



# **ASSESSMENT Policy**

Approved by: Board of Directors, January 2018

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St Peter's School recognizes assessment as an integral part of the learning process. In general terms, assessment is conceived as a tool to verify the presence of lasting and useful learning for life, as well as to provide feedback on planning and making the educational decisions necessary to ensure that each student achieves that learning. For assessment to be effective, multiple sources of evidence are required, and it must motivate the student and boost their autonomy in learning. The school identifies two essential and complementary types of assessment (*Med Kharbach, 2014*):

- **Formative assessment:** Used to check the level of understanding of the students and to plan, design and implement the most appropriate learning. The information provided from the formative assessment must feed the teaching model that must respond to the needs of each student.
- **Summative Assessment:** Provides teachers and students with information about the level of achievement in a specific learning content. Summative assessments are often transformed into points or grades that serve as a benchmark for students and their families. The objective of the summative evaluation is to evaluate the student's learning at the end of the didactic unit by comparing their results with a standard or average of a group.

## Primary Years Assessment

The assessment in the PYP is based on formative and summative assessment. The aim is to inform teachers and students of the learning progression and it helps them to identify what they know, understand and are able to do. Therefore, assessment provides valuable information that helps teachers understand how to support their students during the learning process and it helps the students know where they are in their learning.

In early years and primary school, students do not sit standardized tests. It is all based on play, hands-on activities and collaborative work. Students often do a lot of self-reflection, self- and peer-assessment, which helps them be aware of where they are in their learning.

This is an ongoing process that the school is putting a lot of emphasis on.

With regards to the assessment process, teachers focus on four dimensions:

1. **Monitoring learning:** teachers use a variety of strategies, such as observation, questioning, written or oral tasks, reflection, tasks, projects, work uploaded on the platform (seesaw) or students' copy books to assess students' work.
2. **Documenting learning:** teachers in early and primary years use seesaw, an online platform where all learning is documented. It is an online portfolio, where students and/or teachers upload tasks, videos and pictures. This is open for families to see and comment.
3. **Measuring learning:** students in early and primary years do not sit standardized tests. However, there are internal assessment tasks for Mathematics every term for all students from Y1 to Y5. This is a tool used by the school to ensure that all possible gaps are identified and then worked on by the class teacher guided by the Mathematics Coordinator. Results are shared with the students, not with the families, and do not affect their mark.
4. **Reporting learning:** students in early and primary years are given reports every term. This tool is useful for the students to reflect on their learning and for families to be informed. The reports communicate the grades and they also include individual comments explaining the areas of strength and areas for improvement for each child. Three evaluation meetings are held every year for each class. These meetings are attended by the Head of Primary Years and PYP Coordinator, all teachers who teach each year group, and the support center.
5. Also, **families meet at least twice a year with class teachers** to discuss the progression of the children. Whenever there is an IEP or a child that needs further support, the school organizes more regular meetings. Whenever necessary, the Head Teacher and/or members of the Support Centre attend these meetings.

Another important part of assessment is **feedback**. Teachers always share with the students the success criteria before the work has to be handed in so students know exactly what is expected of them. After each activity, teachers talk with the students to give them feedback. This feedback can be given orally or in writing. Teachers explain what students have excelled at and the aspects that need improvement. Students are also encouraged to collaborate in the creation of the success criteria and also to give and receive peer feedback before they receive the final feedback form the teacher.

For students who have an IEP, they are assessed according to the aims and objectives in their individual plan, in accordance with the Support Centre and Head Teacher.

### **Foundation Years**

In Foundation Years the focus is on **assessment FOR children's learning**. We gather and analyse information as evidence about what children know, can do and understand. It is part of an ongoing cycle that includes planning, documenting and evaluating children's learning.

