



Hanoi International School

Assessment Policy

Acknowledgements

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Carina Schlieske: MYP and DP Language and Literature Head of Department

Jeff Araula: MYP and DP Science Head of Department

Dan Slaughter: MYP and DP Individuals and Societies Head of Department

Sean Gibb: Head of Secondary

Daniel Suarez: MYP Coordinator

Volker Schlieske: DP Coordinator

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Hanoi International School (HIS)

Assessment Policy

HIS Mission Statement

Hanoi International School enables all students to realise their full potential in a caring and positive learning environment. Through our broad and balanced international curriculum we endeavour to develop responsible, globally conscious citizens. We strive to develop the whole child as a lifelong learner with a strong sense of self worth.

HIS Philosophy of Assessment

At Hanoi International School, assessment serves to enhance both learning and teaching. In order to create an environment that supports lifelong learning, assessment is an ongoing process involving students, teachers and parents.

Tasks and tools are varied and differentiated to ensure assessment is meaningful and encompasses a wide variety of student experiences and abilities. Feedback is frequently given to students and reporting to parents is regular and constructive in order to improve the quality of learning.

Alignment of HIS Philosophy of Assessment to the HIS Mission Statement

The Mission and Philosophy statements for HIS were used in the development of the philosophy of assessment. It was written by a committee comprising of the two curriculum coordinators, the two vice-principals and two teacher representatives. Feedback was sought from the entire teaching faculty at a whole school workshop.

Agreed Practices

- Professional Development sessions will be delivered annually, led by programme coordinators, which help all teachers become aware of the individual programme requirements for assessment.
- Written reports will be made available to parents on a regular basis - these are progress and summative. There will be also regular opportunities for parents to meet with teachers, both with and without the student, to get face-to-face feedback.
- Workshops will be held for parents on developing understanding of assessment in both the elementary and secondary schools.

Purposes of Assessment

At HIS we carry out three main modes of assessment:

Assessment as learning helps students to identify areas where improvements can be made. This

is the foundation of life-long learning which is a key principle of our school mission statement and aims. Students must learn to be responsible for their own learning. As such, it is primarily for students.

Assessment for learning helps us identify student strengths and weaknesses and is a tool to assist us as effective classroom teachers. As such, it is primarily for teachers.

Assessment of learning is used for the reporting process and is a summative appraisal of the students' achievements. As such, it is primarily for parents.

Both assessment for learning and assessment of learning also provide feedback for pedagogical leaders regarding the quality of education taking place in the school. This data assists with decision-making regarding action plans for: Professional Development provision, programme options/extensions, staffing needs, timetabling and calendar and student numbers.

Agreements on Assessment Practices

How do we structure effective assessment?

At HIS it is recognised that structured effective assessment will have clearly identified criteria which is differentiated, meets the needs of the community and relates to the school philosophy. There will not be over-reliance on one method of assessment and instead a variety of tools and strategies will be used. Effective assessment will be specific (target a specific area for development), measurable (quantify or at least suggest progress made) attainable (who will do it), realistic (state results that can be achieved given available resources) and timely (when the results can be achieved).

How often should we assess?

HIS recognises that assessment is integral to planning, teaching and learning and is an opportunity to give students the chance to show what they know and understand and can do, whilst providing teachers with information. The guidelines for how often we assess can be determined by individual teachers, however it is expected that evidence is provided for pre-assessment, formative and summative assessment, following the principles of Backwards by Design (End in Mind) planning as devised by Jay McTighe.

Why do we assess?

HIS recognises that assessment is used for several reasons. At the core of assessment is the belief that sharing what we know and what we have learnt will improve individual student learning. Assessment also provides information to inform teachers for future planning.

What do we assess?

HIS recognises that both the process and product of any learning should be assessed. The elements of assessment will be disciplinary, transdisciplinary and interdisciplinary and in line with the programmes (PYP, IGCSE, DP) informing our teaching.

How do we assess?

Teachers will give feedback early and often using a range of assessment tools and strategies according to each learner needs.

- Standardised tests and exams
- Portfolios

- Rubrics
- Continuums
- Project-based
- Presentations
- Performances
- Task-based
- Formatively
- Observations

Who is responsible for assessment and how?

Assessment will be at the centre of all teaching and planning conducted by teachers. Students will also be active participants in the process of assessment through peer and self assessment tasks.

How should assessment information be recorded?

HIS provides a central recording system (ManageBac) for the recording of assessment data and reporting. This system should be used in line with teachers own marking systems be they computer based or recorded in markbooks.

