

Assessment Policy

St Dominic's International School (SDIS) is an inclusive International Baccalaureate (IB) continuum school that offers a holistic education from the ages of 3-18 for international students and Portuguese students who wish to study in the English language.

The heart of the SDIS mission is to nurture people and cultivate international mindedness to develop the intellectual, social, physical, emotional, moral and spiritual characteristics inherent in each person. We believe that at SDIS we will support all individuals in developing the necessary skills to make a meaningful contribution to create a better and more peaceful world.

Philosophy

St Dominic's International School (SDIS) believes that the written, taught and assessed curricula are interdependent. Assessment is an important tool to evaluate what students know and can do. Further to this, it provides feedback to teachers regarding next steps in student learning and curriculum development. It is essential to determine when, how, and what to assess for planning, teaching, and learning. Teachers use a wide range of strategies and tools to assess student learning and to enhance student learning. Assessments are accessible in terms of design, content and medium to give every student the opportunity to demonstrate their learning. St Dominic's International School promotes internationally minded students who understand concepts, acquire knowledge, take action, and master their attitudes and skills. We recognise the importance of assessing the process as well as the products of inquiry. It is important for the whole School community to understand the importance of assessment, what it is being assessed, and the criteria for success.

Assessment is used to monitor student progress, achievement, and effort. It is also utilized to adapt the curriculum and differentiate planning accordingly.

At SDIS we believe that assessment is an integral part of learning and teaching. Accommodations apply to students not only during summative IB assessments but are also made available throughout the course of study. This includes all classroom work and formative assessments that are part of everyday learning and teaching.

Purpose

The primary purpose of assessment is to support and enhance students' learning and teachers' teaching, as both should respond to the information it provides. Assessing provides information about students' knowledge, ability, understanding, attitudes, and motivation. Assessment provides feedback to both students and teachers.

This feedback is then used by:

- Students to take action to improve their own learning and set personal goals
- Teachers to adapt their teaching to meet the needs of the students

Purpose of assessment for teachers:

- to enhance student learning
- to monitor the individual progress of student achievement
- to modify teaching strategies
- to differentiate teaching appropriately
- to inform next steps
- to promote a deep understanding of subject content set in real-life contexts, when applicable

Purpose of assessment for students:

- to enable students to monitor their own individual progress
- to provide consistent, timely feedback and opportunity for reflection and setting of learning goals
- to provide external certification at the end of the MYP and Diploma programmes

Purpose of assessment for parents:

- to provide consistent, timely feedback and opportunity for conversation about their children's learning
- to allow parents, teachers, and students to work together as advocates of student learning

Purpose of assessment for SLT and Board of Governors:

- to inform school-wide planning and support to teachers by determining professional development needs
- to inform decisions about staffing and resourcing

Building Students' Assessment Capability

Assessment at St Dominic's International School is an ongoing process which involves teacher-assessed, student self-assessed, and peer-assessed tasks, which build a holistic picture of learning over time. Students are empowered to take charge of their learning through applying clear criteria which may be co-constructed

between students and teachers before beginning the assessment, and thoughtful reflection on timely feedback. Following assessment, students reflect and design personal learning goals that will drive and orient their learning.

When students actively participate in assessing their learning by interpreting their performance, they are better placed to recognise important moments of personal learning. This helps them to identify their own strengths and needs and discover how to make 'Where to next?' decisions.

What we assess

In IB programmes, assessment is ongoing, varied and integral to the curriculum. 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, including the Exhibition in the PYP, Personal Project in MYP and the Extended Essay in DP. External assessments for MYP and DP students are internationally benchmarked, balancing valid measurement with reliable results.

We recognise the importance of assessing the process as well as the products of inquiry. Our aim is to provide feedback on the learning process and the development of the following elements to further learning, recognising that they are interdependent:

Inquiry

- The depth and breadth of students' inquiry over time

Conceptual Understanding

- How concepts are recalled, applied and transferred through a range of learning experiences
- How connections are made between multiple concepts

Knowledge

- The acquisition of knowledge across subject areas

Skills

- Skills are monitored and documented for growth over time. These include:
 - ATLs from specified IB documentation for the three programmes
 - subject-specific skills from Scope and Sequence documents (PYP)
 - subject guides (MYP and DP)

Appendix – Procedures

1. Assessment in the Junior School (PYP)

1.1. What We Assess

We recognise the importance of assessing the process as well as the products of inquiry. Our aim is to provide feedback on the learning process and the development of the following elements to further learning, recognising that they are interdependent:

Inquiry

- The depth and breadth of students' inquiry over time

Conceptual Understanding

- How concepts are recalled, applied and transferred through a range of learning experiences
- How connections are made between multiple concepts to explore the central idea