Assessment FOR learning is important because it enables educators in partnership with the PYP learning community to:

- Plan for current and future inquiries
- Communicate about children's learning and progress
- Determine the extent to which children are progressing toward realizing the PYP learner profile and if not, what might be impeding their progress
- Identify children who may need additional support, providing that support or assisting families via our Support Centre to access specialist help
- Evaluate the effectiveness of our units of inquiry and the approaches taken to immerse children in them
- Reflect on pedagogy

Educators use a variety of strategies to collect, document, organize, synthesize and interpret the information that they gather to assess children's learning. Educators make observations, reflective notes individually and in a team with their assistant, they collect written work and symbolic drawings. They make videos and photos, as well as audio

recordings of children's work. The families are also invited to participate in assessment by sending videos and photos of children's progress at home through a secure online portal. The assessment is undertaken in collaboration with families. In that way we assist families to support children's learning and empower them to act beyond the school. Children are also included in their assessment process as they reflect on their learner profile traits using the visual Learner Profile boards in each classroom.

Assessment of learning is done 3 times a year:

**Term 1** - formal reports sent to parents and parent meetings to discuss them

**Term 2** - evaluation meetings with Head of Foundation and parent meetings to discuss progress

**Term 3**- formal reports sent to parents and parent meetings to discuss them, evaluation meetings with Head of Foundation

## **The Middle Years Program (MYP) assessment**

The purpose of assessment at St Peter's is to support and stimulate student learning. It is based on a system of four criteria with the corresponding descriptors for each group of subjects. The final result of a student's qualification is determined by the professional judgment of each teacher and based on the criteria and the rubrics with which both students and their families are familiar with. In no case will it be based on a comparison between students but on personal and individual improvement for each of the students. For each of the MYP subjects, the criteria shown in table 1 will be used

**Table 1. MYP evaluation criteria**

Areas	A	B	C	D
Language and Literature	Analysing	Organising	Producing text	Using language
Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real world contexts
The Arts	Investigating	Developing	Creating/Performing	Evaluating
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary units	Disciplinary grounding	Synthesizing and analysing	Communicating	Reflecting

Each teacher will create training activities for students and guide them with their comments to improve their skills. With formative assessment, teachers obtain, analyse, interpret, and use a variety of data in order to enhance student learning and help them reach their potential. Peer assessment and self-assessment are important elements of formative assessment.

The final or summative evaluation will be based on the results of the activities of the entire course and not only on individual tasks. Summative assessments are designed in order to obtain tests that allow evaluating the achievement of students using the specific mandatory assessment criteria for the different subject groups. These can be activities

such as observations, selected responses, open tasks, performance evaluation, and diaries or portfolios.

St Peter's will inform parents about student achievement on a regular basis. With report cards and meetings with families. A report card will be sent every semester and a pre-evaluation will be sent during the first quarter of the course. The report card is structured so that families are informed of the achievements of the students in each subject and in each criterion (out of 8) as well as the final summative mark for each of the subjects (out of 7). In addition to reporting on the achievement levels in each evaluation criterion, St Peter's will report the final grade for the course also with the use of the national educational system scales.

Each group of teachers of each subject establish a common basis for the interpretation of the criteria, and participate in an internal standardisation process before awarding the final achievement levels. This process is also carried out for the evaluation of the Personal Project and the Community Project. For this, teachers have to come together to establish a common understanding of the criteria and levels of achievement, and determine how they should be applied. By doing so, the reliability of judgements is increased.

Teachers document the information obtained by evaluating all of their students. Across the MYP units, they should record such information using appropriate technologies to inform determination of each level of achievement.

When awarding students, the corresponding summative achievement levels in relation to the different criteria, it will be necessary to take into account all the information obtained through the evaluation. The data related to the summative assessment should be recorded as achievement levels within each criterion.

In the case of students with learning support needs, it may be necessary to make reasonable adjustments to facilitate their access to the MYP curricular framework. Such adjustments are specified in the school's inclusion policy.

### **The Diploma Program (DP) assessment**

Assessment of student learning is based on the specific objectives and assessment criteria of each subject. The formal evaluation of the Diploma Program is one that

contributes directly to obtaining the Diploma and consists of two different parts: the internal evaluation and the external evaluation. Each subject of the program has clearly defined the weight and characteristics of each of these two parts, in order to ensure that the student is aware, from the beginning of the course, the expectations of each of the subjects in terms of evaluation.

