



ASSESSMENT

STATEMENT OF AIM

Assessment is an educational tool used to measure the level of achievement by students against prescribed learning objectives. Assessments consist of formative, summative and formal components that are designed to motivate students and provide information on their knowledge and skills, strengths and needs. Assessment identifies the essential elements of students' understanding, knowledge, skills, and attitudes. Assessment provides teachers, students and families with information about attainment and progress. Assessment acts as a learning tool for students.

RATIONALE

1. A variety of assessment practices provide information so that learning can be evaluated and programmes of learning can be appropriately developed.
2. Standardised and non-standardised assessments are used to determine achievements and progress of students.
3. Students, teachers, parents and administrators are involved in the assessment process. They should have a clear understanding of an assessment's rationale, content, nature, and measuring criteria.
4. The assessment philosophy and procedures are communicated to the school community using a variety of methods.
5. Criterion-based assessment, in line with the programmes of the school, is utilised.
6. Analysis of assessment data is used to inform teaching and learning.

GUIDELINES

The assessment component can be subdivided into three closely related areas:

- I. **ASSESSING** - How we discover what students have learnt
- II. **RECORDING** - How we collect the data
- III. **REPORTING** - How we communicate the information we have gathered

I. ASSESSING

Assessment is used to inform teaching and learning. Teachers provide varied opportunities for students to participate in and reflect on the assessment of their work. Rubicon Atlas should be used to store formative and summative assessment materials for individual units.

Pre-Assessment

All teachers will assess students' prior knowledge and experiences before embarking on new learning experiences. All new students entering the school are assessed by the English Department on their English ability.

Formative Assessment

Ongoing and regular assessment will be used during the teaching and learning process to inform teachers and students about how the learning is developing. Formative assessment and teaching are directly linked. A variety of methods are used.

Summative Assessment

Summative assessment happens at the end of the teaching and learning process and is planned for in advance which allows students to demonstrate their understanding, knowledge and skills in an authentic context. Where possible and applicable, students will be encouraged to be involved in the design of these assessments.

ASSESSMENT IN PRIMARY

1. All students are assessed at the beginning of the year for the teacher to understand what their level is in their subject. Students are assessed by their teachers throughout and at the end of each unit of inquiry.
2. Students in the Primary Years will be assessed based on the following key:

Basic	Learners have generally shown a limited level of achievement. Whilst demonstrating a basic level of understanding, knowledge and skills of the curriculum content, they would benefit from a focus on all areas of the curriculum they found challenging.
Aspiring	Learners may show aspects of Basic performance and Good performance.
Good	Learners have generally shown a good level of achievement. They have demonstrated a secure level of understanding, knowledge and skills of most of the curriculum content, but would benefit from a focus on the specific areas of the curriculum identified.
High	Learners may show aspects of Good performance and Outstanding performance.
Outstanding	Learners have generally shown an excellent level of achievement. They have demonstrated a comprehensive level of understanding, knowledge, and skills of the curriculum content, and should be very well prepared for the next stage of learning.

3. At the end of the year, students in Grades 2 to 8 sit Cambridge Progression tests in English/ESL, Maths and Science. These tests do not give a qualification, but they are an end-of-year test that assesses the learners' performance, informs parents of the progress made and helps teachers target students' learning needs.
4. CAIE Progression tests are marked internally by the classroom teacher and parents are informed of the results by a Summary Report.
5. At the end of Grade 5, students sit Cambridge Checkpoint Examinations, end-of-Primary tests in English or ESL, Maths and Science. These tests are externally assessed.

ASSESSING IN SECONDARY

Assessment of student learning is based on the objectives and assessment criteria specific to each subject. Assessments across the Secondary School will be as follows:

Summative Assessments	50%
Performance Grade 1: Projects / Performance tasks / Essay / Labs	40%
Performance Grade 2: Classwork / Homework / Quizzes	10%

1. Internal Summative Assessments

- 1.1. There should be at least two summative assessments per semester in all subjects.
- 1.2. Assessments should focus on a range of skills and concepts from the subject studied that link directly to external learning objectives.
- 1.3. The content and skills assessed should cover at least one unit.
- 1.4. Assessments must be identical when there are two teaching groups (with the same or different teachers) learning the same units.
- 1.5. IB Diploma teachers should design and implement assessment tasks throughout the program in a way that allows first-year students to experience the full range of assessment criteria and grade levels as they progress in their studies.
- 1.6. A minimum of one week's notice should be given to students before an assessment is given and the approximate dates included in the course outline given at the start of the semester.
- 1.7. All teachers should provide a study guide for examinations. Study guides should be handed to students a minimum of one week before an exam. These guides should include a list of skills, topics and practice questions for students.
- 1.8. Only two written assessments can be given per grade each school day. This does not apply to externally scheduled exams.
- 1.9. Students are permitted to use simple translation dictionaries if English is not their first language in non-language assessments.
- 1.10. Teachers should grade assessments within one week of the assessment and input the results to RenWeb.
- 1.11. Teachers should review the assessments in class with students.
- 1.12. If a student does not take an exam, the student should inform the Deputy Principal in writing with officially signed and stamped documents verifying the excuse within 7 days from the day the excuse starts. The Deputy Principal informs the student if they are eligible to sit the exam. Valid reasons for missing an exam include illness, family emergency, visa appointment, external examination, etc. Another time for the student to sit the exam is arranged with the student and teacher typically the day the student returns to school. This make-up exam can be given outside the class or in class.

