Wuxi No. 1 High School

Assessment Policy

Assessment Philosophy

Assessment is an integral part of the educational cycle; it is a continuous process of collecting evidence to inform teaching and learning.   Students should be encouraged to use assessment as an opportunity to reflect on prior learning and to develop skills for future learning; teachers should use assessments as an opportunity to inform future teaching and to give meaningful feedback.

Student assessment should be conducted against pre-established criteria which, for class activities, should be known by the student at the beginning of any assessment activity.   Additionally, assessment should take the form of several different modes and be conducted frequently in order to give an accurate picture of individual and group progress.

COMMUNICATION

How is it stated /Dispersed.

-Posted on the assessment board in our school, which is open to all staff, students and parents.
- Posted in school website.
- In department handbooks and student IA and EE handbooks

Principles of Assessment

Assessment plays a vital role in teaching, assessing, cycle of planning, reporting and reflecting.
Aim of effective assessment is as follows:

Effective assessment allows students to:

- Demonstrate a broad range of conceptual and critical thinking skills
- Set their own learning targets and thereby support students' learning
- Become self-reflective through the analysis of their own learning, their strengths, and areas for improvement
- Look at issues in a global context

Effective assessment allows parents to:

- Monitor their children's learning and become a part of the learning team.
- Provide opportunities for supporting their children and teachers.

Effective assessment allows teachers to:

- Engage in self-reflection of their practices and to improve teaching and learning.
- Make students aware in advance of the criteria for producing quality work.

- Work collaboratively to align skills, develop goals, and assess progress.
- Standardise assessment through peer marking periodically through the school year. Monitored by head of department of each subject groups.
- Teachers will put in to place the SEN requirements for any student with in the SEN profile

Effective assessment requires administration to:
- Support teachers in maintaining assessment skills and developing new assessment strategies.
- Provide time and training for teachers to plan, collaborate, and reflect.
- Use student achievement data to set school-wide, departmental and individual goals.
- Support teachers to provide infrastructure and technological facilities for assessing the Special needs students.

Types of Assessment

Formative and summative assessments

a) Formative assessment
This includes but not limited to the following;
- All types of homework
- Quizzes and test exams
- Lab work assignments
- Oral tests
- CAS activities
- CAS reflections and documentations
- Research writing for EE and TOK.

b) Summative assessment
- Mid and End term test Exams
- All IB Internal and external assessments

Aims of assessments
Across the Scheme of Work there should be:
- Opportunities for students to develop a range of skills (for example practical skills within science).
- Regular opportunities for students to practice their spoken English.
- Regular opportunities for students to work in groups.
- A mixture of pedagogical techniques that allow for different types of student interactions
- Regular opportunities for student assessment in class and from homework.
- Regular 'quality assessments' that afford students the opportunity to practice research, planning and presentation (etc) skills.
- Regular and timely opportunities for giving students meaningful feedback.

Recording and Reporting

Grades for all assessments are reported on the school's Engrade account that is visible to both parents and students. Students and parents should be able to see the scores (and grades) for individual assessments with the expectation that scores will be input a maximum of one week after receiving work from students or two weeks after the date of any whole-school exam. On Engrade, work is submitted with a title that makes it clear what the task was and also what the maximum possible mark was for that activity.

Weighting

While the type of assessment (in semester 1: Classwork, homework, mid-term exam, end-of-term exam) is set by the school, each department is responsible for determining the weight that each type of assessment will carry; an example from the science department below.

Semester 1 (example given from group 4.)

Assessment	Weighting (%)
Classwork*	20
Homework*	25
Mid-term Exam	20
End-of-term Exam	35

* Class work / Homework contains different types of formative assessments. Each department/subject groups are having their own methods of class works, which is included in the subject handbooks

Semester 2

Assessment	Weighting (%)
Classwork	20
Homework	20
Mock Exam	30
May/June Series Exam	30

Reporting:

In addition to parental access to Engrade, scores are reported:

- For SEN Profile students, CP meets with Child, teacher, and parent to discuss holistic progress, once a month.
- During parent teacher meetings, in which student performance is discussed by the teacher and parents. Both parents and teachers can request slots during parents' evenings.
- CP-Parent meetings. In circumstances such as a drop in performance, continued low performance or any circumstance where a class teacher, parent, HoD, IB Co-ordinator or the CP deems necessary,

the student (as well as their parent) may be brought in to discuss concerns and strategies for future development.

External Examination Data
- Departments (done by the HoD) are required to maintain a record of external exam results for each exam series; this data is compiled and reported to the CP and to the Company Director of Academic Departments after each cycle of exams.   This data also informs the department development plans, for the academic year, following the exam series.
- IB Coordinator keeps a record of student progress towards the diploma from whole-school exam data and does an audit of progress in coursework, ToK and the EE. The frequency of the audit once a month.