**External evaluations include:**

- Essays
- Structured problems
- Short answer questions
- Answer questions to develop
- Specific case studies
- Multiple choice questions

**Internal assessments, present in many of the subjects, include:**

- Oral exercises in language subjects
- Lab work in science
- Math research

**Standardisation & Internal Moderation**

Standardization helps teachers to increase the reliability and consistency of the assessment information that they gather so that it can be used to guide and improve teaching practices and enhance student learning. In those subjects taught by more than one teacher, regular collaborative sessions must take place to share their expectations and understanding of common criteria and standards with each other in order to improve the consistency of their decisions about student learning.

At the beginning of each school year, the Program Coordinator must ensure that collaborative sessions are included in the school's timetable for those teachers sharing a subject. In addition to the regular sessions, the Program Coordinator will meet with the subject teachers to discuss Internal Assessment results prior to uploading them on IBIS. Diploma subjects have components such as Internal Assessments where the teacher marks their own students' work. For each of these components, if more than one teacher



at the school has marked students' work, the school must follow internal moderation before they submit their students' marks and work to the IB. Internal moderation helps schools to be sure that every teacher is marking to the same standard.

Out of the several teachers teaching one subject, one will be designated as the Internal Moderator. It is their responsibility to check that all teachers for each qualification are marking consistently to the same standard. An internal moderator makes sure all students in each teacher's class have been judged in the same way, against the same marking criteria for that component. The internal moderation procedure goes as follows:

- The internal moderator looks at **all** students' marks for that subject. Each subject teacher marks their own students' work. The internal moderator then checks the marking of each of these teachers at the top, middle and bottom of the mark range to see if they agree with the marks.
- If the internal moderator needs to change marks for the marking they have reviewed, they should expand the range of marks they are checking by looking at other students' work. If the internal moderator finds a consistent trend or pattern in a teacher's marking, they may adjust the marks of other students' work, marked by the same teacher, in line with this trend or pattern.
- By internally moderating the marks, the internal moderator produces a final list of all the school's marks for that qualification.

Internal moderation confirms that **all** marking within each school is consistent and fair to **all** students who have been entered for the same component.

### **Accommodations/Special arrangements**

St. Peter's School aligns with the IB philosophy that states that all Diploma candidates "should be allowed to demonstrate their ability under assessment conditions that are as fair as possible". Inclusive accommodations/special arrangements may be used in case of students with:

- Long-term learning support requirements
- Temporary medical conditions
- Additional language learning

Special arrangements can be requested by the students, their family, or any staff member. The request must be communicated directly to the Program Coordinator, who will act accordingly. Special assessment arrangements that require prior authorization from the IBO must be requested by the Coordinator, according to the IBO's "Access and Inclusion Policy". Supporting documentation including the following is required:

- Medical/psychological/psychoeducational documentation (within three years of assessment date)
- At least one piece of educational evidence demonstrating need of accommodation

All requests for inclusive access arrangements must be submitted using the online system on IBIS, following the IBO's "Diploma Assessment Procedures". The Program Coordinator must refer to the IBO for the most updated list of arrangements requiring authorization. At the discretion of the Program Coordinator, arrangements not requiring IBO authorization may be put in place. Some examples are:

- Separate examination setting when lighting, sound conditions are detrimental to candidate
- Appropriate seating for candidate (i.e., near front of room)
- Need for medication and/or refreshment to alleviate a medical condition such as diabetes.

