

RFS Assessment Policy

Philosophy

Assessment is a key component of our student's educational experience. RFS Upper School's assessment policy aims to support, encourage, and improve students' learning. We believe students have the right to learn in a suitable educational environment according to their needs and abilities. We believe all educators must have the knowledge and skills to develop, administer, interpret, and analyze assessments.

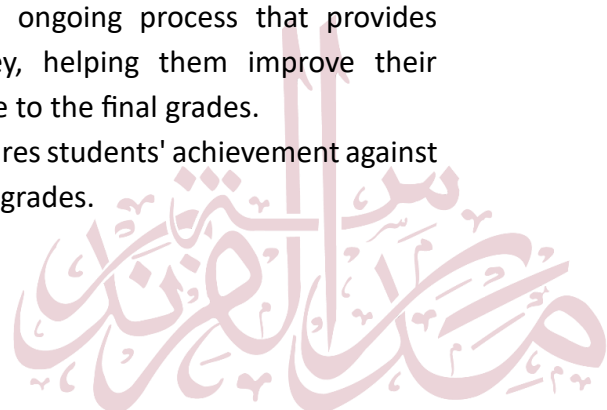
This assessment policy provides guidelines and procedures for assessing students enrolled in both the International Baccalaureate Diploma Programme (IB DP) and Middle Years Programme (IB MYP). The policy aligns with the principles and regulations the International Baccalaureate Organization (IBO) set forth for both programmes.

Assessment Principles

1. **Authenticity:** All assessments should be the authentic work of the students, accurately reflecting their knowledge, skills, and abilities.
2. **Validity:** Assessments should measure the intended learning outcomes and align with the curriculum objectives of the respective programmes.
3. **Reliability:** Assessment processes and criteria should be consistent and reliable, ensuring students are evaluated fairly and accurately.
4. **Transparency:** Assessment criteria and expectations should be communicated to students, teachers, and parents/guardians to promote understanding and clarity.
5. **Deadlines:** Students are expected to adhere to assessment deadlines set by subject teachers. Late submissions may be subject to penalties as outlined by the school's policies.
6. **Academic Integrity:** Students are expected to maintain the highest standards of academic integrity. Plagiarism, collusion, and academic misconduct are strictly prohibited and may result in disciplinary action.
7. **Criterion-Referenced Assessment:** Both the IB DP and MYP use criterion-referenced assessment, where students' performance is measured against pre-determined criteria rather than being ranked against the performance of other students.

Types of Assessment

1. **Formative Assessment:** Formative assessment is an ongoing process that provides feedback to students during their learning journey, helping them improve their understanding and performance. It does not contribute to the final grades.
2. **Summative Assessment:** Summative assessment measures students' achievement against the programme objectives and contributes to the final grades.



Assessment Practices

1. Students are provided with written instructions related to any given task. The instructions include enough details about the content, structure, task, and related assessment criteria for the students to demonstrate their learning.
2. Differentiated Assessment: Teachers should employ differentiated assessment strategies to accommodate diverse learning needs and styles. This can involve providing alternative assessment formats, allowing for student choice in topics or tasks, and adapting assessment criteria to suit individual abilities.
3. Rubrics and Marking Schemes: Clear and consistent rubrics and marking schemes should be developed for assessments. These tools should outline the specific criteria and standards used to evaluate student work, promoting transparency and fairness in grading.
4. Assessment Moderation: Regular moderation meetings should be conducted among subject teachers to ensure consistency and fairness in the application of assessment criteria and grading practices. This process helps maintain the validity and reliability of assessments across different classrooms.
5. Feedback and Reflection: Students should receive constructive feedback on their assessments, highlighting areas of strength and areas for improvement. Students should have opportunities to reflect on their performance and progress, encouraging metacognition and self-directed learning.
6. Data Analysis and Review: Schools should analyze assessment data to identify trends, patterns, and areas for instructional improvement. This analysis can inform curriculum development, teaching strategies, and targeted interventions to enhance student learning outcomes.

