



Assessment Policy

Mission Statement

'At Green Valley School we provide a challenging and inspiring education. We encourage students to develop their positive talents and qualities and aim for both academic and human excellence. We believe that Education in Human Values is the very foundation of learning. By becoming global citizens, students can contribute to transforming the world, through intercultural understanding and reinforced positive human attributes. We aim to empower our students to be successful by leading them to become lifelong, inquiring, principled and caring critical thinkers.'

Green Valley School reflects and honours the Mission Statement of the IB, which states: *'The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.'*

Fundamental Ideas on Assessment

Green Valley School is developing a system of assessment and reporting which follows all the requirements for DP1 and DP2 (Year 12 and Year 13). In addition, GVS is implementing similar approaches in Years 7 to 11 regarding criterion based assessment and assessment for learning practices.

Assessment is the gathering of information about student performance and is used as a tool to identify what students know, understand, and can do, at different stages in the learning process. Assessment monitors the progress of student learning and achievement, produces coherent feedback for parents and external institutions, and informs curriculum and assessment review.

Assessment, teaching and learning are interdependent, embedded in engaging and authentic tasks. Learning outcomes, which include knowledge and understanding of a subject as well as cognitive, personal and academic skills, should be explicitly stated and be the pivot around which learning and teaching strategies are developed.



Assessment is:

- holistic and flexible - taking into account different learning styles, abilities and aptitudes
- comprehensive - using a balanced range of strategies and methods, and formative and summative approaches
- fair and reliable (moderated) in drawing conclusions based upon a range of evidence from a wide range of tasks and activities
- based upon what has been taught or covered in class or what can reasonably be assumed of the students
- an ongoing, continuous process, spread at reasonable intervals extending over the course of the year or of the programme
- transparent - based upon objective criteria which are made clear to the students in advance
- analysed to provide information about the individual needs of students and to modify learning strategies appropriately
- used to inform the evaluation and subsequent modification of units, courses, programmes, and learning and teaching strategies.

Assessment aims to:

- understand students' current knowledge and experience before embarking on new learning
- make strategies and learning expectations clear to students and parents
- allow for meaningful reporting to parents about student progress
- provide students with regular and meaningful opportunities for reflection on their own learning
- support and encourage student learning by providing regular and prompt feedback during the learning process
- promote students' self-knowledge, resilience and self-efficacy
- inform, enhance and improve the learning and teaching process
- promote positive student attitudes towards learning
- promote deep understanding of subject content by supporting student inquiry set in real-world contexts
- promote the development of higher-order cognitive skills by providing rigorous final objectives that value these skills
- reflect the international-mindedness of the programme by allowing for assessments to be set in a variety of cultural and linguistic contexts
- support the holistic nature of the programme by including in its model, principles that take account of the social, emotional and physical development of the students as well as their academic development.



Formative assessment

Formative assessment is used to give students specific feedback about the progress of their learning throughout the unit.

Features of the formative assessment at GVS:

- Peer and self-assessment as well as teacher feedback on student work is encouraged.
- Feedback can be in the form of written comments, audio or video recording, etc., making full use of the school's digital learning platforms.
- Formative assessment can be included by the students in personal portfolios of work.

Summative assessment

Summative assessment is completed at the end of a unit or a course of learning, and teachers must ensure that evidence of achievement comes from the performance of the student over the duration of the units taught.

Termly grades reflect the student's achievement level at the time of the reports based on a best-fit approach using evidence of a range of unit summative assessments.

Summative Assessment in Year 7 - Year 11

Each subject group applies the relevant set of assessment criteria which has been developed for each Year. The assessment criteria are organised into achievement levels 1-9. Teachers must have a valid and reliable assessment of the student's achievement against each of the subject criteria in each semester.

Features of the formative assessment at GVS:

- To ensure validity - the assessment tasks must be carefully designed considering the level descriptors, so that students have the potential to reach the highest levels in each criteria.
- To ensure reliability - students should be given several opportunities to demonstrate achievement against each criteria over the course of the semester.



- Where a single assessment task must be used to determine a summative grade in any criteria (such as in the case of projects), students should be provided with detailed feedback on drafts and other methods of formative assessment.
- All summative assessment tasks must be recorded in our information system.
- Task-specific rubrics should be created and published to give students clear guidance about the application of the criteria to the task.