Knowledge

- The acquisition of knowledge across the six subject areas

Skills

- Skills are monitored and documented for growth over time.
- These include:
 - the ATLs from *Principles into Practice: Learning and Teaching*
 - subject-specific skills from Scope and Sequence documents

1.2. How We Assess

1.2.1. Monitoring Learning

a) Pre-assessment:

- Reveals students' existing knowledge and gauges whether they can make connections and extend their conceptual understandings
- Provides meaningful feedback and feedforward for next steps in learning
- Helps set realistic goals
- Helps shape the planning of instruction

- Can be collaborative and peer-based in order to allow students to share and express their conceptual understanding with one another and build on what they know and understand
- Promotes student reflection on what the student would like to inquire into during the upcoming unit.

b) Formative Assessment:

- Determines whether students have acquired conceptual understanding
- Provides feedback to the students, which allows feedforward for next steps in learning
- Helps teachers and students to readjust goals
- Helps teachers to shape the planning of instruction
- Allows students and teachers to understand where they are, where they are heading, and how students can challenge themselves as agents of their own learning
- Allows students and teachers to assess whether there is a need to revise or return to a certain aspect of learning in order to consolidate its understanding before moving on
- Provides students with the opportunity to combine and apply different concepts which will improve their learning and to foster a sense of appreciation for the interconnectivity of their learning
- Helps students to set personal learning goals based on the success criteria and learning outcomes.

c) Summative Assessment:

- Is the culmination of the teaching and learning process
- Provides students with opportunities to demonstrate what has been learned
- Can assess several elements simultaneously
- Informs and improves student learning and the teaching process
- Assesses conceptual understanding, skills and knowledge
- Prompts students towards action
- Allows students to be agents of the demonstration of their own learning and to apply the entirety of what they have learned
- Can be multi-modal in that students are empowered and allowed to demonstrate their learning in ways which best express their learning concepts

- Fosters broad reflection on strengthening and application of ATLs, learner profile attitudes and attributes, and how they can apply this reflection (what went well and what needs improving) to future learning.

d) Strategies: observation, questioning, reflection, discussing learning with peers and teachers, feedback to feedforward next steps in learning.

e) Tools: open-ended tasks, written or oral assessments, learning portfolio.

f) Measuring Learning

Assessment practices: PYP

Teachers use a variety of assessment tools to record student progress in the PYP, including rubrics, checklists, continuums, task or subject-specific criteria, forms, benchmarks/exemplars, and narrative records.

Assessment in the PYP is student-centred and designed to develop students' understanding of the transdisciplinary elements: the understanding of concepts, the acquisition of knowledge, the mastering of subject-specific skills, and the development of approaches to learning. Students have a clear understanding of what is being assessed, the criteria for success, and the method by which the assessment is made. Active involvement of both students and teachers results in meaningful and accurate assessment.

Students in the Junior School are also required to sit the following external exams:

- **PIPS (Performance Indicators in Primary Schools)**

This exam assesses students' early reading, phonics and numeracy skills and is administered to Kindergarten students at the end of the school year.

- **ISA (International Schools' Assessment)**

This exam assesses mathematical literacy, reading and writing and is administered to Grade 4 and 5 students in Term 2.

- **InCAS (Interactive Computerised Assessment System)**

This exam assesses reading, spelling, mathematics, mental arithmetic, developed ability and attitudes. It is administered to students from Reception through to Grade 5 at the end of the school year.

1.2.2. Documenting Learning

○ **Tools**

- Exemplars
- Checklists
- Rubrics
- Anecdotal records
- Toddle
- Photos
- Child-friendly target sheets/personal learning goals
- Class profiles

○ **Portfolios**

- The school implements hard copy or digital format.
- The portfolio consists of a collection of samples of a student's transdisciplinary learning across the PYP curriculum; these are reflected upon by both the student and the teacher.
- Pieces of students' work are collected throughout the year in various formats, e.g.: paper, photographs and videos.
- Students have agency over the work included in their portfolios, with the guidance that the samples chosen should demonstrate and celebrate their learning and progress throughout the year.
- Portfolios are shared with the parents in school during the Student-Led Conferences in the final term.

1.2.3. Reporting Learning

a) Conferences

At St Dominic's, various forms of conferences are held in order to share and discuss student progress and development.

- **Listening Conference:**

At the beginning of the school year, teachers meet with parents to receive background information and developmental areas of concern. Parents inform teachers of their children's personal interests and specific learning requirements.

