



Secondary School Assessment Policy

Philosophy

Students and teachers work in partnership to enable students to demonstrate what they have learned, assess their progress, and identify specific strategies to maximize their potential on their class assessments.

Teachers use multiple forms of formative assessment to inform students of their learning and progress. Formative assessments are the grounding and preparation for students to learn the skills needed for summative assessments as well as assignments. Additionally they provide opportunities for students to make managed errors and learn from their mistakes.

Summative assessments are the teacher's final opportunity to assess the summation of learning before moving on to new topics or skills.

Quarter and semester grades will take into account the summative learning shown by a student in preference to the formative learning they showed along the way. In this way summative quarter and semester grades are not an average of all assignments; rather, they are an indication of the level the student has attained and sustained.

Any instance of plagiarism will result in a zero for the assessment. More than one instance of plagiarism may result in a student being suspended from the school. Plagiarism on an IB internal assessment will be referred to IB and will result in a student not obtaining the IB diploma.



Student Responsibilities

Be autonomous learners by thinking independently, assessing their own progress and taking responsibility for deadlines without excuse.

Analyze and monitor their own formative and summative assessment data to assess their own progress.

Arrange meetings with subject teachers to get personalized feedback and to assist with tricky areas to understand.

Apply effort on formative assessments to maximize progress and summative assessment scores.

Submit work on time, adequately attending to interim draft and final deadlines without exception.

Follow the deadlines posted on the outlook calendar, in moodle and on handouts provided.

Follow deadlines for large assignments to ensure adequate progress and maximize potential.

Teacher's Responsibilities

Focus on the assessment of student learning outcomes rather than just teaching content.

Modify teaching in light of the learning that has taken place using formative assessment data.

Analyze assessment data to identify patterns of individual student performance and needs.

Work in collaborative teams to design and assess common assessments.

Compare common assessment data with other teachers to assess where student learning has been strong and where it has been less strong.

Show an awareness of the diversity of the learning styles of the class by using a variety of assessment and teaching strategies.

Provide timely written and oral feedback on assignments.

Avoid assessing summatively without assessing formatively with feedback first.

Bear in mind the student's whole schedule and use only meaningful assessments.

Post assessments on the student outlook calendar.

Work with the Learning Specialist to design assessments that will effectively assess the learning of students with specific learning needs.

Curriculum Coordinator and Division Head Responsibilities

Observe and encourage peer to peer observations that cultivate a culture of dialogue and reflection surrounding the assessment of learning and assessment for learning.

Offer training on using and interpreting data and support staff in the use of multiple assessment strategies.

Distribute student related summary data from veracross, IB and other relevant places.

Provide time in the school day for teachers to plan and reflect.

Analyze whole school data and plan professional development time to match achievement goals.

The AIS Grading Scale

The International Baccalaureate grading scale is a numerical system from 7 (excellent) to 1 (very poor performance). A 4 is considered a satisfactory grade. In addition to a 1-7 grade students also obtain an effort grade.

The student's 1-7 grade is a direct measure of the competency a student has shown in terms of skills and knowledge.

The effort grade reflects the student's attitude, preparation, motivation and learning focus.



AIS Effort Grades

<p>Excellent</p> <p>E</p>	<ul style="list-style-type: none"> • Always on task/engaged with and focused on assigned work without teacher influence being necessary; indeed, seeks out additional learning opportunities beyond those immediately given in a lesson • Always exhibits a positive and respectful attitude towards classroom rules and expectations; internally motivated to do so • Always comes to class prepared in every way needed, and accomplishes this with no necessary outside monitoring needed • Is always on time for class and ready to begin when the teacher is; whenever late, always has a late slip to justify such lateness
<p>Good</p> <p>G</p>	<ul style="list-style-type: none"> • Almost always on task/engaged with and focused on assigned work without teacher influence being necessary; occasionally may seek out additional learning opportunities beyond those immediately given in a lesson • Almost always exhibits a positive and respectful attitude towards classroom rules and expectations; generally internally motivated to do so • Almost always comes to class prepared in every way needed; accomplishes this with little to no outside monitoring needed • Is almost always on time for class and ready to begin when the teacher is; whenever late, has a late slip to justify such
<p>Satisfactory</p> <p>S</p>	<ul style="list-style-type: none"> • Is generally and satisfactorily on task/engaged with and focused on assigned work without undue teacher influence being necessary • Generally exhibits a positive and respectful attitude towards classroom rules and expectations, whether internally or externally motivated to do so • Generally comes to class prepared in every way needed, and accomplishes this with no undue degree of outside monitoring needed • Is usually on time for class and ready to begin when the teacher is; whenever late, has a late slip to justify such
<p>Mediocre</p> <p>M</p>	<ul style="list-style-type: none"> • Though at times meets this criterion, is not often enough on task/engaged with and focused on assigned work without undue teacher influence being necessary • Though at times meets this criterion, does not often enough exhibit a positive and respectful attitude towards classroom rules and expectations, whether internally or externally motivated to do so • Does not often enough come to class prepared in every way needed, and requires outside monitoring to make this happen to a reasonable degree • Is occasionally late for class and not ready to begin when the teacher is; whenever late, does not always have a late slip to justify such
<p>Unacceptable</p> <p>U</p>	<ul style="list-style-type: none"> • Rarely on task/engaged with and focused on assigned work even with teacher influence • Rarely exhibits a positive and respectful attitude towards classroom rules and expectations • Rarely comes to class prepared in every way needed, even with outside monitoring • Is regularly late for class and not ready to begin when the teacher is; whenever late, regularly does not have a late slip to justify such