- 1.13. Students who cannot submit official documents or verify the urgency of their situation officially are given the grade zero (0), and this information with the required attachments should be passed on to the school administration. This is a temporary grade, students will have a set time frame for this grade to be reviewed and potentially updated.
- 1.14. The academic honesty procedure is followed in case of academic misconduct.
- 1.15. A selection of each assessment is customarily moderated by at least one teacher in the same department or by another teacher with experience in the subject area.
- 1.16. Parents of students may ask for the regrading of examinations or other assignments. If a parent or guardian believes an examination or assignment has been unfairly or incorrectly graded, the parent or guardian must submit a written request to the Principal indicating the examinations/assignments for review.
- 1.17. The parents of any students who fail an internal examination may be invited for a meeting by the teacher, who will inform the administration.

Performance grade 1 are longer formative and summative assessments, minimum of 2 per semester.

Performance Grade 1: Projects / Performance tasks / Essay / Labs	40% of total grade
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Performance grade 2 are more frequent, shorter formative assessments. There should be weekly, graded assignments providing feedback on student learning..

Performance Grade 2: Classwork / Homework / Quizzes	10% of total grade
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Approaches to Learning (ATLs) do not make up a portion of grades. However, teachers indicate on report cards whether or not each student is meeting the individual Approaches to Learning.

Criteria		Achievement level
Thinking Skills		
Critical-thinking Skills	How effective is a student at analyzing and evaluating issues and ideas?	(Score: 1-7)
Creative-thinking Skills	How developed is a student at creating?	(Score: 1-7)
Transfer Skills	How effective is a student at using knowledge across multiple contexts?	(Score: 1-7)
Research Skills		

Media Literacy Skills	How well does a student interact with media and create ideas and information?	(Score: 1-7)
Information Literacy Skills	How skilled is a student at finding, interpreting and judging information?	(Score: 1-7)
Communication Skills		
Communication Skills	To what extent can students exchange thoughts, messages, and information?	(Score: 1-7)
Self-Management Skills		
Affective Skills	To what extent does a student manage state of mind (e.g. mindfulness, perseverance, self-motivation and resilience)?	(Score: 1-7)
Reflection Skills	To what extent is student reflective?	(Score: 1-7)
Organization Skills	How well does a student demonstrate organizational skills?	(Score: 1-7)
Social Skills		
Collaboration	How effective is a student working with others?	(Score: 1-7)

5. External Examinations

Middle School

All students in grade 8 sit the Cambridge Checkpoint exams as scheduled by CIE (Cambridge International Examinations) in April.

High School

Students in Grades 9 and 10 follow the Cambridge International IGCSE curriculum in most subjects, which culminates in formal examinations at the end of the academic year. Students are registered for these exams in January. Parents and students choose the subject exams in which they are registered. IGCSE exam fees are covered by the school. These exams take place towards the end of the academic year in Grade 10.

Students in Grades 11 and 12 follow the IB Diploma Programme curriculum. The International Baccalaureate (IB) is a two-year academic program followed by students in Grades 11 and 12. This includes both IB Full Diploma and IB Certificate students.

In Grade 12, students are registered for their IB subject exams between September and November. IB Full Diploma students are enrolled in all required subject exams, while Certificate students may choose to take exams only in the IB courses they are studying.

All official IB examinations take place in May of the students' second year in the program (Grade 12), and the associated exam fees are covered by the school.

6. Academic requirements to study in full IB Diploma Programme:

- Students must have passing grades (60%) in Grade 10 subjects that will be studied in the IBDP or earn at least a C in the relevant IGCSE external exam.
- Students must have an overall GPA of 60% on the end-of-year Grade 10 transcript in order to study in the IBDP.
- Students must have a First Language course, either English or Self-taught (see details below).
- Students who do not meet the minimum 60% end-of-year GPA will be enrolled as IB Certificate students. Certificate students will take 5 courses, including mathematics and English. Certificate students will have a course release from 1 subject and TOK resulting in a workload reduction.