ASSESSMENT POLICY OF THE CORE

The TOK Essay and Presentations
- The school publishes a timeline for submission of documents, individual components and drafts of the TOK essay on the school Managebac Calendar, viewable by all students. The school informs the students, at timely points, by email of upcoming deadlines.
- Written feedback is given to students by the TOK department on all drafts.
- Failure to submit a draft or component by a published deadline triggers a meeting between the ToK teacher, IBDPC, parent and student.
- In case of academic dishonesty, the case will be addressed as mentioned in the academic honesty handbook.

The IB Extended Essay
- Similarly with TOK, the EE Coordinator publishes a timeline for submission of components and a first draft with an approval from IB Coordinator.
- Windows for student-supervisor meetings are published on the calendar and progress is collated by the EE coordinator
- Failure to submit a draft or component by a published deadline triggers a meeting between the EE Supervisor, IBDPC, parent and student.
- In case of academic dishonesty, the case will be addressed as mentioned in the academic honesty handbook.

The CAS
Supervisors (CAS Advisors) are responsible for monitoring the reflections posted in Managebac and is monitored on a regular basis.
Interviews are conducted with students to know about the CAS activities and their progress.

The assessment policy of IB Coursework.

Reporting and recording.

IB Course work deadlines.

- Each Subject groups HODs publish subject-specific deadlines in the department handbooks. The purpose of departmental collaboration here is to avoid creating certain times at which students have too many deadlines.

- Submission deadlines for all IB coursework drafts and components are revised annually and agreed upon by HoDs at the beginning of the academic year for each 2-year diploma cycle, which is submitted to IBDPC. IBDPC publishes the full calendar of the course work. The IB Coordinator publishes the final calendar of submission dates for each cohort on Managebac and is displayed in classrooms.

- Failure to meet deadlines for submission results in a meeting being triggered with the teacher and this being escalated to DP Coordinator/EE coordinator/CAS coordinator and CP meeting which also requires parents to be in attendance. At each stage an action plan should be developed such that the student is clear about what they have to do and how they might achieve it by an agreed-upon deadline.

- Departments should have time mandated within their schemes of work and year plans for the development of skills necessary for the completion of any coursework. HoDs monitor that this is being adhered to.

Feedback and Rubrics

- Students should have access to IBO rubrics for assessment, as published in departmental handbooks and on Managebac.
- Teachers are expected to give feedback to students in a timely fashion, in line with the submission deadlines calendar.
- The format for written feedback should be in line with IBO requirements and in line with department assessment policies.

IB Coursework Internal Marking and Moderation.
Individual departments are responsible for the marking of coursework and internal assessments; on the departmentally agreed timetable, there will be an internal deadline for the final marking of any coursework (which is also in line with the internal dates for final submission published by the IB Coordinator). Departments also arrange dates for moderation to occur and a meeting scheduled to

discuss feedback and actions. Please refer to section on standardization for more comprehensive details.

Predicted Grades

All predicted grades are determined from prior summative assessment and must be approved by the HoD for any given subject before being submitted to either the CIE or the IBO. Additionally, the school has a strict confidentiality policy concerning predicted grades; counsellors and staff are prohibited from divulging exam scores; students are made aware that it is not acceptable to approach teachers concerning the possibility of altering predicted grades.

All predicted grades are logged on a spreadsheet by the HoD and compared to the May/June series exams once those results have been released.

IB predicted grades

Departments are responsible for agreeing and then publishing methods for determining IB predicted grades in this document:

- Science Department: teachers should use grades from the end of semester 2 exam, the semester 1 (in the IB2 year) mid-term exam and the predicted grade for the subject IA (based on marking the 1st draft) to determine likely exam performance. A mean value is calculated from the 3 grades and teachers then take into consideration the student's performance in other assessments in judging the suitability of this value. (IB candidates requiring early entry – the teacher uses the mock exam from the IB1 year instead of the semester one mid-term exam as we would not have done that in time to submit for early entry).

- Chinese Department: established by weighted scores from the IB1 IOP (15%), the IB2 mid-term exam (paper 2, 25%), the IB2 end-of-term exam (paper 1, 20%), the IOC (conducted in January of IB2, 15%), and the WA (finished in November of the IB2 year, 25%).

- English Department: determined by considering the results of mid-term and end-of-term exams, and taking an average of the results. If necessary, the process may be further informed by the results of tasks that are assessed according to official grading rubrics, namely texts from Paper 1 and text types from Paper 2.