- **Parent-Teacher Conference**

Parents receive feedback from the teachers, regarding student progress, development and needs. This conference happens once a year during the first term.

- **Three-way Conference**

Students, parents and teachers gather to discuss learning goals. Students are responsible for setting goals. Parents and teacher collaborate on finding strategies to achieve and support those goals.

- **Student-led Conference**

At the end of the year, parents are invited to this conference where students share and take responsibility for their learning process. Students present their portfolios containing learning experiences and reflections that have been produced throughout the year.

b) Written Reports

At the end of each term, reports are issued based on evidence from that period. This report indicates the student's progress in all curricular areas, including social and emotional development. Students are assessed on the learning outcomes for the specific term based on the following criteria:

Excelling: Shows understanding beyond grade level expectations and is able to transfer and apply concepts, knowledge, and skills in familiar and unfamiliar contexts.

Exceeding: Shows a consistently solid understanding of concepts, knowledge, and skills and at times works above grade level expectations.

Meeting: Shows a consistently solid understanding of concepts, knowledge, and skills in familiar and some unfamiliar contexts. This is the expected level for the grade.

Developing: Shows some understanding of concepts, knowledge and skills and is working towards grade level expectation.

Emerging: Shows a limited understanding of concepts, knowledge and skills and is within the early stages of grade level expectations.

As well as the Class Teacher's comment, the reports issued in Terms 1 and 3 include an individualised descriptive summary of the student's progress and achievement in the areas which are subject to assessment.

The Descriptors for Levels of Engagement:

Students are also given an Engagement Grade, which is based upon their commitment, attitude and personal responsibility towards learning. All three of these aspects are considered of equal importance and are detailed below:

Sustained Effort and Commitment

The student:

- Is punctual
- Meets deadlines for presentation of work
- Completes homework regularly and thoroughly
- Takes care in the presentation of work and keeps organised notes and files
- Maintains the diary to the expected requirements

Positive Attitude:

The student:

- Is courteous and co-operative, supporting other students when appropriate
- Works diligently at all times

- Makes a positive contribution in class
- Shows perseverance in the face of difficulty

Independence and Personal Responsibility

The student:

- Shows initiative when appropriate
- Works responsibly when not directly supervised
- Is properly organised and prepared for class
- Manages time effectively
- Is reflective about her or his own actions and tries to learn from mistakes
- Uses the diary effectively as an organisational tool

The descriptors for levels of Engagement are:

5 - always meets expectations

4 - mostly meets expectations

3 - occasionally meets expectations

2 - rarely meets expectations

1 - does not meet expectations

2. Assessment in the Senior School (MYP and DP)

The Senior School comprises the Middle Years Programme (MYP years 1 to 5), from Grade 6 to Grade 10, and the Diploma Programme (DP years 1 and 2), from Grade 11 to Grade 12.

SDIS believes that the school community should take responsibility in the student learning process, since assessment is seen as an intrinsic part of learning. This means that every member of the community is responsible for ensuring that all students have the best conditions to learn and be assessed.

In order to achieve the best conditions for the learning-assessment process,

IB Programme Coordinators will:

- Publish an assessment calendar for the completion of all externally submitted work at the start of the academic year

Teachers and CLs will:

- ensure that all units are designed appropriately according to the MYP and DP subject guides, and that all assessment tasks assess a complete sample of knowledge and skills from the unit(s) that have been taught;
- publish dates of all summative assessments and deadlines for summative assessment tasks in ManageBac before the end of the first month of each term;
- ensure that no summative assessments are scheduled on the first day after holidays. There may be exceptions to this rule under exceptional circumstances which need to be approved by IB Programme Coordinators;
- check the assessment calendar in ManageBac to ensure that students have **no more than two summative assessments per day**. This does not include deadlines for summative assessment tasks which have been completed over a period of time. There may be exceptions to this rule under exceptional circumstances which need to be approved by IB Programme Coordinators;
- dates of assessments and deadlines may be changed in agreement with students, **with a minimum of two weeks' notice**, and still respecting the rule above about the maximum number of assessments per day;
- publish details (content, assessment criteria) of all summative assessments in ManageBac at least two weeks before the date of the assessment or the deadline for submission;
- publish dates of all assessments in ManageBac using the following parameters:
 - Core deadlines (Personal Project, Extended Essay, TOK, CAS) - labelled in Red
 - Summative assessments – 'Summative assessment, Subject, Criteria': labelled in Blue
 - Summative deadlines - 'Summative deadline, Subject, Criteria': labelled in Yellow
 - Formative assessments - 'Formative assessment, Subject, Criteria': labelled in Green
- ensure all assessments are aligned with the statement of inquiry questions, significant concepts, objectives and criteria (MYP), and with the concepts, topics, content and skills (DP) and are aligned with the external examinations at the end of each programme;
- ensure the assessments accommodate different language abilities and the educational needs of all students. Contact learning support department beforehand to check that the assessment is accessible for students with language or learning difficulties;

