Assessment Policy

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners, we strive to be:

Inquirers
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning
throughout life.

Knowledgeable
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities

IB Mission Statement

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.

WAT Mission Statement

The mission of the World Academy of Tirana (WAT) is to cultivate internationally-minded students who connect their acquired knowledge to action in the real world. Our goal is to inspire children to become active, compassionate, lifelong learners who can relate harmoniously with other people and cultures.

Table of Contents

Introduction

World Academy of Tirana (WAT) has developed this Assessment Policy adhering to the assessment standards and practices set out by the International Baccalaureate (IB). This policy provides clear guidelines to all stakeholders within the school as to the methods and criteria for assessment at our school.

This policy has been created in the interest of all stakeholders at the school, including the board, administration, parents, students and teachers. This policy looks into the implementation of assessment, the criteria for success through assessment and criteria, and the procedures for collating data with providing feedback to students and parents.

General Information

Philosophy of Assessment at WAT

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning. It identifies what students know, understand, can do and feel at different stages in the learning process (IBO, January 2001). Assessment is used by learners and their teachers to decide where the learners are at in their learning, where they need to go, and how best to get there. Assessment should be a collaborative and informative process that involves all relevant stakeholders, including teachers, students, parents and community. At World Academy of Tirana we aim for assessments to be relevant, have task clarity and allow students to strive for potential of success.

Assessment:

- is designed to incorporate a variety of methods (formative and summative), and to be relevant and motivating to students;
- is geared towards the appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to an international and increasingly complex world;
- are used to inform students and parents on a regular basis about their performance through grades and anecdotal records so as to keep them aware of what they have worked well with and what they need to improve on. Sibanda
- is marked by teachers and moderated internally and externally
- focuses on how students learn, grow and develop
- recognizes the emotional impact assessment can have on the learner;
- provides ongoing reflection of the learning and teaching process;
- provides a direction for teachers, learners, parents, administration and the larger school community;
- link with policies on record keeping, reporting, and grading;
- is differentiated, taking into account a variety of learning styles, multiple intelligences and abilities;
- is a collaborative process that is most effective when it involves students, peer, teacher and parents;
- is connected to the Standard of Achievements set by the Albanian Ministry of Education (particularly in regards to the Albanian Language).

Principles Underpinning Effective Assessment Practices

The World Academy of Tirana (WAT) recognizes that teaching, learning and assessment are fundamentally interdependent. Effective assessments should:

- take into account the diverse learning styles of students;
- recognise that learners bring their own cultural experiences, previous expectations and needs into the classroom;

- promote student responsibility - working to deadlines, timely submission of work, and acting on feedback;
- be criterion-referenced;
- be anchored in authentic context;
- be accommodated to respond to the needs of students working in their own language;
- be differentiated to account for the diverse backgrounds and needs of learners;
- be relevant and motivating to students;
- be internally moderated to ensure consistency;
- recognise that students have a crucial role to play in the assessment process;
- ensure learning is built on their prior knowledge;
- recognise that students perform differently according to the context of learning;

Students:
- see self assessment and peer assessment as a natural part of the learning process;
- need to know their achievements and areas for improvement in the learning process;
- should receive ongoing feedback that is positive and constructive;
- will be reflective of their own development and growth of the Learner Profile and the ATL Skills.

In the DP, effective assessment will:
- be based upon and lead towards the types of assessment that will be used for the final formal assessment of the course;
- be based upon the application of published DP criteria and grade boundaries

Purpose of Assessment

Assessment at WAT is used for the following purposes:
- to determine students' prior levels of understanding and provides a basis for deeper, future learning;
- to identify what students know and understand, what they can do, and feel at different stages in the learning process;
- to inform and involve students, parents, teachers, support professionals and administrators in the learning process through reporting;
- to monitor student progress in the development of the IB learner profile attributes and the Approaches to Learning Skills (ATL Skills);
- to provide feedback about the quality of education taking place in the school and helps decision-making regarding action plans for: Professional Development provision, programme options/extensions, staffing needs, timetabling and student numbers;
- to inform curriculum and assessment review;
- In the DP, the primary role of assessment is the provision of certification and selection for university admission (IBO, 2010).