How should assessment information be analysed and reported?

HIS provides a central recording system (ManageBac) for the reporting of assessment data. This data is then used to analyse student progress towards pre-established targets. The MYP and DP Coordinator is responsible for the analysis of all externally assessed examination data and making this public to the wider school community and staff.

How will assessment information be reported to students and parents?

HIS reports student assessment information to parents in the following manner: end of semester 1 interim report and then an end of year report at the end of semester 2. The report is then discussed with parents and students in a variety of ways such as at Parent Conferences and Three Way Conferences. Assessment data is shared with students on an ongoing basis to inform students of their progress and to motivate them accordingly.

Who will have access to assessment information and where will it be located?

HIS recognises that assessment information needs to be shared with parents and students in order for them to be active participants in the assessment process. Staff should have access to all student assessment information which is available through the central ManageBac reporting system.

How often will we review our assessment practices?

The review of assessment practices is a permanent process and should be ongoing throughout the school. In recognising this, the Pedagogical Leadership Team meets regularly throughout the year to address and implement changes as necessary in consultation with heads of department. The Practices are reviewed and updated on an annual basis. The next revision of the Assessment Policy itself will be 2017.

Are there any mandatory requirements that must be satisfied?

As part of our agreement to educate Vietnamese nationals at HIS the school is required to offer Vietnamese History and Vietnamese Language lessons.

How will the school combine IB expectations with those of local/national requirements?

HIS recognises the need for Vietnamese History and Language to be offered to all Vietnamese students within the school. Lesson time after school is provided in order to facilitate this and assessment within these classes should be in line with the overall MYP assessment policy.

Assessment in HIS Elementary 2016-17

Assessment, for all disciplines, will consider the use of a variety of tools and strategies. In particular, the five essential elements of the PYP, Knowledge, concepts, skills, attitudes and action, will be assessed for each discipline, using the tools and strategies listed, as a guide.

Managebac will be used to document pre-assessment, formative and summative assessment and examples of student work and assessment templates will be uploaded to Managebac.

At the beginning and end of each academic year, each student will be given a running record and provide an unassisted writing sample. These will be collected and placed in the student transition folders. These transition folders will be given to next year's teacher. First Steps Reading and Writing will be used to continually assess students reading and writing habits.

Recommended Tools and Strategies for Grade levels (Devised by teachers)

Reception

Scrapbooks with notes

Sticky notes to inform assessment

Teacher notes and anecdotal records

Photographic evidence – create a note from different photos

Rubrics and checklists

Maths – look at outcomes and create checklist/write a note, mark out of 3,2 or 1

Reading – running records (provide a PD session for staff)

Changing reading groups

Groupings according to ability/social groups/variety of groupings

System of colour groups/use photos for grouping

Ideas for links between summative assessment and central ideas

Grades 1 and 2

Student based rubric and teacher based rubrics

Pre-assessment/Formative and Summative

Interviews

Peer/group reflections

Checklist

Anecdotal records

Process assessment

Exemplars

Group process reflections

Thinking routines

Graphic organisers

Sticky notes

Performance assessments

Observations

Reflections

Showing my thinking

Peer conferencing

Pie charts

De Bono's Six Thinking hats

Grade 3 and 4

Reliance on teacher notes and anecdotal records

Photographic and video evidence

Rubrics and checklists

Running records

Groupings according to ability/social groups/variety of groupings

Teacher based rubrics

Pre-assessment

Formative assessment

Interviews - informal conferencing, goal setting

Peer/group reflections

Checklists

Observations

Peer conferencing

Assessment tests created by teachers - e.g. report indicators

Grade 5

Student based rubric and teacher based rubrics

Pre-assessment recorded on ManageBac

Formative assessment

Peer/group reflections

Goal setting for different disciplines (Use SMART)

Checklists devised by students and/or teacher

Anecdotal records on grid

Process assessment

Exemplars

Group process reflections

KWL Charts

Graphic organizers

Continuums

Performance assessments

Observations

Reflection journals

Peer conferencing

De Bono's Six Thinking hats

Assessment Practices in HIS Secondary 2016-17

Assessment, in all subject areas and at all levels, will use a combination of formative and summative assessment and will be ongoing, i.e. students will be assessed throughout a unit of study, in addition to any end-of-unit testing. It is anticipated that within each subject, students will be assessed summatively at least twice a semester and more normally at least four times a semester.