## **Roles and Responsibilities**

### **A. Diploma Coordinator**

The coordinator oversees the entire assessment procedure of each of the Diploma cohorts, as well as:

- Distribute IB assessment materials and other IB documents to teachers
- Schedule IB training for all new IB teachers
- Schedule IB training and Professional Development for IB Diploma teachers when the subject curriculum is revised or changed

- Arrange IB teacher collaboration meetings to plan and reflect on teaching and assessment strategies
- Register students for IB examinations
- Set deadlines to ensure all IA assessments, extended essay, and sample sets arrive at the appropriate destinations on time
- Supervise IB testing and monitor testing conditions
- Monitor the extended essay and CAS process
- Cultivate a culture that prioritizes assessment for learning and assessment of learning
- Review the assessment policy with Diploma staff and the Leadership Team regularly

### **B. Diploma Program candidates:**

All students participating in the St. Peter's Diploma Program are expected:

- To successfully complete all set assessments by the given deadline
- To produce work of a high quality that reflects the best of their ability
- To develop effective time management and study skills
- To be principled and to adhere to the requirements for academic honesty as outlined by the Academic Integrity policy
- To develop and maintain a positive working relationship with the CAS and EE coordinators
- To strive to demonstrate the characteristics indicated on the IB learner profile
- To adopt a proactive approach to seeking help, monitoring their progress and reflecting on areas for improvement through assessment
- To engage in meaningful self and peer assessment

### **C. Diploma teachers**

Teachers use their assessments to set work which must be matched to their student's abilities. They are also expected:

- To ensure that assessment tasks support the curricular goals of the IBDP Program
- To inform students on the assessment criteria both of their subject and of all work that is assigned
- To design formative assessment activities to help students understand what is

expected and how they can progress

- To incorporate the results of formative assessment activities into their everyday planning
- To provide timely written and verbal feedback for assessment to students on a systematic basis throughout the year
- To provide and discuss exemplars with students to illustrate different levels of achievement against set criteria
- To follow deadlines outlined by the Internal Assessment Calendar and the Assessment Outline
- To submit appropriate documentation to the IB Coordinator by prescribed deadlines, i.e., predicted grades and Internal Assessments
- To maintain appropriate communication regarding student progress with IBDP Coordinator to adequately monitor student progress
- To communicate with students and parents frequently regarding student progress.
- To work collaboratively with other teachers to assess instructional strategies leading to student achievement
- To use a variety of instructional and assessment strategies to differentiate instruction
- To utilize the IB Online Resource Center often in order to stay current on curriculum and assessment changes

#### **D. Parents/legal guardians**

They are expected to:

- Monitor student progress using the reporting system and through effective communication with subject teachers
- Discuss assignments and assessments with student frequently to show support and encourage student achievement
- Contact the teacher if questions or conflicts arise so teacher will have the opportunity to address the issue in a timely manner
- Attend all parent meetings and information evenings

#### **Follow-up evaluation**

At St Peter's School, the student will be evaluated continuously throughout the two years of the Diploma Program, receiving information and guidance regarding the degree of achievement of the objectives at the end of each term, with a grade forecast for each subject of the program.

At the end of the first year, each student will be evaluated individually to establish if they are ready to move on to the second year or if they will need an additional year to complete the Program. If the repetition of the first year is deemed appropriate, the Program coordinator will meet with the family and the student to establish an action plan that allows the student to work towards the achievement of the Diploma.

In each subject, each teacher establishes an internal registration system through which they monitor each student (evolution of effort, compliance with deadlines, compliance with the deadlines of the extended essay, etc.).

### **Evaluation and academic integrity**

St Peter's School works to ensure that students always act with integrity and honesty, with a deep sense of fairness and justice, and with respect for the dignity and rights of people everywhere. As part of this process, the school incorporates an Academic Integrity Policy that should be considered as a manual of good practices, allowing the student to better understand and work towards the fundamental values of integrity and honesty.

The entire educational community (students, parents, teachers) should familiarize themselves with the Academic Integrity Policy. The teaching staff must also be an active instrument in the prevention, supervision and control of conduct contrary to said policy.

Regarding the importance of academic honesty within the individual evaluation of each student, the teacher must refer to the Academic Integrity to establish the direct consequences that fraudulent behavior will have on the grades of a subject, including the Extended Essay.