International Baccalaureate Middle Years Program

MYP Assessment is internal. The IB provides internationally benchmarked objectives and assessment criteria for each subject. Teachers at AIS develop tasks and strategies in alignment with the IB standards to help their students reach the subject objectives. Interim objectives and modified assessment criteria are used for each particular stage of learning over the five years of the program. The MYP does not provide externally set examinations or other assessments.

The MYP assessment model is criterion-related, meaning that each student's success in reaching the objectives of each subject group is measured by relating his/her work to predetermined criteria. MYP assessment aims to support student learning by providing feedback on the learning process. It aims to identify what students understand at different stages in the learning process. Teachers and students are continuously, actively engaged in assessing student progress.

Additionally, MYP assessment also plays a significant role in the development of approaches to learning (ATL) skills—the processes of meta-cognition should enable students to arrive at an enhanced understanding of their strengths and limitations. To support ATL skills, the program stresses the importance of both student and teacher self-assessment and reflection.

IB Middle Years Program General Grade Descriptors

Grade	Descriptor
1	Minimal achievement in terms of the objectives.
2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.

The International Baccalaureate Diploma

Students must obtain an average of a 4 in three higher level and three standard level IB subjects. 12 of those in points must be obtained from their higher level subjects to obtain an International Baccalaureate Diploma. In addition, students must complete a Theory of Knowledge (TOK) class and an extended essay, both of which must reach a satisfactory level to pass. Students must have obtained at least 150 Creativity, Action and Service (CAS) hours. Students cannot get any of the following and obtain the diploma:

- A grade of 1 in any subject or level.
- Two or more of a grade 2 in any subject or level.
- Less than 24 points overall.

Maximum performance on the diploma is achieved at 45 points. To get this score students must obtain a 7 on each of the 6 subject areas. In addition, they must score A's on both their TOK and an extended essay.

IB Diploma Specific Assessments

The IB uses internationally benchmarked criterion-referenced assessments and awards points leading to an IB Diploma. The grading guidelines and rubrics used are identical for all IB schools across the world.

Internal Assessment

Some assessments are required by IB that are internally graded by the classroom teachers. These assessments can count for up to 50% of the students final IB subject grade. Samples of their grading are mailed away each year and these are subsequently moderated by examiners and senior examiners ensuring consistency of grading from school to school. Orals, science lab reports, projects and portfolios in math, and investigations in history and geography are examples. Although these assignments will be used by IB to determine the student's IB grade, they will also be used to formulate the student's class grade.

External Assessment

Senior year May exams are an example of external assessments that are mailed away to examiners who subsequently grade and feedback scores to IB. However there are other assessment tasks that are solely externally graded by examiners. For example A1 world literature essays, theory of knowledge essays and extended essays.



Assessment Research

The following research supports Atlanta International School's assessment policy:

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Stiggins, R. Arter, J. Chappuis, S. and Cappuis, J. (2004) *Classroom Assessment for Student Learning: Doing it Right and Using it Well*. Portland, Oregon, Assessment Training Institute.

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International Baccalaureate Organization (2009) *The Middle Years Programme, From Principles into Practice*, International Baccalaureate Organization, Cardiff, Wales.

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