Other notes:

Group 1- Studies in Language and Literature:

- English Language & Literature, SL & HL: Grade C or above in IGCSE external exams OR 60% or above in end-of-year MEFIS Grade 10 transcript
- Self-study Literature, SL: Students must have prior formal education in the language

Group 2 - Language Acquisition:

- To study in a Language B French or Spanish course, a student must have scored a 'C' or above on the IGCSE exam or mock exam. All other students will study in an *ab initio* course.
- Students not studying in English Language & Literature will take the Language B English course

Group 3 - Individuals and Societies:

- No minimum requirement

Group 4 - Sciences:

- Physics, Biology, or Chemistry: Grade C or above in IGCSE extended external exams OR 60% or above in end-of-year MEFIS Grade 10 transcript for the extended course
- Environmental Systems and Societies: no minimum requirement

Group 5 - Mathematics:

- Math Analysis and Approaches HL: 'C' or higher on the IGCSE extended Mock Exam or official IGCSE Exam OR 60% or above in end-of-year MEFIS Grade 10 transcript for the Maths extended course
- Math Analysis and Approaches SL: 'C' or higher on the IGCSE extended Mock Exam or official IGCSE Exam OR 60% or above in end-of-year MEFIS Grade 10 transcript for the Maths extended course
- Math Applications and Interpretation SL: no minimum requirement

Group 6 - Arts:

- No minimum requirement

IB Course (Certificate Programme): Students studying in the IB Course Certificate Programme will study 5 of the 6 IBDP subjects in SL or HL and complete the CAS Programme.

- Students may transition to the Certificate Programme at the administration's and family's approval.

****IB examination fees are covered in the tuition fees (refer to the Payment Policy for details)***

7. Specific assessment guidelines related to instruction in the IB Diploma Programme:

1. All assessments in the Diploma Programme will relate to the aims and objectives, as outlined by the corresponding IB subject syllabus of the course being studied.
2. A full range of assessment techniques will be utilized to promote international-mindedness within the dimensions of the course.
3. When possible, assessment - both formative and summative - should be inquiry-based and student-centered.
4. Assessments should be 'criterion-referenced', measuring student learning against specific learning objectives related to the assessment criteria designated in specific course guides as opposed to 'norm-referenced' in which a student's score is compared to a predetermined distribution of performance.
5. When possible, internal assessment tasks should take place within regular classroom teaching hours and should focus on student learning of particular skills.
6. Internal assessment marks should represent a student's best level of performance during a course and not merely an average over the course. Deadlines for official internal assessments are outlined in the IB Diploma calendar, which is distributed to all Diploma Programme teachers. These deadlines are shared with students.

II. RECORDING

IN PRIMARY:

A student assessment folder is maintained by the teacher where results of assessments are stored.

SECONDARY

Grades are recorded on the Renweb database within a week of the submission date of an assessment. Teachers are advised to keep a backup copy of grades.

III. REPORTING

End-of-semester reports are sent home two times each year, and two parent conferences are scheduled during the year. In primary, portfolios are developed over the year to show students' development in understanding, knowledge and skills. A parent / teacher interview can be called at any time during the school year by either a family or the teacher to discuss a child's learning programme.

IN PRIMARY:

Parent-teacher conferences

Two conferences will be held throughout the school year. These conferences may consist of either a three-way conference (with student, parent and teacher participating) or a two-way conference (with parent and teacher participating).

Portfolios

Student portfolios are developed throughout the year and presented by students late in the year.

Written reports

Reports are written twice a year and give information about the students' progress against learning objectives for specific subjects and their development in all the elements of the programme. Teachers are given guidance and expectations are shared about the content and style of reports. All reports are checked by the administration team before being sent out to parents.

IN SECONDARY:**Parent-teacher conferences**

Two conferences will be held throughout the school year. These conferences may consist of either a three-way conference (with student, parent and teacher participating) or a two-way conference (with parent and teacher participating).

Reports

1. Report Cards include information about attendance and student achievement. They are signed by the Deputy Principal and Principal.
2. Report Cards are given twice per year; one after the end of the first semester, and one at the end of the second semester.
3. Transcripts for secondary students are printed once a year and issued upon request.
4. Original report cards cannot be issued more than once.
5. To determine the semester average for students arriving in mid semester, the grades of the previous school can be taken into account, depending on the date joined in the semester. The document received from the previous school must be original, signed and stamped.
6. The school cannot process requests for report cards or transcripts for the current school year before the last day of school when reports are distributed.

GPA: Grade Point Average

GPA (Grade Point Average) is calculated each semester by averaging the report card grades in each subject area. The annual GPA is determined by averaging report card grades in all subjects for both semesters. To calculate the GPA, the grades in all subjects are weighed according to the number of periods per week a class met. Grades are reported to the hundredths place.

End-of-year Average

End-of-year average in each subject is obtained by averaging the end-of-semester grades per subject for both semester 1 and 2. Please note that in the case of IBDP Language A: Self-taught Literature or other online courses, students will not receive a grade but will receive credit hours if the course is pre-approved by the IBDP Coordinator or Principal.

Missing Examinations

If needed, semester averages can be taken with one missing exam grade, provided that there are other substitute grades.

Official Documentation

Any document required to be official is defined as the original document with signatures and stamps/seals on.

GRADING: For Grades 6 to 12 grade thresholds are as follows:

7 -	90 - 100	excellent
6 -	80 - 89	very good
5 -	69 - 79	good
4 -	60 - 68	satisfactory
3 -	49 - 59	unsatisfactory/failing
2 -	34 - 48	poor
1 -	0 - 33	very poor

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