- arrange for students to have accommodations for assessments as stated in the Student Passport. If students need to work in the LS support department, this must be arranged in advance;
- provide in each assessment clear rubrics and task-specific clarifications, whenever possible discussing the criteria beforehand to clarify any misinterpretation;
- provide moments in class to discuss command terms;
- for summative assessments, provide grades and meaningful feedback within 10 working days to students and parents about the student progress and how students can improve;
- provide opportunities for students to reflect on their performance and, as much as possible, define goals to achieve;
- collaborate with others in the same Department or in different departments (e.g. during an IDU) to ensure consistency in the assessment procedures in all classes of the same year level;
- use their professional judgement to determine the levels of achievements in a task and in summative assessment grade at the end of the term.

Students will:

- actively participate in the exploration of the statement of inquiry, in MYP;
- bring the materials necessary (including laptops) to complete assessments;
- take responsibility for the work submitted, making sure that it reflects their individual and original ideas, and that it adheres to the academic integrity policy;
- ask for assistance every time they need it;
- familiarize themselves with the statement of inquiry (MYP), inquiry questions, significant concepts, objectives and criteria for each subject;
- reflect on concepts and skills that they are developing in each unit;
- reflect on the feedback given by teachers in formative or summative tasks.

Leadership team will:

- provide time for collaboration planning within subjects or/and year levels;
- provide opportunities for professional development relevant for MYP and DP;
- support a spirit of collaboration among all;
- organize parent-teacher conferences with all teachers;
- trust the teacher's professional judgement when determining levels of achievement.

Parents/guardians will:

- familiarize themselves with the criteria rubrics and units taught. Rubrics and units can be found on ManageBac;

- support their children's growth both academically and in terms of character;
- regularly check teacher assessment comments on ManageBac for updates;
- communicate with their children, teachers and leadership team about questions they have regarding their child's progress;
- attend parents-teachers' conferences, IB information sessions or other meetings.

2.1. What We Assess

In IB programmes, assessment is ongoing, varied and integral to the curriculum. 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, including the Personal Project in MYP and the Extended Essay in DP. External assessments for MYP and DP students are internationally benchmarked, balancing valid measurement with reliable results.

2.2. How We Assess

The MYP and DP stress that assessment provides another opportunity to develop ATL skills, and as such it is important that teachers use multiple assessment strategies to create different moments for students to develop and show their skills.

Teachers are encouraged to use and apply different assessment strategies before, during and at the end of the unit to collect as much information as possible in order to help the student develop their knowledge of the concepts and skills in each inquiry unit.

Examples of assessments strategies:

- Observations
- Class discussions
- Questioning
- Reflections
- Quizzes
- Open-ended tasks as creative presentations or writing tasks
- Oral assessments and presentations
- Portfolio
- Performance tasks, such as lab reports, essays, research tasks
- Summative assessments at the end of the unit or year

- Mock examinations (Grades 10 and 12)

The result of assessment can be optimized by giving meaningful feedback for the student, allowing them to reflect on their performance. This feedback can be given as:

- Correction of classwork and homework
- Skills checklist
- Rubrics highlighted with achievement for MYP
- Written feedback on all summative assessment uploaded on ManageBac
- Written questions
- Verbal feedback
- Peer- feedback
- Check-in with students or students/parents.

2.3. Why We Assess

2.3.1. Formative Assessment

The main purpose of formative assessment is to identify what students know and can do. This then gives thorough feedback to teachers and to individually inform the students of their strengths and weaknesses in order to help them to enhance their knowledge, skills and understanding.

Formative assessment is a valuable tool for teaching practice since it informs the teacher about how and what they are teaching and allows opportunity to reflect on the course and to decide on future steps of action.

Any assessment can be classed as formative if the information received from the assessment is used to improve future learning.

2.3.2. Summative Assessment

The main purpose of summative assessment is to measure what students know and can do at the end of a unit of inquiry, term or year.

This information should then be used by the teacher to:

- Provide feedback to students
- Understand the progression of student learning
- Complete the unit reflection and make amendments (if necessary)

There must be at least two summative assessments per subject per **reporting period**.

MYP

In Grades 6-10 (MYP), marking of summative assessments should be based on the relevant MYP assessment criteria. During the academic year, each strand of each criterion must have been assessed at least twice, to comply with IB guidelines.