- Summative assessment tasks can include, but are not limited to: written tests, orals, project work, presentations, performances, or portfolio work. In the IBDP, there are clear requirements for specific task types for external assessment purposes, and students will be assessed throughout the course using a range of these tasks to help familiarise them with these requirements.
- Formative assessment tasks can include, but are not limited to: observation, discussion, evidence of work from written tasks, sketchbooks, models & homework.

All assessment is conducted in line with the requirements and assessment criteria of the relevant programme (MYP, DP).

In the MYP students are assessed against a set of criteria created by the IB, which align with the objectives of each subject. Just as each subject group has four objectives, student work is evaluated in each subject against four criteria. At the end of the year, teachers look at all the grades earned in each task for that term, and then a final level is determined for each criterion. This summative grade is not obtained by calculating a mathematical average, but by considering the grade that best fits student performance according to current achievement and progress in each criterion. This is usually referred to as a teacher's "best fit" professional judgement.

At the end of the school year all the levels of achievement for each criterion are added up to obtain a score between 0 and 32. This score is then translated into 1-7 based on established grade boundaries produced by the IB.

Where there is more than one teacher for a course in a year group, teachers are required to run common assessments and to standardize marking, before it is returned to students. If a teacher suspects academic malpractice, the procedures outlined in the school's Academic Honesty policy will be followed.

Academic reports are produced at the end of each semester. However, overall levels of achievement are produced only at the end of the school year. Semester reports are detailed, including a subject comment and feedback on each student's Approaches to Learning. ManageBac is used to record all assessment data throughout the year. It is used to produce semester and end of year report cards. The semester 1 report is considered an interim summary of student achievement.

End of year internal examinations are held for Grades 9 & 11 around May each year. Mock examinations are held around January/February for Grades 10 & 12, with the final, external examinations taking place in May/June of the same year. The results from internal and mock examinations are considered when determining the overall assessment grade for the quarter or semester, however, this should only form a part of the result and other assessment data must also be used.

There is no formal internal examination period for MYP Grades 6-8, although teachers may set such examinations within their classes, according to departmental policy.

- When scheduling assessments, teachers must ensure that there are no more than 2 summative assessments on any one day. In order to do this, all teachers are required to use ManageBac to

record all formative and summative assessment results, which can be seen by teachers, students and parents.

Where more than 2 summative assessment tasks are scheduled on a particular day, at least one will need to be rescheduled.

- Students must be given at least 7 days notice to complete a summative assignment or to prepare for a summative assessment. Deadlines which do not meet these requirements will need to be rescheduled.

As HIS transitions to the MYP in grades 6-10, we will follow these guidelines:

- Achievement results in the MYP (G6-10) and DP (G11-12) will be reported using the IB's 1-7 scale, with 7 the maximum. A 3 is considered a passing grade.
 - Achievement results on individual MYP assessment tasks will be communicated using the MYP Criteria. All strands of each criteria must be assessed at least twice in every year of the program in order to produce a final level of achievement.

MYP Grade boundaries for reporting and ongoing assessment

Conversion from criterion levels to an overall assessment grade must be done in accordance with MYP guidelines. This can be found in the *MYP: From Principles into Practice*, which can be found on MyIB. ManageBac will do the conversion automatically, once teachers have awarded final achievement levels for each criterion.

The MYP Coordinator will provide training to assist with this process.

Standardization of Assessment

Academic departments use collaborative planning time to standardize assessed student work. Teachers gather samples of student work on a variety of assessments and compare scores in order to standardize scoring on such assessments. Additionally, teachers collaborate to design summative assessments and assessment options for MYP units. The process of standardization is reviewed by MYP Coordinator and heads of department at least once per year.

Late Submission of Work and Deadlines Policies

Deadlines exist to provide support for students, families and teachers to enable everyone to manage and organise their time effectively.

The ability to meet deadlines is an important life skill. Within the IB programmes, this skill is developed through the Approaches to Learning Skills programme, particularly in these areas:

- Social Skills and Collaboration (Accepting Responsibility)
- Self Management

General Expectations

- Where a specific course is taught by more than one teacher, all summative and external assessment tasks must have the same deadline. Extensions given in one class must be given to the other(s).
- Feedback is a core component of the learning process. Whether or not a student meets a deadline, they will always be required to submit the work in order to receive valuable feedback.
- Teachers may require students to remain after school if a deadline has been missed, in order to ensure that work is received on which feedback can be given. However, parents must be informed at least 1 day in advance.

