form of the task [e.g. oral presentation, written report, etc.]
- The criteria to be assessed, with generic descriptors and task-specific clarifications
- Due date
- All students' course work and write ups are checked for plagiarism using a premium plagiarism checker, Turnitin.

Ideally, these summative tasks should be developed at the onset of the unit of study.

For other types of assessment [as and for learning], students are advised prior to the assessment task.



Students are expected to submit work on the due date at the time specified and it is the student's responsibility to ensure that the teacher has received their work.

There will be consequences for late submission of work. The teacher, for work not submitted on time, MUST notify parents. Work not submitted on time [without adequate explanation] may be marked but with no credit recorded at the discretion of the teacher. Students are required to complete the task in order to demonstrate an ability to meet the criteria for the task and course requirements.

The following consequences for late submission of tasks [without an acceptable excuse] apply to IGCSE and IB Diploma students:

Days Late	Consequence
1-3 or first occurrence in a school year	A written responsibility reminder issued and parents contacted by the classroom teacher. Parents will be informed of the expectation that the work is still to be submitted by the new deadline.
4-9 or second occurrence in a school year	Parents are to be informed of this consequence. In the case of persistent lateness [i.e. more than one occasion], parents may be requested to come to school for a meeting with the school team
10+	A non-submission will also be recorded for this task after 10 days; a zero will be recorded, as the student has not shown evidence of reaching a level 1-2. Students may be placed on an individualised plan or contract to prevent future occurrences. Student transcript will also reflect the non-submission of work.

If a student is absent on the day work is due, he/she must submit the assessment item the following school day to the teacher or online. The

task is still to be completed in order to demonstrate an ability to meet the criteria for the task and to meet the requirements of the course.

If a student is absent from school on the day an assessment task is to be completed, he/she must see their teacher on their first day back, before attending any classes, to organise a time to catch-up on the missed task. Failure to follow this procedure could result in the student receiving no credit for the missed task.

When scheduling time to complete a missed task, the teacher will take into account a student's circumstances [e.g. recovery from a sickness] during his/her preparation time. In some cases, an alternate task may be given. Each case will be reviewed individually before a decision is made.

A student may apply for an extension through their classroom teacher prior to the due date. Students must have a valid reason for application and, if approved, a new date will be set for submission.

## **EXAMINATIONS**

### **Internal Assessments (IAs)**

Internal assessment features in both the IB Diploma and IGCSE Programmes. All Secondary School teachers supervise and grade internal assessments, and or together with the subject group heads and coordinators send candidates' work to IB/Cambridge for final evaluation.

### **Internal Examinations**

Enko Bonanjo International School, semester examinations are written in December and June of every school year, except for final year IGCSE and IB Diploma students. Examination marks are recorded separately on Ed-admin learning management system.

Final year IGCSE and IB Diploma students write EBIS exams in December, review in January, and then engaged in mock exams in February. Final IGCSE and IB Diploma students write external examination during the months of April-late May.

Students receive mid-term progress reports in October and March of any given year. These mid-term progress reports include feedback on work and study habits in addition to the course content/topics covered and marks awarded for assessment 'as' and 'of' learning. Students are required to sign a commitment for improvement. Note: students in final year IGCSE and IB Diploma do not receive a mid-term progress report in March.

Report cards are issued in December and June of any given year at the end of the academic semester. This does not apply for IGCSE and IB Diploma students in their final year of the programme. Final grades are awarded by Cambridge for IGCSE and IB for the Diploma students.

### **Setting**

All subject masters are responsible for the setup of their examinations following Enko Schools programmes standards. Teachers' examination contents are based on topics covered in their courses. Question papers are submitted alongside mark schemes to the various department heads to vet and check standards and validity. Examinations may be rejected by the subject department head if they do not meet standards. However, if they are authenticated, the papers are forwarded to the Programme Coordinators for final approval.

The school's programme standards are based on the SMART principles, to ensure a fair assessment. Therefore, assessments must be specific, measurable, achievable/attainable, reliable and time-bound.

Specificity will require students to be informed on the areas of assessment, time allowed and the maximum marks available for that particular assessment. This is done to enable learners revise with teacher's support in the form of class discussions, group work and regular practice.

Measurability will inform the teacher about the students' level of understanding, interpretation, and application of concepts under assessment.

Assessments are set based on the objectives of the contents covered to ensure a fair and achievable outcome.

The assessment is relevant and is in line with the syllabus.

The time allowed for every assessment must commensurate with the depth and breadth of the assessment.

Marked scripts are moderated within each department based on the mark scheme provided. These mark schemes are adapted from the IB guide for each subject. This is to ensure that results are reliable and standardized.

## **External Examinations (IB/IGCSE)**

During the IB Diploma and IGCSE examinations, we follow the guiding rules and regulations as indicated in by each programme.

## **Awarding Grades**

Final marks for the semester are comprised of mid-term progress [which includes all facets of assessment] and semester exam mark.

IB Diploma grades 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.

- An IB candidate only receives a level 0 if the work has either not been handed in or the material is entirely irrelevant/incorrect.
- A 4 in the DP programme is commonly seen as the minimum requirement to securing a pass grade in external examinations. The parents of students who may be at risk of scoring less than 4 at the end of a semester engage in a dialogue with the teacher and/or programme coordinator in order to implement measures to improve learning. Parents should have been forewarned of the possibility of their child receiving a grade lower than a 4, with sufficient time subsequently available to give the student the opportunity to change his/her approach to their learning and improve his/her performance. If the student has a learning issue, the school may develop an individualized learning plan to modify course objectives.
- Prior to the release of semester grades, the presiding IB Programme Coordinator must be informed of any grade of 1 or 3 across the semester. The teacher awarding grades of a 1 or 2 must also supply the coordinator with the relevant correspondence with the student and parents, and all information about measures taken to address

the student's difficulties. This should be copied to the relevant Head of Department and homeroom teacher.

## Reporting Policy

Our reporting policy is in alignment with our assessment policy.

### Reporting

EBIS has two mid-term progress reporting periods [October and March]. The mid-term report cards are simply a checkpoint to ensure that students are on the right track to earn the best grades possible. They provide feedback on topics covered and comments on achievement. In addition, they include a section on learning skills and work habits. Both students and parents are required to sign an improvement plan should the student fail to meet the requirement for a pass.

EBIS has two summative report cards: one at the end of semester 1 [December] and one at the end of semester 2 [June]. The report is a culmination of the student mid-term grade, semester exam mark and final mark which is comprised of 70% exam mark, 20% engagement in class and 10% homework. A selection of comments is available on the report to accompany subjects.

For internal purposes, an achievement scale showing the equivalence for Cambridge and IB to the current EBIS standings has been drafted. Once authorised, EBIS Cambridge scale will be used and IB Diploma rating will be used accordingly.

### Conferencing

Student-led conferences are meetings between student, teacher and parents to discuss student learning. These conferences are important to the students as it allows them the opportunity to discuss their learning experiences, celebration items and learning needs with their teacher(s) and parent(s).

Student-led conferences are held two times per year- after mid-term reporting in October and March.