

Assessment policy

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Preamble

Assessment at Enko Maputo should bring about benefits for students. Assessments must have clear benefits, such as providing direct services to the student or improving the quality of educational programmes.

1. General principle

The following general principles guide both policies and practices for the assessment of high school students:

- Assessment should bring about benefits for students. Gathering accurate information from students is challenging and potentially stressful. Assessments must have a clear benefit - either through direct services to the student or by improving the quality of educational programmes.
- Assessment should be tailored to a specific purpose and should be reliable, valid, and fair for that purpose. Assessments designed for one purpose are not necessarily valid if used for other purposes.
- Assessment should be age and level-appropriate in both content and the method of data collection. Methods of assessment should recognise that younger students need familiar contexts to demonstrate their abilities, while older students need to perform both in familiar and unfamiliar contexts.
- Assessment should be linguistically appropriate, recognising that, to some extent, all assessments are measures of language. Regardless of whether an assessment is intended to measure reading skills or learning potential, assessment results can be easily confounded by language proficiency, especially for students from home backgrounds with limited exposure to English, for whom the assessment would essentially measure their English proficiency. Each student's first- and second-language - development should be considered when determining appropriate assessment methods and interpreting the meaning of assessment results.

The primary goal of Enko Maputo is to ensure that every child reaches their full potential. We believe that this can be achieved through a close partnership with parents, students taking responsibility for their own learning, and a highly motivated, highly skilled staff. The purpose of the Assessment Policy is to help students understand what they are doing well and what they need to do to improve. The knowledge gained will be used to inform teaching and guide learning.

Good assessment practices include:

- clear learning intentions
- integral part in classroom activities
- appropriateness to the task
- a focus on both learning processes and learning outcomes
- drawing upon a wide range of evidence
- placing achievement in context
- indicating strengths and weaknesses
- encouraging students reflection and review
- tracking students' performance over time and identifying trends in subject performance

a) Purposes of assessment

Assessment is an integral part of instruction, as it determines whether or not the goals of education are being met. Assessment affects decisions about grades, placement, advancement, instructional needs, curriculum, and, in some cases, funding. Assessment inspires us to ask these hard questions:

- "Are we teaching what we think we are teaching?"
- "Are students learning what they are supposed to be learning?"
- "Is there a way to teach the subject better, thereby promoting better learning?"

Assessment enables the Admissions Officer, Programme Coordinator and the Head of School to

- determine appropriate placement of new students
- provide guidance for the choice of courses/subjects

Assessment enables teachers to:

- focus on what a student can or cannot do (diagnostic)
- decide what a student needs to learn next (formative)
- sum up a students' progress so far, in order to inform students, parents, and teachers about what has been achieved (summative)
- identify students' varied learning needs
- refer children, with the support of the Counsellor, and their families for additional support, including from external specialists
- identify the most effective methodologies to maximise student learning
- explore alternate teaching methods to facilitate student learning and understanding

Assessment enables students to:

- know how well they are achieving in relation to international standards and students of similar age
- understand how rapidly they are progressing
- recognise their strengths and weaknesses
- set targets using reliable information

Assessment results enable families to:

- keep track of their children's progress and learning
- relate school activities to home activities and experiences
- collaborate with teachers to enhance students' learning

b) Expectations of stakeholders

Expectations of students

- Students seek a clear understanding of the knowledge and/or skills that are being assessed and are always aware of the weighting of each assessment in the subject's overall assessment programme.
- Students make good use of all feedback regarding a mark or level that has been awarded and review all graded assessment tasks.
- Students use all opportunities to have their performance assessed.
- Students review all criteria and assessment tools that teachers use in the assessment.
- Students do not expect that every task or test completed will be formally assessed. They understand that some work is completed for the purposes of formative assessment, and that positive and supportive feedback will be provided to assist them to improve their areas of challenge.
- Students seek to meet all deadlines for assessment tasks.
- Students seek to be well prepared for the summative examinations.

Expectation of teachers

- Teachers, facilitated by Programme Coordinators, hold regular planning meetings at subject and grade level and negotiate and agree upon due dates and deadlines in the light of the students' workloads in other subjects and in light of other commitments.
- Teachers provide students with adequate time for the completion of out-of-class assessments.
- Teachers use student performance in order to inform future teaching and learning.
- Teachers use a variety of assessment tools.
- Teachers record assessment results on Toddle
- Teachers alert Programme Coordinators to any concerns regarding the performance of students in a timely fashion.

Expectations of coordinators, the Head of School and the IT Manager

- Coordinators, supported by the Head of School, produce examination timetables with enough notice for students and teachers.
- The IT Manager supports teachers in keeping records assessment results on Toddle.
- The IT Manager supports Programme Coordinators in extracting assessment statistics from Toddle.

Expectations of parents

- Parents understand and support all policies of the school, particularly those that relate to learning.
- Parents support their child in meeting deadlines set for work.

