

SIS POLICY MANUAL

250-2 SECONDARY ASSESSMENT PRACTICES

CREATED	EFFECTIVE ON	LAST REVIEWED	NEXT REVIEW
Unknown	Unknown	June 2024	May 2025

This document describes the practices for how the secondary school assesses student learning in accordance with the schoolwide assessment policy.

Secondary Assessment Guidelines

The guidelines below are organised into the following sections:

1. Learning Objectives
2. Summative Assessment
3. Feedback
4. ManageBac
5. Late Work
6. Academic Recovery
7. Inclusion
8. Reporting Student Achievement
9. Reporting on ManageBac
10. Advanced Notice of Concern for Parents/Stakeholders

1. Learning Objectives

There are two kinds of Learning Objectives:

1. Academic (*subject* knowledge and skills); and
2. Approaches to Learning (ATLs)

Course Level

- Throughout a course, students must be given multiple opportunities to demonstrate each learning objective. This approach should inform the unit (scheme of work) and assessment design with diagnostic and formative assessments and feedback scaffolded to lead to success in summative assessment/s.
- Teachers should adopt a "positive" assessment mindset focused on what students can do, know, and understand (not what is missing or wrong).
- A unit should have no more than two specific ATL skills that will be developed explicitly through the teaching and learning experience, and

assessments should promote the development of Approaches to Learning, for example:

- working to deadlines and submitting work on time;
- participating in and reflecting on the assessment of their own work
- acting on feedback.

Unit Level

- In each unit, teachers should communicate to students:
 - Inquiry questions to frame the learning
 - Conceptual Understandings
 - academic learning objectives related to standards and criteria set out by IB Documentation or other curriculum standards
 - Diagnostic or pre-assessment (can be informal and self-assessment) to determine what students already know, to allow connection, differentiation, and scaffolding
 - Students will be assessed formatively in a variety of ways throughout the learning as part of assessment for learning;
 - Students will also be assessed summatively;
 - Summative assessments will be used to determine a term grade; in the Diploma Programme, these will be used in conjunction with the IB DP's Grade Descriptors to determine an appropriate student level. Grade Descriptors
 - Assessment tasks should be developed collaboratively and standardised before administration;
 - Summative assessments must include:
 - The task information that describes the assessment or product provided two weeks before the due date (and how it aligns with the stated learning objectives) in Managebac;
 - In subjects/courses where there are multiple sections, then a common assessment which shares the same assessment objectives and overall format and conditions must be given; a rubric that clearly outlines success criteria that will be used to measure student achievement of the learning objectives (e.g., a rubric with descriptors of various levels of quality) (note: one-point rubrics are acceptable) and made available in advance of the task, with the task sheet.

2. Summative Assessment

- Summative assessment in Grades 6-10 is standards-based and measures each student's learning against set standards and benchmarks of expected performance at each grade level as set out by the MYP framework;
- Summative assessment in Grades 11-12 is also standards-based. The standards in question are the assessment objectives or criteria identified by the IB and given in each DP subject brief. Student grade levels are determined using IB Diploma Programme criteria, assessment objectives, and using Grade Descriptors to find an appropriate level;
- Summative assessments should be internally standardised to ensure fair and consistent marking and assessment approaches. See Appendix 1 – Standardisation.
- Students should be provided with a variety of ways (types of assessment) to demonstrate their understanding, knowledge, and skills throughout a course or programme.
- The minimum number of summative assessments per course is TWO per semester for MYP and THREE in DP, where one is a Semester Exam or an IBDP component, such as an IO or IA;
- The maximum number of summative assessments per course is SIX per semester.
- The maximum number of summative assessments for any student is TWO per day and EIGHT per week, except for in Diploma Programme Exam weeks.
- Summative assessments in Grades 6-12 are submitted through Managebac with the Turnitin integration selected, wherever possible.
- Grade Level Leads will monitor grade-level assessment calendars with student well-being in mind.