Essential Agreements on Assessment

1. We will promote the use of a wide range of assessment tools and strategies that are designed to give a clear picture of a student's prior knowledge and progress.
2. We agree to be principled, open-minded and caring as we collaborate, encourage and support one another in the process of learning to more effectively implement the IB philosophy, and its standard and practices of assessment.

3. We will assess the essential elements of the DP, the learner profile and the ATL Skills throughout the school.

4. We will be risk-takers as we engage in peer evaluations to improve our assessments.

5. We will participate in assessment workshops as they become available and share our newly acquired knowledge during professional development meetings.

6. We will use formative assessment to assess prior knowledge, skills, and points of inquiry.

7. We will explain summative assessments along with the task-specific clarification to the students in a timely manner so that they understand what is expected of them.

8. We will create more opportunities for teachers and students to collaborate when planning and designing assessments.

9. We will encourage our students to view assessment as a normal aspect of their educational growth.

10. We will support and promote students' self-reflection at all stages of the learning process.

11. We will critically assess the success of the units taught each in each year and work to improve them.

12. We understand that we must be fair and respectful when assessing students.

13. We expect teachers, students and parents to model the learner profile on campus and promote it at home.

14. We will continue to promote the development of the attributes of the IB Learner profile and the ATL skills across the DP through student reflection.

15. We understand that assessment is a team effort.

The Roles and Responsibilities of Different Stakeholders in the Assessment Process

1. **Responsibilities of Students**

At WAT we expect students to:

- be on-time to class and fully prepared with all the appropriate materials for class work and assessment activities;
- respect others' right to learn and to collaborate constructively with peers;
- submit any required work – homework, class work, assignments and projects, etc.– on time and with due diligence;
- present work neatly and appropriately, according to the teachers' requests
- follow the Academic Honesty Policy and ensure that any work that is submitted is their own, and referenced using MLA format where relevant;
- reflect on their learning;
- use the library as a study space and seek advice when necessary.

2. **Responsibilities of Parents**

The school recommends that parents:

- provide access to a computer with monitored Internet access;
- check ManageBac and Google Classroom regularly for the progress of their child.
- offer constructive and positive support as their children complete their school work;
- assist their child by providing a quiet, well-lit work area where the television is off, the telephone is off limits and video games are put away;
- where possible, assist their child in doing his/her homework, but refrain from doing your child's homework at all cost because this amount to academic dishonesty;
- contact the teacher concerned and ask for further clarifications, if their child is having difficulty with the task,

3. **Responsibilities of Teachers**

The school expects teachers to:

- clearly identify the requirements for each piece of work, providing students with task specific clarification of relevant assessment criteria/rubrics; expectations to be clearly specified.
- provide adequate time for students to complete any given assessment task;
- provide adequate access to any materials necessary for the successful completion of any assessment task;
- provide detailed and timely written and/or oral feedback on assignments to students and parents
- create opportunities for student's self-assessment and peer assessments;
- use assessment data to differentiate instructions;
- work in collaborative teams to design and assess common assessments;
- assess all work appropriately and return it to students in good time. For more detailed work, especially at IB Diploma level or in the completion of MYP projects, teachers may take more than one week to return work.

4. **Responsibilities of Programme Principals, Coordinators and Heads of Department**

The Programme Principals, Coordinators and Heads of Department are expected to:

- observe and encourage peer observations that cultivate a culture of dialogue and reflection surrounding the assessment of learning and assessment for learning;
- offer training on using and interpreting data and support staff in the use of multiple assessment strategies;
- communicate the expectations of the programme with parents and students;
- provide time on the school schedule for teachers to plan, do collaborative marking and reflect;
- collate and analyse whole school assessment data and plan professional development accordingly with the aim of raising standards in the whole school.

Academic Conduct

Academic Honesty

Academic honesty and personal integrity are fundamental components of a student's education and character development. WAT expects that students will not cheat, lie, plagiarise, or commit other acts of academic dishonesty.

In order to facilitate academic honesty, WAT has a site licence with Turnitin.com and this is integrated with the school's management platform, ManageBac. Both students and teachers are encouraged to use Turnitin regularly to ensure the academic integrity of student work. Please refer to the **WAT Academic Honesty Policy** for further information.