- Parents help to motivate their child.
- Parents help create an informative environment that benefits their child.
- Parents promptly contact the school as and when questions or concerns arise.

2. Purpose of assessment

Assessments are conducted for various purposes in Cambridge Lower Secondary, Cambridge Upper Secondary (IGCSE) and IB Diploma classes. Broadly speaking, two main purposes can be identified:

- *Summative assessments*: These assessments inform students, teachers, and parents about the learning students have completed at the end of a unit, term, or year. The outcomes of such assessments usually do not directly impact future lessons; they serve as a summary of the learning that has taken place or not taken place.
- *Formative Assessments*: These assessments inform teachers primarily, but also students and parents, about the ongoing learning process by continuously providing feedback about students' successes and failures. This information is crucial for teachers, as this feedback directly influences the planning of future teaching and learning activities. Formative assessment can take the form of oral presentations, quizzes, mini-tests, and more.
- *Diagnostic assessments* are used, for example, in the admissions process to help the school decide the most suitable grade level for a student and their course or subject choices, as far as available options allow.

It's important to note that depending on the situation, many types of assessments can serve both summative and formative purposes to varying degrees.

3. Assessment at Enko Maputo

a) Types of assessments

Enko Maputo employs two types of assessments: summative and formative assessments to evaluate all areas of understanding, skills, and competencies.

Summative assessment: The aim of summative assessment is to *assess student learning* at the end of an instructional unit by comparing it against established standards or benchmarks. Summative assessments are often *high-stakes*, meaning they carry a significant point value.

Examples of summative assessments include tests, examinations, projects, oral presentations, scientific experiments, and research papers, among others.

Formative assessment: Formative assessment is an ongoing process designed to evaluate students' academic progress, improve teaching and learning, and provide continuous feedback. Specifically, formative assessments:

- Assist students in identifying their strengths and weaknesses and areas that require improvement.
- Enable teachers to identify areas where students are struggling and seek immediate solutions to address these challenges.

Summative assessments will be given at least 4 times a year and formative assessments will be given at least bi-weekly. The frequency of formative assessments will depend on the content covered, the students' grade levels, and the time of year (e.g., in preparation for external exams).

b) Internal Exam Sessions

Internal examinations at Enko Maputo are held as mid-year and end-of-year examinations. These internal exams simulate the conditions of external examinations and help students prepare for them.

c) External Exam Sessions

External examinations at Enko Maputo include the Cambridge Checkpoint examinations for Grade 9 in October, the Cambridge IGCSE examinations for Grade 11 in April/May as well as in October/November and the IB Diploma examinations for Grade 13 (IB2) in October/November. Enko Maputo fully complies with the examination regulations for Cambridge Checkpoint, Cambridge IGCSE and the IB Diploma Programme.

4. Programme specific matters assessment

a) Cambridge Lower Secondary

Cambridge Lower Secondary testing structure assesses learner performance and reports progress to teachers, learners and parents. It uses internationally benchmarked tests, giving parents extra trust in the feedback they receive. There are two assessment options:

- *Cambridge Lower Secondary Progression Tests (marked in school):* These tests provide valid internal assessment of knowledge, skills and understanding in English as a first or second language, mathematics and science. They enable learning to be assessed each year, providing detailed information about the performance of each learner for grade 7, 8 and 9. Additionally, they enable teachers to give structured feedback to learners and parents, compare the strengths and weaknesses of individuals and groups, and can be used any time during the year, as many times as needed. At the end of the year, teachers can upload learners' test results, analyse the results, and create and print reports. Teachers can also compare a learner's results against their class, school or other schools worldwide on a year-by-year basis.
- *Cambridge Lower Secondary Checkpoint (marked by Cambridge examiners):* This is a diagnostic testing service taken at the end of Cambridge Lower Secondary. The tests are marked by Cambridge, and each learner receives a statement of achievement and a diagnostic report. The school uses the feedback from Cambridge Lower Secondary Checkpoint to make strategic decisions, drawing upon a pool of information and specialist reporting tools built into the tests. The Cambridge Lower Secondary Checkpoint feedback reports enable teachers to:
 - Tailor individual learning programmes
 - Monitor group and individual performance
 - Compare the performance of all learners taking tests in that session
 - Manage learning programmes within schools and as learners move

between schools.

b) Cambridge Upper Secondary - IGCSE

Cambridge Assessment was established to promote educational excellence and high-quality learning through assessment. To achieve this, Cambridge Assessment is committed to ensuring that all its assessments are fair, grounded in ethical principles, and operate according to the highest technical standards. Cambridge Assessment designs and administers assessments with both formative and predominantly summative functions.