- Students are not allowed to miss lessons in order to meet deadlines for other classes. This will be treated as truancy, and result in disciplinary proceedings.
- Assessment results cannot be downgraded as a penalty for lateness. If work is submitted in accordance with this policy, it must be assessed as normal and the appropriate grade/level of achievement awarded.
- Missed deadlines due to cases of extended absence because of illness or other circumstances will be handled on a case-by-case basis.
- Students are expected to organise themselves in order to meet their deadlines, and these take priority over other school commitments. Missing a deadline because of MRISA training or some other after-school commitment will not be considered an acceptable excuse.
- Students who have missed a deadline are entitled to full teacher support throughout the process and cannot be penalised by withdrawal of teacher support/supervision for future work.

Formative Tasks

These may be short-term or longer term activities which do not result in assessment grades which contribute to semester/year reports.

1. Teacher discretion should be used when setting deadlines and holding students to these deadlines.
2. Students who fail to submit work on time should be required to submit this at a suitable later date.
3. The teacher may require the student to remain during break time/ lunch time or after school (with sufficient notice given to parents) in order to complete the work.
4. Repeated failure to complete formative tasks should be reported to the appropriate Programme Coordinator.

Internal Summative Tasks

These may be long-term assignments, or in class activities, such as tests.

1. All summative tasks must be posted in MB at least 7 days in advance of the due date. Deadlines for extended tasks must be appropriately scaffolded, including an expectation for students to submit a first complete draft for review and teacher feedback before the final deadline.
Deadlines that are set that do not meet these requirements will need to be rescheduled.
2. An assignment can be considered on time if it is submitted to the teacher before 3:30 pm on the day it was due. Students may not miss lesson time in order to meet this deadline.
3. In the event that a student misses an assignment deadline or a test/examination date,
 - a. The teacher will temporarily enter an N/A in the MB gradebook.
 - b. For Assignments**
The teacher will give the student one additional (calendar) day to submit the assignment.
 - For tests/examinations**
The student and teacher will arrange for the test to be taken at an alternative time, within 3 school days.
 - c. If a valid written excuse, signed by the parents/guardians, is submitted to the relevant Programme Coordinator, the work will be assessed by the teacher.
 - d. Once the work has been assessed, the N/A will be updated in MB to reflect the appropriate grade/level of achievement.
 - e. If the student does not submit the work or take the test/examination within the established deadline, results for that task are left blank, and appropriate action is taken.
 - f. Work submitted within the extended deadline cannot be penalised for lateness.
4. Teachers are required to inform the parents whenever a deadline is missed.
5. Students are expected to submit work for feedback even if they have missed the deadline/not submitted an acceptable excuse.

External Assessment Tasks

These are assignments which will be submitted to CIE or the IB for moderation/marking.

1. All external assessment tasks must be established in MB well in advance of the deadline. Final deadlines must include a time (within the school day) and a date. Deadlines for extended tasks must be scaffolded with interim due dates, including (as a minimum) a date for submission of a first complete draft for review and teacher feedback before the final deadline. It is expected that the planning for longer projects will include multiple interim due dates.
Deadlines that are set that do not meet these requirements will need to be rescheduled.
2. If a student fails to meet any interim due dates, a meeting between the programme coordinator, the student, and the parents/guardians must take place. The parents will be advised that failure to meet the final deadline will result in work not being accepted, and the consequences of not submitting this task. A record of this meeting must be kept on the student's file.
3. External assessment tasks must be submitted via MB and checked through Turnitin. Exceptions to this rule include tasks which are expected to be handwritten, or in other formats not compatible with submission via MB.
4. Students who do not submit work by the published deadline, will be allowed until 4:30 pm on the same day to submit the work. However, they will not be permitted to miss any classes in order to achieve this.
5. In the event that a student fails to submit work by the final deadline, their first draft will be submitted in its place. A meeting must be held with parents to inform them of this.

Formal Examinations (Internal & External)

This category includes all written and oral examinations.

These examinations are held in accordance with the regulations from the IB and CIE. No rescheduling of examinations is therefore possible and students are required to attend at the published time.

Failure to attend may result in the student being ineligible for a result in a subject.

HIS assessment practices are further clarified in the Secondary Staff Handbook, which all teachers are expected to be aware of and make use of in their planning and teaching.

Supporting documentation and additional reading for clarification

Academic Honesty policy

Assessment in the PYP: Making the PYP Happen pp. 44-55

Assessment in the MYP: MYP From Principles into Practice pp. 47-58

Assessment in the DP: DP From Principles into Practice pp. 37-39

Diploma Programme Assessment Principles and Practice pp3-4; 12-20

Written, taught and assessed curriculum: MYP From Principles into Practice pp 16-17