Meeting of Deadlines

When setting deadlines, teachers take into consideration the student's workload and other assessment tasks given by other teachers and choose the dates that spread out the workload of students as much as possible. Once set, teachers should avoid changing deadlines unless absolutely necessary. Teachers also ensure that sufficient time will be available, either lesson time or homework time, for students to complete the task within the given timeframe.

It is an expectation of WAT that all assessment tasks must be handed in by all students on or before the agreed deadline. Students are advised to use google drive to save their work as they progress through assessment tasks to prevent losing an entire piece of work at the last minute.

When oral presentations are to be assessed over a period of time (i.e. more than one lesson), students may be required to submit a copy of the presentation on the day the oral presentations are to commence.

Assessment in the PYP

Introduction

Assessment is pivotal to the school's goal of effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decision to take action. It is essential to assess the process of inquiry as well as the products, so assessment strategies that are both performance and process based drive our approach to assessment. A variety of assessment tools are used to gather information on and support both parts of the learning process. Opportunities for students to consider their progress in relation to the attributes listed in the IB learner profile must be given within the context of student learning.

Assessment in the PYP comprises four areas:

1. Monitoring
2. Documenting
3. Measuring
4. Reporting

	Monitoring	Documenting	Measuring	Reporting
Why - aim of assessment	To check the progress of learning against personal learning goals	To compile the evidence of learning	To capture what a student has learned at a particular point in time and analyse data to inform teaching and learning	To describe the progress of achievement of the students' learning
How - assessment strategies	Observation, questioning, reflection, discussing learning with peers and teachers, giving feedback	A variety of media forms - physical and digital, learning journals/stories, portfolios	A range of assessment tools and strategies which compiles the most comprehensive picture of student progress and achievement over time	- Parent / teacher / student conferences - Student led conferences - Progress reports - Learning progressions
What - assessment tools	Open ended tasks, written or oral assessment, and a learning portfolio	Exemplars, checklists, rubrics, anecdotal records, portfolios		

Monitoring and Documenting

The PYP teachers use a range of methods and approaches to gather information about a student's learning. They record this information using a variety of tools. Assessment tools include rubrics, exemplars, checklists, anecdotal records, continuums. Some assessment strategies used are observations, performance assessments, process-focussed assessments, selected responses, open-ended tasks. Teachers use a range of methods to document the evidence of student learning and understanding. This at times includes video, audio, photographs and graphic representations. Teachers also have written records of standard conversations, comments, explanations and hypotheses as well as annotated pieces of students' work that form part of a student portfolio.

Measuring

<u>Assessment for Learning</u>

These are the strategies and tools teachers utilise to gather data on student progress for the purpose of helping students to learn. The focus here is not on grading, reporting or judging. Rather, teachers are intently involved in trying to understand exactly how students are interpreting and understanding their work, because it is only by acquiring that understanding that teachers can accurately plan for the next steps in each child's learning.

Strategies in this domain may include teachers changing the way they teach based on what they find in the following ways:

- Asking students to complete an assessment at the start of a unit or topic to find out what they already know
- Examining work in progress to look for evidence of understanding or misunderstanding (portfolios, homework tasks, drafts, etc.)
- Teachers set up collaborative or active learning groups so that they can circulate, listen to conversations and learn where students are in their understanding
- Skillful questioning designed to elicit understanding
- Maximum 'visible thinking' strategies to make it clear what students are thinking (e.g. asking students to write answers on whiteboard and hold them up, rather than have students work in their own books)

No grades or final judgments are attached to assessments FOR learning. The sole purpose is to find out where students are so that we can help them move forwards.

<u>Assessment as Learning</u>

In assessment as learning the focus is on the meaning the student is making from the assessment process. If assessment FOR learning is designed to give data to the teacher, then assessment AS learning is the way in which the student herself benefits from reflecting on assessment. This is how students actually learn THROUGH assessment.

Examples include:
- Students engage in peer and self assessment and begin to understand what quality work looks like and how they might improve their own work
- Students become involved in goal-setting, monitoring their own progress, reflecting on the results of their learning and planning for next steps
- Teachers design rich and rewarding assessment tasks which are of inherent learning value in and of themselves

Assessment AS learning is never graded; its sole purpose is to support students in owning their learning and navigating their personal journey as a learner.

<u>Assessment of Learning</u>

Assessment OF learning is the type of assessment that most parents will think of when hearing the word assessment. This is the measurement of the extent to which students have mastered the learning goals. It is the type of assessment which usually ends up in grades and report card comments.