3. Feedback

- Targeted feedback (focused on learning objectives and success criteria) should address both students' strengths and areas for growth (this could be individual, small group or whole-class feedback);
- Feedback should be actionable, constructive, and transparent;
- Feedback should be provided via ManageBac within two weeks of submission. A visual, audio, or written feedback record should be available in Managebac.
- Students should be given multiple opportunities to reflect upon their performance, plan their next steps in learning, and use/action the feedback provided;
- Feedback should also be regularly available to parents via ManageBac to facilitate conversations between parent and child about learning and strengthen the relationship between school and home.

4. ManageBac

- Teachers are responsible for maintaining ManageBac grade books as SIS's record of student learning. This includes all summative tasks and feedback;
- Summative tasks and feedback are part of the school's common intellectual property and should be understandable and accessible to students, parents, Learning Leaders, and administrators.

5. Late, Missed, or Incomplete Assessments

Self-management skills are essential to learning, and SIS expects all students to submit high-quality work by the assessment due date. Additionally, students are expected to attend scheduled exam assessments unless there is a medical or other serious exception due to adverse events.

In the Middle Years Programme:

- Students should inform relevant teachers at least three days before the due date that they cannot complete their tasks.
- A 24 - 48 hour extension is given to the students at the teacher's discretion.
- A letter from a parent or guardian should be addressed to the school for medical reasons. Students will then communicate with teachers on any tasks they need to submit. In this case, programme coordinators and counsellors can also help manage late tasks.
- Students who did not submit their tasks on time will receive the responses below:
 - Behavior note of non-completion of task. Please refer to the [behavior note practices](#) to build a positive and reflective message.
 - New deadline issued is an agreement between teacher and student with the understanding that it should be submitted as soon as possible
 - If a student does not submit on the second deadline, they are asked to submit it during lunchtime/after school mandatory completion session, as scheduled by their subject teacher.
 - Lunchtime/after school mandatory completion session is student's final chance to submit and complete their tasks and the assessment is submitted at the end of the completion session.
- For non-submission after a mandatory completion session or any assessment receiving 0, teachers must inform Learning Lead and Coordinator
- For Personal Project:
 - All criteria draft dates in Managebac counts as summative due dates
 - Any extension request must be made to the MYP Coordinator for extensions using [PP extension form](#)

- Students who did not submit their draft on time and did not request for an extension will receive the responses below:
 - Behavior note of non-completion of task from the MYPC.
 - Mandatory completion session as scheduled by the MYPC
 - Draft should be submitted at the end of the mandatory completion session
 - Feedback will be given to any submitted draft
- In the case of non-submission of the Final PP Report, students will receive the following response:
 - Behavior note of non-completion of task from the MYPC.
 - Meeting with MYPC and Assistant Principal to devise a work plan
 - Completion of Personal Project

In the Diploma Programme/SIS Programme:

Students who did not submit their tasks on time will receive the responses below:

- Behavior note of non-completion of task. Please refer to the [behavior note practices](#) to build a positive and reflective message.
- New deadline issued is an agreement between teacher and student with the understanding that it should be submitted as soon as possible
- If a student does not submit on the second deadline, they are asked to submit it during lunchtime/after school mandatory completion session, as scheduled by their subject teacher.
- Lunchtime/after school mandatory completion session is student's final chance to submit and complete their tasks and the assessment is submitted at the end of the completion session.

For IBDP official "Internal Assessments"/"Individual Orals", application must be made to the Diploma Coordinator for extensions using these forms:

- [IA Extension](#)
- [EE Extension](#).

Teachers should refer students who ask for an extension to draft or final deadlines for these assessments to the Diploma Coordinator.

Exams in the scheduled exam periods in DP1 (December, June) and DP2 (December and Mocks) can only be re-sat for a summative grade with a doctor's

note for medical absence. In this case, teachers should provide a new paper. There will be one re-sit exam session of a maximum of 2h15 provided on the afternoon session of the final day of the exam session. Students can also formatively re-sit the same paper as their peers during this session. Whether to provide a new or existing paper to students will be at the teacher's discretion; other summative work from the semester can be considered to determine a term or predicted grade in this event.