- Arts Department:
  - Music: IB1 May Exam + IB2 November Exam + Solo Performance + Heuristics (HW scores, MLI scores, Composition scores).
  - ITGS: IB1 May Exam + IB2 November Exam + IA Criterion Score + Heuristics (HW scores, Case Study Scores).
  - Visual Arts: IB1 May Exam + IB2 November Exam + IA Milestone grade + Heuristics (HW scores, etc)

- Humanities Department: PG in Economics is done by considering the results of End of year 1 exam (weighted at 20%), the IB2 End of term 1 exam (30%), IB2 Mock exam (30%) and three IAs (20%). End of year 1 exam consists of Paper 1 only. End of term 1 exam (in second year) consists of Paper 2 for SL and Paper 2 and 3 for HL, and the Mock exam consists of Paper 1 and 2 for SL and Paper 1,2, and 3 for HL.

- Mathematics Department: Mathematics department PG will be formulated as follows, Math Dept will consider two exams, the grade 11 end year exam (weighted at 30%) and grade 12 Mock exam (50%) and one IA (20%).   The grade 12 Mock exam will be comprehensive and consists of three papers (Paper 1, paper 2 and paper 3) for HL and two papers (P1 and P2) for SL. The mock exam will be modeled in such a way that it will reflect a true picture of what is expected in the main IB exam.

Assessment Practices (Frequency)

Definitions
- Unit of Work: A series of lessons which explore a specific topic or area of knowledge.   A unit is not the same as a chapter of the book; a unit can be composed of several chapters from the textbook or several topics within the syllabus.   For example, in the A-level physics textbook – the chapters on 'Kirchoff's laws', 'resistance' and 'circuits' could be grouped together into one unit.
- Scheme of Work: A full complement of lessons [complete with activity details and homework assignments] that satisfy the expectations of the syllabus.
- Quality Assessment: An activity that involves the student producing an original piece of work that could not reasonably have been reproduced exactly by another student.
- Quality Feedback: Feedback that explicitly describes a student's progress and makes suggestions for further improvement.
- Practical Skills Assessment: The assessment of a science skill within the context of a practical investigation.
- ICT Skills Assessment: the assessment of an ICT skill (ie: writing code or using databases, spreadsheets, etc) within the context of an open task.

A.   Classwork Activities.

In each unit there should be opportunities for…..
- Student practical investigation.
- Practicing exam questions
- Practicing skills / techniques.
- Group work.
…as well as any other activities that the teacher / HoD feels appropriate for the unit.

B.   Classwork Assessment:
1. In each lesson within the unit there should be at least one assessable activity.
2. Assessment does not need to be recorded on Engrade for each lesson but there should be at least 3 classwork scores on Engrade for each unit.

3. Present on Engrade by the end of the year, there should be at least 22 [28 for IB1 classes] scores spread throughout the scheme of work.

4. Within each unit, there should be a mixture of assessor types [ie: peer, self and teacher] and a mixture of assessments modes [eg: answer-sheet / rubric / WWW-EBI]

5. Classwork scores on Engrade should reflect a mixture of activity types [ie: not just worksheets and exam questions].

C.   Feedback expectations:

1. For classwork, feedback should be reported back to students ideally within the same lesson and a maximum of a week after the task has been completed.

2. Students should receive some form of feedback for any assessed work [whether or not that work is to be recorded on Engrade].

3. Feedback should be appropriate to the task; for example, it is not necessary to give written feedback for maths-based problems [although this is also acceptable] but skills based assessments require a rubric to be annotated and a comment on student progress to be made.

D.   Homework

The school expectation is that;

- At least one piece of work is set each week.   It is possible to set work that requires multiple weeks to complete but there should be a mechanism by which the progress towards completion can be demonstrated at weekly intervals.
- At least one quality assessment activity (see in definitions above) on average once every 3 weeks
- In each unit there should be a mixture of different activities:
    1. Quality assessment activity or a group activity that allows for students to be individually assessed and given quality feedback.
    2. Skills-based assessment.
    3. Worksheet.
    4. Practice exam question sets.

Scores for each of these should be recorded on Engrade; the method of assessment for types 2, 3 and 4 can be peer-assessment; for homework types 3 and 4, self-assessment is also acceptable.

Note: Peer and self-assessment should still be _guided_ and _monitored_ by the teacher; it should also not be used as a total replacement for teacher feedback.

E.   Homework Assessment

1. For homework, feedback should be reported back to students no later than two weeks after the task deadline.

2. Within each unit, there should be a mixture of assessor types [ie: peer, self and teacher] and a mixture of assessments modes [eg: answer-sheet / rubric / WWW-EBI].

3. Across the scheme of work there should be a mixture of Quality Assessment types [eg: presentations, practical investigation write-ups, research tasks, etc]

4. Quality feedback must be given by the teacher at least once in each unit but students can also be

tasked with giving extended feedback as part of peer assessment.