Summative tasks must be designed to allow students full access to all levels of the criteria.

Summative tasks can take place during lesson time - at the end of every unit cycle - or at the school allocated time for conducting summative assessments once each term.

Summative assessment in the DP

Summative assessments directly contributing to the final IB Diploma qualification are presented in two formats: internal assessments (marked by the teacher and moderated by the IB) and external examinations (marked by IB external examiners). The latter includes the final May examinations, although there are other formats such as the portfolio or exhibition (for Visual Arts).

Students have informal and formal experiences with official IB internal and external assessments throughout the course of study to prepare them for success on these.

Subject criteria are used for each component of the assessment (which relate to particular subject objectives). Practice opportunities must be provided during the course for the students to be able to access all achievement levels in each assessment criterion related to the knowledge and skills relevant for the subject.

ToK and the Extended Essay are assessed through criteria-based rubrics with grading scales of A-E. These two scores are combined into a matrix for the award of 1-3 bonus points for the IB Diploma.

Marking criteria should be clearly communicated to students when planning any task or assessment.

Assessments and mark schemes should be adapted to be relevant to expectations of what students are able to understand and do at each particular point in their learning.

Semester report grades should reflect the current level of achievement and are not predictive.



Assessment should reflect the fact that school-based semester grades are official school transcript grades and so the basis for university entrance in some countries such as the USA.

For each DP cohort, a school-wide two-year DP assessment calendar of internal and external IB deadlines is created by the Diploma Coordinator, in collaboration with the Secondary Coordinator and the Head of School, in order for students and teachers to manage and pace the many assessments across the Programme. This DP Assessment Calendar is communicated with students, teachers and parents. These IB deadlines are formal 'due dates' to support the students in their timely progress. Very rarely they may be changed, but only in consultation with the DP Coordinator. IB Deadlines will appear on the school management system, entered by the DP Coordinator.

End of Year examinations

End of year exams are held in Years 7-13.

In Year 10, students sit exams which relate to the final IGCSE exams they will be sitting in Year 11. In Year 11 students complete their coursework and they sit their formal IGCSE final exams as scheduled by the relevant examining board/s.

In Year 12, students sit exams which relate to the final IB exams they will be sitting in Year 13. In Year 13 students complete their coursework and they sit their formal IB final May exams as scheduled by the IBO.

Revision will be scaffolded by teachers in each subject area to prepare students for these exams. In Year 10 and Year 12, end of year examinations will be in a style of examination paper that they will encounter in their final, external, examinations in Year 11 and Year 13.

The mock examinations in Years 11 and 13 will be invigilated internally and will follow, as closely as possible, the schedule of the final examinations.

External testing

In Year 11 (IGCSE)

At the end of Year 11, students submit coursework in some of their subjects and they sit final external exams. They receive IGCSE results certificates from the Cambridge Examination Board. Upon successful completion of IGCSE subject courses and the school 'Experiences' course, students receive a school based certificate of completion of Secondary Studies at Green Valley International School.



In Year 13 (IBDP)

Grades are awarded for each of the six subjects on the IB scale of 1(lowest) to 7 (highest) and up to three further points can be awarded for the combined results of ToK and EE.

The maximum number of points that a student can be awarded is 45. The Diploma is awarded to those who achieve at least 24 points, subject to minimal levels of achievement in individual subjects across the three HL subjects and three SL subjects, and a satisfactory completion of CAS.

There is also a requirement to pass the Extended Essay and TOK based on a prescribed matrix of points, with a minimum grade of D for each component. A failing grade in either the EE or TOK results in failing the Diploma.

A bilingual IB Diploma is awarded to a student who earns a full IB Diploma and has taken **two** Group 1 language courses or completes one of the Group 3 or Group 4 subjects in a language that is not the same as the candidate's nominated group 1 language (a minimum of a final grade 3 must be obtained in the mentioned subjects).

If the school or a family wishes to request re-marks of official IB assessments, IB policy allows for requesting re-marks. The IB also allows for students to retake IB examinations and internal assessments in a subsequent examination session. The IB Diploma Coordinator is responsible for advising on and managing IB re-mark and re-take processes as per the details, including fees, set out in the annual IB Diploma Coordinator's Handbook.

CAT4 Assessment tests

Students sit the CAT4 GL Assessment tests at the start of Year 10.