Assessment Components

MYP assessment focuses on tasks created and marked by classroom teachers who are professionally trained to make judgments about student achievement. These tasks are rigorous and embrace a variety of assessment strategies. MYP teachers assess the prescribed subject-group objectives using the assessment criteria for each subject group in each program year. (The subject groups are language acquisition; language and literature; individuals and societies; sciences; mathematics; arts; physical and health education; design.)

In the final year of the MYP program, each student independently develops a “personal project” over an extended period. The personal project is a summative review of the student’s ability to conduct independent work.

Each subject within the IB DP has specific assessment components with defined weightings. These weightings may vary across subjects and are communicated to students at the beginning of each course.

Internal assessments: are conducted and evaluated by subject teachers within the school aligning with the subject-specific criteria provided by the IB. They may include coursework,

investigations, projects, presentations, and other forms of teacher-guided assessments. RFS teachers mark the internal assessments and submit scores and samples to IB for moderation.

External Assessment: External assessments are conducted by the IBO and are externally marked by trained examiners appointed by the IBO. They include written examinations, oral examinations, and other externally assessed components. This external evaluation adds an additional layer of objectivity and expertise to the assessment process.

Special Considerations: Students with special educational needs or temporary conditions that may impact their performance should inform the school administration, providing necessary documentation. Reasonable accommodations may be made to support their assessment process.

Homework

Homework assignments should have clear learning objectives and serve a purpose in reinforcing, extending, or applying concepts learned in class. They should be aligned with the curriculum and contribute to students' overall understanding and achievement.

The amount and frequency of homework should be reasonable and appropriate, taking into consideration students' age, grade level, and workload from other subjects. Teachers should strive to maintain a balance between homework and other aspects of students' lives, promoting their well-being and a healthy work-life balance.

Homework assignments should be accompanied by clear instructions that outline the task, expectations, and submission deadlines. Students should clearly understand what is expected of them and how their work will be evaluated.

Teachers should provide timely and constructive feedback on homework assignments, highlighting areas of strength and areas for improvement. This feedback should be meaningful and help guide students' learning and progress.

Reporting Assessments

Teachers report to parents on student achievement regularly through various channels:

1. Summative Task Marks: those are reported on Edunation every time a child sits for a summative Task
2. Parent-Teacher Office Hour: Parents are encouraged to meet with their children's teachers to receive overall feedback on student performance in class and during different learning experiences.
3. Report Cards: The upper campus releases report cards four times yearly at the end of every quarter.
4. Parent-Teacher Conferences: At the end of the first and third quarters, parent-teacher conferences are held for parents and teachers to discuss student progress

and achievement throughout the grading period.

DP Predicted Grades:

Predicted grades are generated during April of DP 2. These are submitted to the IBO and are used for results analysis and other IBO related quality control and assurance purposes. These are confidential, IB recommends that schools do not share these predictions with students or parents. Predicted grades do not influence actual grades earned by the students. Teachers will take a holistic approach to students, with emphasis on student performance in both midterms and finals as they are the largest two examinations and the closest to an official exam in length and rigor. They will also take into consideration a student's performance in class (quarter grade). The midyear and finals weigh 75% of the predicted grade while quarter grades weigh around 25% of the predicted grade. DP teachers mimic the percentages of official examination and internal assessments. Teachers are asked to submit along with their predicted grades, grade boundaries for each score out of 7. To complement the numerical calculation, teachers are encouraged to consider each student individually. Some subjects may have a special formula set by the IBO that teachers will use, but most teachers created grade boundaries using calculations that took into consideration the IBO grade boundaries as part of the formula.

Evaluating and Reviewing

The assessment policy was written collaboratively with participation from the Head of School, Principals, IB Coordinators, Heads of Departments, and faculty. It is reviewed annually, and if changes appear necessary, they are discussed in faculty meetings.

Revised: September 2023 by Head of School, program coordinators, academic council, and teachers.