Term 1 – Assess all four criteria

Term 2 – You must assess a minimum of two criteria

Term 3 – You must assess the criteria that were not assessed in Term 2

First reporting period – Assess all four criteria

Second reporting period – Assess all four criteria

In awarding grades for the **reporting period**, teachers' judgements are not based on an average of summative assessments but should rather be based on a 'best-fit' approach, supported from evidence and an awareness of students' progress and assessments across the whole **reporting period**, and where appropriate, the whole academic year. Where teachers do not have summative grades for a criterion, they should use their professional judgement, based on formative work, to award a final summative grade for the criterion.

Grades from summative assessments are important since they provide a simplified view of the student's achievement to others, such as schools, universities, ministries of education, employers, and schools.

In the MYP, the summative end-of-year assessment also certifies if the student is eligible to move forward in the programme or, when changing from MYP to DP, the best choice of subjects to achieve success.

DP

Assessment in the DP focuses on formal **summative** assessment. *“Formal **summative** assessment is defined as assessment directly contributing to the final diploma qualification. **Most of these assessments are externally assessed**, and include examinations or work completed during the course that is sent to an external examiner. Some formal **summative** assessments are internally **assessed**, requiring the teacher to mark the work to the accepted IB standard. Their standard is then confirmed or moderated by an external moderator.”* (IBO, DP: from Principles into Practice, p. 79)

In preparation for the External and Internal DP assessments, DP teachers will ensure summative assessments are completed on a regular basis for all subjects, and that they are of the same nature as the Internal and External assessments.

Equivalence between the IB and Portuguese education system

This table shows the equivalence in grade levels between the IB and the Portuguese education system:

Programas e estudos/cursos do *international baccalaureate* (IB) de matriz portuguesa e do sistema educativo português

<i>International baccalaureate</i> IB programmes		Sistema educativo português (SEP) Ensinos básico e secundário	
<i>The diploma programme</i> (DP)	<i>2nd year</i>	Ensino secundário	12.º ano.
	<i>1st year</i>		11.º ano.
<i>The middle years programme</i> (MYP)	<i>5th year</i>		10.º ano.
	<i>4th year</i>	Ensino básico	3.º ciclo
	<i>3rd year</i>		9.º ano.
	<i>2nd year</i>		8.º ano.
	<i>1st year</i>		7.º ano.
<i>The primary years programme</i> (PYP)	<i>5th year</i>		2.º ciclo
	<i>4th year</i>		6.º ano.
	<i>3rd year</i>		5.º ano.
	<i>2nd year</i>	1.º ciclo	4.º ano.
	<i>1st year</i>		3.º ano.
			2.º ano.
			1.º ano.

The following table shows the equivalence between grades in the IB and the Portuguese education system, **up to and including Grade 9:**

2.º e 3.º ciclos do ensino básico (disciplinas)

Classificação IB	Classificação SEP
1	1
2	1
3	2
4	3
5	4
6	4
7	5

The following table shows the equivalence between grades in the IB and the Portuguese education system, **for Grades 10 to 12:**

Ensino secundário (disciplinas)

Classificação IB	Classificação SEP
1	3
2	6
3	9
4	11
5	14
6	17
7	20

In accordance with guidance from the Portuguese Ministry of Education, a student is considered to have failed the year when one or more of the following occurs:

- Student is awarded final year achievement grades equal to or less than 3 in three or more subjects
- Student attendance is less than 80%
- Student has more than 5 unauthorized absences

Procedures for summative assessment (MYP and DP)

The following procedures must be applied for all summative assessments to guarantee the security of the assessment:

- Teachers must ensure students' phones and smart watches are not in the possession of students during summative assessment tasks.
- If students in the same grade level are doing the same test on different days, then there must be two versions of the test (when necessary). The two different versions must assess the same content and be of the same level of difficulty.

Please refer to the Academic Integrity policy for further details.

2.3.3. External Assessment

2.3.3.1. External Assessment in the MYP

All Grade 6, 7 and 8 students complete the ISA Certification exam electronically for Language and Mathematics.

Students in the MYP are required to sit in external assessments in Year 5 of the MYP.

To achieve the MYP certificate, it is recommended that the student attends the MYP course for at least two years and also:

- completes either an on-screen assessment or ePortfolio in six subjects consisting of: language and literature, language acquisition (or a second language and literature), individuals and societies, mathematics, sciences and one subject from amongst the following: arts, physical and health education, or design;
- achieves at least a grade 3 in each of the six subjects above;
- completes the on-screen examination in interdisciplinary assessment and achieve at least a grade 3;

- completes the Personal Project with at least a grade 3;
- obtains a total of 28 points overall;
- meets the school's expectations for community service.