5. **Quality Work Assignments should be submitted to students along with the marking rubric – such that students know exactly what is required of them to succeed.**

F. **Modes of Feedback on Homework**

1. **For quality feedback, the rubric presented to students at the outset of the task will have been annotated/highlighted.   Additionally there will be written comments advising students on future improvements.**

2. **For practical skills assessments in science, the relevant practical skills rubric [of the 5 generic skills rubrics] will be highlighted and annotated.**

3. **For worksheets and practice exam questions, the relevant mark-schemes will be made available to students when their marked work is returned.**

4. **Where peer and self-assessment has been conducted, the student should include a *brief* [self]-reflection on successes and improvements for the piece of work.**

G. **Summative Assessment**

1. **There are four whole-school summative assessment periods within the calendar year**
   a) **The November Mid-Term Examinations.**
   b) **The January End-of-Term Examinations.**
   c) **The March Mock Examinations.**
   d) **The May/June Series Examinations.**

2. **Feedback to students should be in the form of an examination score, a grade based on most recent and reliable threshold data (this can be adapted based on need but this should be communicated to the HoD) and a breakdown of scores by question or whatever is appropriate.**

3. **Teachers should allow time in lessons for students to reflect on the feedback and a feedback tool should be completed by the students and included in their subject notes.**

4. **Grades and raw scores should be visible to students and parents on Engrade within two weeks of the end of any subject-set of examinations (For example; on the day of the last A2 Economics Exam in the series, A2 Economics students should expect to receive feedback, a total grade and broken-down question scores within 14 days).**

5. **Any other summative assessment is conducted in lesson time and should be commensurate with the individual department assessment policies.**

H. **Differentiation within Assessment**

With the exception of examinations/tests (and these may also be), any assessment tasks within the classroom should be differentiated to allow greater access to all students.   Differentiation strategies can include:

■ **'Learning menus':   a set (or 'menu') of different outcome products but which all demonstrate understanding of the same assessment criteria (for example: allowing students to present research as a podcast, a TED-Talk, a Website, etc)**

- **'Question Sets':** A pool of questions across a spectrum of difficulty which students can select from to complete based on their confidence/ability in a subject.
- **'Differentiated Rubrics':** A set of assessment rubrics for the same task which emphasize different skills.
- **'Laddered tasks':** Similar to a learning menu; A set of tasks that require an increased student input (either by complexity or style) some of which are mandatory and others which students can choose from.

Differentiation should appear explicitly in department planning; this can be on individual lesson plans or on a scheme-of-work document.

Standardization within Departments

Wherever a unit is being taught by more than one teacher, then efforts should be made to ensure standardization of assessment.

The standardization of whole-school tests should be done through;
- Production of grading rubrics.
- Setting the same test across all 'subject groups'.
- Subject-by-subject requirement of moderation (See HoDs for definitive lists)

When marking IB Coursework;
- Moderation meeting + minutes / Action plan to HoD by departmental deadline.
- One current member of each department must have IB Cat 2 including IA Marking Section within the last 2 years.

The moderation of English spoken assessments;
- Initial moderation meeting as training before any assessments.
- Moderation meeting after assessments all completed
- Minutes and actions to be recorded and filed with HoD

The moderation of unit tests;
- Production of grading rubrics.
- Setting the same test across all 'subject groups'.
- Subject-by-subject requirement of moderation (See HoDs for definitive lists)

The role of HoDs in Standardization;
- Arranging moderation sessions.
- Ensuring that appropriate numbers of staff have received timely training.
- Monitoring summative assessments

Links to other Documents

Teachers are required to use Turnitin to monitor academic honesty for extended pieces of work, including, but not limited to, the Internal Assessments and the Extended Essay. Teacher marking is in line with the Academic Honesty Policy. Any suspected violation of academic honesty / malpractice should be referred upwards according to the academic honesty policy.

Classwork and homework is set such that it can be accessed by the full spectrum of abilities present in each class, again, in line with the school SEN Policy and the English Language Policy.

For IA assessment, please refer to individual departmental IA handbooks. All assessment information is detailed in the departmental IA handbooks.

Note – teachers may want to check notebooks and notes in order to support teacher organization; in this instance, refer to the school note-taking policies.

All policies, including the assessment policy are given to students and parents at the beginning of each academic year in the student handbook; both are required to sign a note stating that they have read and understood these policies.   Training sessions are conducted throughout the year on academic honesty and assessment procedures with all students in attendance.

Roles and Responsibilities

The policy is implemented by all teaching staff and monitored by the Heads of Department, IBDP Coordinator and the Centre Principal.

Evaluation of the effectiveness of the policy is conducted by Heads of Department in HoD meetings , in the presence of DP coordinator and Center principal at the beginning of the year and at the end of the preceding year.

The policy is reviewed by a sample of teachers and heads of departments, IBDP coordinator, EE coordinator, Teacher librarian, IT teacher and the center principal at the midpoint of the year and in extraordinary circumstances whenever necessary.