Official IB Exams can only be re-sat in the November session. The IB will not consider individual requests for exam rescheduling except for where there is a scheduling conflict from the IB (where the DP Coordinator must make an application for rescheduling) or where an [Adverse Events](#) application would be applicable.

6. Academic Recovery

Students will be given multiple opportunities to demonstrate their conceptual understanding, skills and knowledge throughout a course. This negates the need for "extra credit" or "reassessment":

Only students - who receive a semester grade of <3 (G9-10) and are credit deficient in a summative will be permitted to resubmit an assessment in whole or in part.

- Resubmission of DP IAs is not permissible in accordance with IB assessment procedures (G11-12).

7. Inclusion

Where a student is diagnosed with a specific learning need, inclusive assessment arrangements may be applied subject to educational evaluation by a qualified Educational Psychologist.

- The Student Support Team (SST) analyses the evaluation and consults with subject teachers where necessary to apply inclusive assessment arrangements in alignment with the student's Individual Learning Plan (ILP).
- Accommodations and modifications
Accommodations alter **how** a student learns and do not change the learning expectations or standards of what students will learn, know and do. This can include changes to the environment, format, or equipment that allows a student with specific learning needs to be successful in the standard programme and complete assessment tasks. Typically, accommodations could include:

- Extra time to complete tasks.
- Building in breaks during class.
- Using large print text and audio.
- Using specialised equipment (e.g., a computer with spell check and different coloured paper).
- Using a reader and scribe in assessments and exams.
- Modifications change **what** a student learns, including changes to the learning expectations or standards, as the student may be unable to access parts of the curriculum (usually only for students with an ILP). Typically, modifications may include:
 - providing alternative assessments or programme
 - providing alternative texts or resources that are accessible to students

8. Reporting Student Achievement

Determining and Communicating (Reporting) Semester Grades

- Final grades must be based upon the IB MYP Subject Criteria; in IB DP, subject group grade boundaries and grade descriptors should be used to determine a final level.
 - Completion or success on independent practice (homework) may **not** be included because it is not valid evidence, and completion of independent practice is an ATL.
 - Similarly, dispositions/ATLs are NOT connected to honours (which are about academic learning objectives) (can still give separate non-academic-honours awards for ATLs)
 - Term grades should be based upon **valid** evidence from the student's body of work within the semester or year as relevant (*i.e.*, no averaging/no zeros).
 - In the case of non-submission, students will receive the minimal grade that can be given.

9. Reporting on ManageBac

Progress reports will be issued to families via ManageBac in October and March. Semester reports will be issued to families via ManageBac in December and April/May.

Progress reports will include:

- Criteria grade (MYP), overall subject grade (DP) or NA for each reporting standard
- If a student has earned a three or less for the grade, a comment specifying:
 - Details of what the student is yet to master in the reporting standard(s) [don't dwell on this; emphasise the following two]
 - Strategies used and what has worked for the student

- The student's next steps for learning/growth

Semester reports will include:

- an overview of all achievements in all subjects
- an indication of the student's approaches to learning

In addition to reports, three-way conferences (student, parents, teacher) occurred in Semester 2 (2021).

10. Advanced Notice of Concern for Parents/Stakeholders

Teachers should communicate with parents and the relevant support teams in a timely fashion if a student is either:

- (a) unlikely to earn credit or
- (b) has a sudden significant adverse change in classroom engagement or achievement.

Students and parents should never be surprised that a student did not learn the stated learning objectives, are at risk of not earning course credit or, especially, did not earn credit in a course.