2.3.3.2. External Assessment in the DP

DP assessments are based on the course aims and objectives and, therefore, effective teaching to the course requirements also ensures effective teaching to the formal assessment requirements. The DP also places an emphasis on criteria-related assessment, which judges students' work in relation to identified levels of attainment.

The IB diploma is awarded based on performance across all parts of the DP.

- Each subject is graded 1–7, with 7 being the highest grade.
- These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.
- TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total (see matrix below).
- CAS is not assessed but must be completed in order to pass the diploma.
- The overall maximum points from subject grades, TOK and the EE is therefore 45: $((6 \times 7) + 3)$.
- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

There are additional requirements for the award of the diploma.

- CAS requirements have been met.
- There is no "N" awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
- The candidate has not received a penalty for academic misconduct from the final award committee.

The following matrix will be used to award points for TOK and the EE.

		Theory of knowledge (TOK)				
Extended essay	Grade awarded	A	B	C	D	E or N
	A	3	3	2	2	Failing condition
	B	3	2	2	1	Failing condition
	C	2	2	1	0	
	D	2	1	0	0	
	E or N	Failing condition				

Figure 1 - Award of points for TOK and the EE

As such, in Grades 11-12 (DP), assessment is based on the specific DP assessment criteria, relevant to each subject (see Subject Guides for further clarification). Each subject is awarded a grade from 1 to 7. Theory of Knowledge and Extended Essay are awarded a grade from A to E.

At SDIS, students achieving a grade 3 or less in any subject are considered to be in a failing condition in that subject.

2.4. How We Report Learning

Assessment is reported to students and parents in a variety of ways:

a) **ManageBac**

In MYP and DP, marking of summative work should be based on the relevant assessment criteria (and the most recent subject-specific grade boundaries for DP only).

Subject teachers in Senior School record grades regularly on ManageBac (in particular Summative Assessments) and teachers must communicate clearly and regularly to students regarding areas of strength and how to improve.

b) **3-way conferences**

Teachers meet with parents and students to discuss strategies to develop student academic performance and learner profile. **3-way conferences will be held at the end of the first reporting period.** These dates will be set by the leadership team.

However, a parent or teacher can set a meeting at any time during the school year to discuss a concern.

c) **Written Reports**

At the end of each term, reports are issued based on the summative assessment evidence collected until that moment. This report includes:

- A tutor comment;
- For each subject:
 - a summary of what the student has studied during that term and how the course was assessed;
 - an achievement grade (1-7) for all subjects in MYP* and DP**, and an achievement grade (A-E) for ToK in the DP.
 - **in the second reporting period**, a comment including at least one strength and one target for the upcoming year (for Grades 10 and 12, this report will be issued after the mock exams);
 - a grade for student agency (see below).

*In MYP, an achievement level (1-8) for each of the four criteria and the end of term-grade is calculated as seen in the table below:

Sum of achievement level of 4 criteria	Term grade
0 - 5	1
6 - 9	2
10 - 14	3
15 - 18	4
19 - 23	5
24 - 27	6
28 - 32	7

** In DP, an achievement grade from 1 to 7 is calculated using the grade boundaries specific for each subject, which are defined by the subject teacher.

Student agency

A student can demonstrate agency in the following ways:

- Showing curiosity and initiative in his/her learning
- Displaying the IB learner profile attributes
- Developing his/her Approaches to Learning skills
- Taking responsibility for his/her own learning
- Being punctual
- Meeting deadlines for completion of work
- Completing homework regularly and thoroughly

- Being properly organized and prepared for class
- Taking care in the presentation of work and keeping organized notes and files
- Making a positive contribution in class and supporting other students, when appropriate
- Working diligently at all times
- Managing time effectively
- Showing perseverance in the face of difficulty
- Being reflective about her or his own actions and tries to learn from mistakes