Assessment instruments developed by Cambridge Assessment fall into the following main categories:

- *Objective-response items:* Candidates are required to provide a highly defined response, such as adding a line to a diagram, completing a number sequence, or finishing a statement.
- *Multiple-choice items:* A specific form of objective-response item, where candidates' responses are constrained to a given list of alternatives, requiring them to select the response that best completes a statement or answers a question.
- *Short-answer items:* Candidates must provide succinct, specific responses to questions, with some allowance for variation in those responses according to the marking scheme.
- *Extended-response items:* Candidates are tasked with creating a specific amount of text and/or working, allowing them to organise their responses and present material in an original way.
- *Coursework/non-examined and teacher assessment:* Candidates produce written reports or complete structured activities typically marked by teachers and tutors who also deliver the learning programs where the assessment is located.
- *Performance assessment:* Performance in work tasks or activities such as laboratory work is observed and marked by a teacher or qualified assessor. Assessment in work contexts typically is guided by occupational standards.
- *Evidence accumulation:* Candidates, with appropriate support, gather evidence of performance across various activities and compile this evidence into a portfolio or record. Teachers or qualified assessors then mark this portfolio, subject to external moderation and verification.

c) IB Diploma Programme

In the IB Diploma Programme, students are assessed in three ways:

- *Final exams:* These are externally assessed by the IB.
- *Internal Assessment:* These are internally marked by teachers and validated through external moderation by the IB.
- *Quizzes, tests, written and oral tasks, mid-year, and end-of-year exams:* All of these are marked by teachers and used to generate mid-year/end-of-year overall term grades and exam grades. These are used to inform students, teachers and parents about the progress students are making, and to evaluate how well students are doing in relation to the Grade Descriptors. Some of these assessments are primarily formative and influence teachers' planning of further classroom activities. Other assessments, such as end-of-unit tests,

mid-year, and end-of-year exams are summative.

In assessing students, teachers apply the approaches to assessment specified by general IB publications and the respective subject guides. These approaches include:

- Analytical mark schemes (e.g., in some Science and Maths exams/tests)
- Criterion-referenced assessment (e.g., in the languages and Internal Assessments in all subjects)

The use of analytical mark schemes involves the application of grade boundaries to determine marks out of 7, with 7 being the highest and 1 being the lowest grade.

Criterion-referenced assessment involves the use of a best-fit approach in deciding which descriptor of a given assessment criterion best corresponds to the work a student has submitted. The criterion referenced assessment of internally assessed components (e.g. The Independent Investigation in the Science, the Maths Exploration, the Oral Commentaries in the Languages, the Historical Investigation in History, the Portfolio in Economics etc.) is validated through external moderation by IB moderators. Teachers educate themselves, often, through the use of the Teacher Support Material and other resources on MyIB, and collaborate with each other in subjects or subject groups in order to develop a complete understanding of the marking standards set globally by the IB. Consistent and accurate marking of students' work is considered vital for teachers to correctly evaluate tasks submitted by students and provide appropriate feedback where needed and permitted.

When preparing assessment tasks, teachers use examples from previous exam sessions and adapt them as necessary to fit the assessment's purpose. The application of IBDP Grade Descriptors, which are verbal descriptors on the 1-7 scale, stipulates that for a "7" to be awarded in a given assessment, it needs to be sufficiently challenging. In cases where quizzes or other relatively trivial assessments do not justify awarding a grade on the 1-7 scale, teachers have the option to combine the outcomes of several trivial assessments into one grade out of 7, once it is clear that students have had sufficient opportunities to demonstrate a performance corresponding to a Grade Descriptor.

Work for Theory of Knowledge (presentation and essay) and the Extended Essay are graded using criterion-related assessment using a scale of A to E. The ToK essay and the Extended Essay are assessed externally while the ToK presentation is assessed internally and externally validated when requested by the IB.

5. Reporting / feedback and the use of Toddle and the Parent Portal

Assessment results are communicated to students when their assessed written work is returned to them, or when their oral work is evaluated by the teacher.

Teachers record all assessment results on Toddle after marking the work. The record of assessment is maintained throughout the term to include:

- Any assessments planned
- All assessment results collected

Coordinators and the Head of School regularly extract assessment results from

Toddle. The assessment results inform Coordinators and the Head of School about the level of performance of individual students, but also of year groups or results in individual subjects. This feedback is regularly reviewed and influences decision-making processes.

Parents can access their child's / children's assessment results via the Toddle Parent Portal. Parents are encouraged to regularly inform themselves about their child's / children's grades and raise any questions or concerns with the school, initially with the subject teacher.

Enko Maputo issues mid-year and end-of-year report cards. These are released in mid-July and late November, shortly after the respective internal exams. These report cards provide term and exam grades, along with verbal comments. The verbal comments inform parents about the learning activities in each subject, their child's strengths and weaknesses, and include suggestions for future learning.

Parents and students are invited to meet all teachers at the Parent-Student-Teacher conferences. The conferences offer opportunities for parents, along with their child, to meet teachers for a 10-minute meeting and discuss any matters related to the child's learning.



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