CAT4 is the UK's most widely used test of reasoning abilities for children aged 6–17+ years. Measuring the four main types of ability known to make a difference to learning and achievement, CAT4 provides an independent perspective on potential pupil achievement, with reliable information for each child that will help identify where to provide extra support or set more challenging targets.

The potential achievement is expressed in relation to the British National Curriculum levels, including IGCSE and A-Levels, as well as in relation to projected IB MYP and DP results.

Marking and standardisation

To ensure that assessment results are reliable, fair and consistent with the learning objectives in Year 7-11 and DP courses, internal standardisation is a regular, required practice for IB teachers.



The Secondary Coordinator and the IB DP Coordinator facilitate the systematic organisation of internal standardisation for assessment tasks which are internally assessed and externally moderated. This standardisation takes place amongst qualified teachers, where assessment decisions are mutually agreed based on clear evidence where the assessment criteria and grade descriptors are applied.

Marking of summative assessment tasks must take place in a timely fashion (normally not exceeding ten days from the submission of a student's work) to maximise student learning.

Reporting the student's work to parents

Green Valley School aims to make it possible for parents to view portfolios of work produced by their children, including annotated tasks, grading rubrics and achievement levels.

Students are responsible for choosing the work which will go in their portfolios, and all the summative assessments with teachers marks, comments, and the student's reflection, must also be included in the portfolio.

The graded summative assessments will be shared with students and parents and students will need to close the assessment and learning process by writing a reflection, with particular reference to Approaches to Learning and targets.

The comments made by the teacher for each summative assessment task, and the student's comment, are fundamental in this process of teaching, assessment and learning.

A grade 4 represents satisfactory work against DP objectives. A grade 4/5 represents satisfactory work against Year 7-11 objectives. If students are not consistently achieving at least this satisfactory grade, an academic log must be made to inform both the coordinator and the student's tutor. The tutor will contact parents so that they can support their child in a plan for improvement.

Reporting the student's progress to parents

Student progress is reported to parents three times a year: at Christmas, Easter and at the end of each year.

Reported grades show student achievement against the published criteria and include a best-fit summative achievement level in each criteria. The best-fit achievement level is not an average but indicates the level that the student can consistently achieve by the end of the term.



A final achievement grade for each term will be granted from 1 (lowest) to 9 (highest) on the Y7-Y11 scale; or a final grade of 1 (lowest) to 7 (highest) on the IB DP scale.

Students complete a self assessment on each report reflecting their learning and setting targets for the following term.

Student Accountability

Students are expected to meet deadlines and take the initiative to make up work in case of absence.

If assessment tasks not done under exam conditions are not submitted on time, the following steps should be taken:

- The teacher should first discuss the problem with the student to ascertain the reason for the problem and offer support.
- If the issue is not immediately resolved and the work is not submitted by the next day or next lesson, the teachers should make an academic log.
- The mentor receiving the academic log should discuss the problem with the student and the student should attend lunchtime or after school Learning Time to complete the work with support. If the problem is not resolved, the mentor will contact parents to make a plan to support the student.
- In the case of repeated instances of missed deadlines or work not submitted, the mentor and the Secondary Coordinator, the DP Coordinator and/or the Wellbeing Leader (Ms Raksha) will meet with the student and parents to create and monitor a Student Learning Agreement.

It is not appropriate to reduce the student's grade if work is late or give a zero if work is not submitted. However, if work is not submitted by the end of the semester, the best fit achievement level in the semester grade may be lower as students may not have evidence of consistent high achievement.



Bibliography

- Further guidance for developing MYP assessed curriculum (May 2014)
- MYP: From Principles into Practice (May 2014)
- Handbook of procedures for the MYP: moderation and monitoring of assessment (2015)
- Guidelines for developing an Assessment Policy - IB Diploma Programme (2010)
- Approaches to Teaching and Learning across the Diploma Programme (August 2014)
- Handbook of Procedures of the Diploma Programme (2016)
- Diploma Programme: From Principle into Practice (January 2014)
- The Diploma Programme: A basis for Practice (January 2009)

Revision of the Policy

The policy was first developed in November 2019 by the DP Coordinator as a draft, followed by the collaborative work of a committee and finalised with the contributions and amendments made by the teaching staff during PD days and over a significant period of time via google comments, between December 2019 and January 2020. The policy was approved by the school management on February 2020.