Agency grades - Rubric

<p>Highly developed - HD</p>
<ul style="list-style-type: none"> • Shows curiosity and initiative by doing independent learning or reading in his/her own time • Displays the IB learner profile attributes at all times (in the classroom and beyond) • Masters his/her Approaches to Learning skills • Takes full responsibility for his/her own learning • Always punctual to lessons • Always meets deadlines • Always completes homework thoroughly and on time • Always properly organized and prepared for class and keeps organized notes • Always makes a positive contribution in class and supports other students, when appropriate • Works diligently and manages time effectively (in the classroom and beyond) • Is resilient at all times • Is reflective and takes immediate action in response to feedback
<p>Developed - DD</p>
<ul style="list-style-type: none"> • Shows curiosity and initiative by asking for extra study material • Displays the IB learner profile attributes (in the classroom) • Demonstrates his/her Approaches to Learning skills • Takes some responsibility for his/her own learning • Almost always punctual to lessons • Rarely misses deadlines • Almost always completes homework thoroughly and on time • Almost always properly organized and prepared for class and keeps organized notes • Usually makes a positive contribution in class and supports other students, when appropriate • Works diligently and manages time effectively (in the classroom) • Shows perseverance in the face of difficulty • Is reflective about her or his own actions and tries to learn from mistakes
<p>Developing - DG</p>
<ul style="list-style-type: none"> • Shows some curiosity and initiative in lessons • Displays some of the IB learner profile attributes • Developing his/her Approaches to Learning skills • Occasionally takes responsibility for his/her own learning • Occasionally late to lessons • Occasionally misses deadlines

- Usually completes homework on time
- Usually properly organized and prepared for class
- Occasionally makes a positive contribution in class
- Works diligently and manages time effectively, when reminded
- Shows some perseverance in the face of difficulty
- Is reflective about her or his own actions but does not always learn from mistakes

Undeveloped - UD

- Shows little curiosity and initiative
- Rarely displays the IB learner profile attributes
- Working towards developing his/her Approaches to Learning skills
- Rarely takes responsibility for his/her own learning
- Frequently late to lessons
- Frequently misses deadlines
- Frequently fails to complete homework on time
- Rarely properly organized and prepared for class
- Rarely makes a positive contribution in class
- Frequently needs reminding to work diligently and manage time effectively
- Frequently gives up when facing difficulties
- Can identify mistakes but makes little or no effort to correct them

2.5. How We Monitor Progress

Throughout the MYP and DP, students' performance and progress are closely monitored by the subject teacher, Grade Level Leader, Curriculum Leader, and MYP/DP coordinator.

For all students that are underperforming, a plan will be set addressing clear objectives that will allow the student to improve. Objectives that may be set:

- Recommend the attendance of Academic Support Clubs
- Improve the participation in class
- Improve quality of class work and homework

For students that are considered at risk, a formal plan will be set by the MYP/DP Coordinator, in collaboration with the different Grade Level Leader (GLL) to:

- **Meet with students and parents and agree action points for improvement**
- **Set up the tracking and monitoring report**
- Recommend the attendance of Academic Support Clubs
- Record the students' progress in Internal Assessments (IAs, Written tasks, TOK essay and EE) - for DP only

2.6. How We Ensure Fairness in Assessment

Assessment enables all students to demonstrate their full potential and the learning that has taken place. The school, departments and teachers will ensure that all students can fully access the curriculum and assessment procedures.

All assessments are expected to be designed to be accessible for everyone. As such, and as applicable:

- questions should be short and clear
- command terms should be highlighted
- an answer box should be given after each question, when appropriate
- questions and answer boxes must be seen in the same page
- space between lines should be at least 1.5
- letter size should be at least 12

For students with specific learning challenges or other specific impairments, differentiation must be planned, support must be provided, and work must be modified by their teachers with support of the Learning Support Department. Any accommodation that is recommended in their students Passports or educational psychologist report should be provided.

If a student requires specific assessment accommodations, these will be ensured by the teacher with the support of the Learning Support Department. The accommodations acceptable are the same as for IB and may include:

- 25% or 50% extra time in assessments
- Use of a reader
- Use of a Scribe
- Allowance for breaks
- Placement in a separate room
- Other reasonable accommodations deemed necessary for fair assessment in special cases

All teachers must read and understand this policy so that they can plan to meet the access requirements of their students from the beginning of their study. For further accommodations during assessment, the teacher must refer to their Students Passports or to the Learning Support Department.

For external exams, coordinators are responsible for submitting requests for any necessary inclusive access arrangements.

for

2.7. Submission of Assessed Work and Deadlines

At the beginning of each term, a summative assessment calendar will be published in ManageBac by the subject teachers in MYP and DP. Formative assessment tasks will be published during the term by the subject teacher and will be identified as formative.

Exams calendars will be published by the MYP and DP coordinators and will be shared to the school community in advance.

The DP Coordinator will publish a Deadlines calendar at the beginning of Gr11 for the 2-years programme with all the relevant deadlines for all DP subjects. Subject teachers will record the deadlines on ManageBac so that the relevant work can be uploaded and checked with Turnitin (for plagiarism).

In the Senior School all assessment tasks must be brought to the lesson or uploaded to ManageBac by the deadline. All work that is to be assessed and receive a grade must be completed by students.