Appendix 1 - Internal Standardisation at Secondary

Rationale:

From the [IB's Programme Standards and Practices 2020](#):

Approaches to assessment 3: The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)

MYP 1: Teachers standardise their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0121)

DP 1: Teachers standardise their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0131)

As such, teachers at Secondary use the following practices to complete internal standardisation for designated assessments each term. Designated assessments could include summative assessments such as Internal assessments, End of Semester exams, or Mock exams in the Diploma Programme and the Middle Years

Programme, any assessments used for levelling, in conjunction with Grade Descriptors [MYP PDF Grade Boundaries Diploma Programme Grade Descriptors](#).

Teachers must standardise their marking in two ways:

- When working with other subject teachers on the same year group and subject (at MYP and DP),
- Against IB DP documentation and with other MYP/DP teachers to ensure standardisation not only between teachers but with the IB Grade Descriptors.

Recommended Practices

Subject teachers

Subject teachers *must*:

- Work with other teachers on the subject team to plan valid assessments, which;
 - identify what a product must include for each achievement level;
- Make and maintain common assessments with other teachers in the same course on Managebac using [standard assessment nomenclature];
- Standardise in teams of three at minimum (or with all relevant course teachers), with each teacher marking all samples. Where appropriate subject teachers are unavailable in the department, the relevant Programme Coordinator can help locate additional people to help standardise.
- Where relevant, at DP, read relevant subject reports before marking to gain insight on examiners' expectations; or at MYP, meet to standardise expectations pre-marking using exemplars from past assessments as a resource;
- Before marking a class set, select a cohort-proportional sample from the class or cohort (see Table 1) to standardise, using a High-Medium-Low sample determined by professional judgment;
- Evidence of the process.

Subject teachers *should*:

- Use blind marking at the beginning of key stages to determine a class rank order to support later sampling;
- Collect or create exemplars or sample responses for each grade of key assessments to help future standardisation and inform teaching.
- Raise uncertain or borderline samples where verification of a grade is needed.

Subject teachers *could*:

- Choose to mark each others' classes, especially when they want to determine an objective rank order.

Learning leads *must*:

- Ensure accountability of teachers to cross-course assessment creation in Managebac;
- Provide time in department meetings for standardisation to take place;
- Act as a moderator between the standardisation team to make a final grade determination when necessary;
- Provide and maintain a place on the departmental drive to record standardisation documents;
- Challenge grade distributions that deviate from historical departmental/school data;
- Hold teachers accountable for the standardisation process and documentation.

Programme Coordinators *must*:

- Hold and make available departmental assessment data from previous cohorts;
- Challenge grade distributions that deviate from this historical departmental/school data;
- Provide access to and training with relevant programme documentation [Subject Reports, Grade Descriptors, Grade Boundaries];
- Develop and Review The Assessment Standardisation Document Suite;
- Coordinate with departments and other IB schools to locate suitable teachers to help standardise.

Table 1. Suggested Standardization Sample from the IB

Number of candidates	Sample size
5 or fewer	All candidates
6–20	5 candidates
21–40	8 candidates
41 or more	10 candidates

Assessment Standardisation Document Suite:

Teachers **must** complete:

- Assessment Validation Instrument:

A checklist to evaluate assessments for validity, UBI, inclusiveness, language appropriacy /etc., to be used when teachers develop assessments

- Standardisation instrument:

An online form to be filled in by teachers on a standardisation team that details:

- The grade level and nature of the assessment
- The sampled assessment (student name or identifying feature)
- The criteria/marks being assessed by each assessor
- The mark determined by each assessor
- The final, moderated/agreed-upon mark and grade for that assessment

- Standardisation Sample:

The collection of sampled assessments scanned and uploaded to the departmental drive.

Teachers or Learning Leads **could** complete:

- Standardisation Report:

A paragraph written by one of the standardisation team at the end of the assessment cycle that details the positive qualities found in the sample against

the criteria; the areas for development, and recommendations for future teaching or revisions to the assessment instrument)

Relevant IB Documents:

[Assessment Principles and Practices](#)

[Diploma Programme Grade Descriptors](#)