- **No extensions may be given by teachers for externally assessed components of the MYP or DP without prior consent from the IB programme coordinators**
- If a draft deadline is missed, the student will have fewer opportunities to receive feedback prior to final submission.
- If only one draft is allowed and this deadline is missed, the final submission will be graded without the opportunity for feedback.
- Students may request an extension before the deadline for in-school summative assessments. Students must write a formal email to the subject teacher (with copy to parents, tutor and GLL) with a valid reason for the extension. It is up to the teacher's discretion to give an extension or not, but extensions should only be given in exceptional circumstances. Valid reasons for extensions include school approved extra-curricular activities, e.g. CAS, sports, MUN.
- All work must be submitted by the deadline with the exception of the students who have already been granted an extension. This is the work that will be assessed and graded.
- If the final deadline for summative work is missed, an earlier draft, where available, will be graded. If a student has not completed anything for the deadline, then the teacher will issue a detention, and the student will complete as much work as possible during the detention. This will then be assessed and graded.
- For official IB DP Internal Assessments (Diploma coursework, ToK Essay and Exhibition, Extended Essay) and Personal Project in the MYP, students will be given interim deadlines for submitting sections of the

work. Students who miss interim deadlines may not receive feedback on this work. Teachers will send an email to students, parents, tutors, CLs, GLLs and relevant IB Coordinators when interim deadlines are missed. Students who do not submit the final draft or final version by the deadline will be required to attend lunchtime or after-school detentions to complete the work to an acceptable standard. In the DP, this will mean students losing 'lunchtime privileges' and being required to complete work during supervised study periods.

- Where students fail to submit summative work, the teacher must inform parents, the tutor, CL and GLL by email and copy in the relevant IB Coordinator.
- Marked work should always be returned as soon as possible, in normal circumstances no longer than 10 working days after it has been handed in. Grades must be placed in ManageBac and shared with students and parents.
- Written feedback must also be placed into ManageBac no longer than 10 working days after the task completed. Written feedback must include general comment on performance and specific actions on how to improve.
- All work that is submitted via ManageBac will be checked by Turnitin for plagiarism **in alignment with the Academic Integrity policy**. It is expected that the work will be appropriately referenced. If a student submits a version of his work with plagiarism, he/she will be asked to re-submit the work.

2.8. Assessment and Absences

Since the assessment calendar is published in advance, it is the students' and families' responsibility to reschedule assessments if they know in advance that they are going to miss it. Students cannot assume that they will be able to take, at a later date, assessments they miss due to absence.

If a student is absent from school for any reason, then it is their responsibility to catch up any work missed. If a student misses an assessment due to absence, then the following procedures will apply:

Illness

- The student will do/submit the assessment task during the first lesson in that subject after they return to school after the absence.
- All absences due to illness must be justified in writing by parents or a medical note.
- If the absence is justified, then the assessment will be graded as normal. If the absence is unjustified, then the assessment will only receive formative feedback.
- **For IB external examinations, a medical note must be provided to justify the absence. Accommodations are at the discretion of the IB.**

Field trips and Extra-curricular activities (e.g. Sport, Arts, CAS, MUN)

- The assessment task will be done either before or after the activity. This is up to the teacher's discretion.

Holidays / Family trips

- All holidays are unauthorised absences. Parents are advised of this at the beginning of the academic year.
- It is the student's responsibility to collect work and complete it during the holiday/trip.
- If the student misses an assessment, then this will receive a mark of zero.
- If there are exceptional circumstances for the family trip, then the students may be able to do the test or hand in the work before/after the trip. This will be up to the teacher's discretion in consultation with the GLL.

In the event of a long absence caused by serious illness or injury, the School may provide work to be done at home or set up an Individual Programme (IP) which removes the requirement for certain subjects to be completed. This is not, however, the case at DP level. This can be agreed only by the Principal. (N.B. Please note that long-term illness refers to an on-going issue which leads to regular debilitation or hospitalisation - normally a situation that goes beyond 3 full school weeks.)

2.9. Progressing from one Grade Level to the next

Students are deemed to have failed the academic year if they meet one or both of the following conditions:

- Three or more failing subjects, i.e. grade 3 or below
- Less than 80% attendance

If a student fails the academic year, then the Head of Senior School, IB Programme Coordinator and GLL will decide the action to be taken, as follows:

- The student will repeat the Grade level
- **The student will complete resit exams in August and may progress to the next Grade level if passing conditions are met**
- The student will be allowed to pass to the next Grade level but with special conditions. One of these conditions is that if the student fails the next Grade level, then he/she will automatically repeat the Grade level.

The school will advise the parents of this decision before the end of the academic year.