Examples include:
- Tests, major projects, assignments or any other substantial piece of work on which teachers make a judgement of attainment for the purpose of reporting to parents in a report card comment or grade
- Collections of evidence over time which are then, at a fixed point in time, judged for the purpose of making a report card comment or grade. For example, a teacher may collect evidence of writing samples

over the course of a 6 week unit, and then write a judgement as to the current status of a child's learning based on all available evidence

Reporting

Reporting includes communicating what students know, understand and can do and involves parents, students and teachers as partners and is honest, comprehensive and understandable to all parties.

For parents, accurate and timely reports of student progress is essential. For students, an important part of learning – and an important assessment AS learning strategy - is sharing and expanding on that learning with parents. We provide a variety of methods for reporting, and parents are encouraged to participate in the development of their child's learning through the following:

- Parent Information Day - Parents gain information about the school from teachers and students regarding the curriculum and classroom routines via this important event.
- Three-Way Conferences: (Parent/Student/Teacher) - Parents are invited to sign up for a time to meet with the class teacher and their child to discuss their child's progress. The conference using student work and/or the Student Portfolio will be led by the teacher
- Written Reports - Parents receive a formal written report of their child's progress first at the mid-year point, and again at the end of the school year.
- Student-Led Conferences: For parents accustomed to the traditional 'parent-teacher conference' the 'student-led conference' may be a new experience. Student-led conferences empower students to share their learning, giving parents a 'child's eye' glimpse of life as a learner. Parents listen and interact as their children read to them, demonstrate experiments, use the computer, play maths games, construct stories, discuss their portfolio, read and create works of art.
- Unit Celebrations happen at the end of each unit of inquiry, as a culminating activity to showcase what students have learned in the unit.
- The PYP Exhibition (Grade 5)The Exhibition represents the culmination of the IB Primary Years Program. This extended, collaborative inquiry process, conducted under the guidance of teachers and mentors, involves students in synthesising the essential elements of the PYP. Starting with a central idea (a broad conceptual understanding to be investigated) and working through the lens of the IB learner profile, students work to focus their inquiry, explore the local and global issues it raises, take action to affect change – and then present their work for exhibition. The exhibition is a whole-school event, drawing on students as learners and global citizens, and celebrates the culmination of learning during elementary school and represents a true rite of passage from the PYP to MYP.

Assessment in the MYP and DP

Types of Assessment used in MYP and DP

In addition to the formal IB assessment, WAT implements a range of summative and formative assessments throughout the MYP and DP programme. These include internal examinations that take place on a semesterly basis. All internal examinations are modelled around IB external examinations and are assessed against the criteria published by the IB. Examples of other types of supporting assessment include, but are not limited to, oral presentation, essay responses, lab reports, portfolios and service learning projects. Supporting assessments are designed with individual subject aims and assessment objectives in mind.

In line with the IB programme assessment standards and practices we employ the following types of assessments:

1. **Formative Assessment**

The primary goal of formative assessment is to provide detailed feedback to students and teachers about the knowledge, skills and understanding that students should develop as opposed to accurately measuring each students' level of achievement. It provides teachers and students with feedback about how the learning is

progressing on a daily basis and can be used to develop student capabilities and to facilitate success. The students are assessed on their prior knowledge to help them build on their prior understanding and evolve further.

The focus of formative assessment is more on what knowledge and skills the student should develop rather than measuring the current level of achievement. Formative assessment (assessment for learning) is incorporated into the daily learning process. It may include structured or spur of the moment observations, verbal assessments, pre-tests, formal and informal interviews or discussions, student reflections, ongoing class projects and various forms of short answer testing. Formative assessment should be set at the right level of challenge and should be adjusted as the student progresses.

2. Summative Assessment

Summative assessments (assessments of learning) are used to evaluate student learning and academic achievement at the conclusion of a specific instructional period. It is a means to gauge, at a particular point in time, student learning relative to the pre-defined criteria communicated to students prior to assessment. Summative assessments are used as part of the grading process. Examples of summative assessments include, but are not limited to, semester examinations and tests, final drafts of research reports or essays, and practical lab reports.

3. Formal IB Assessment

External assessment

Part of the assessment for each subject is externally provided to students in the form of examinations in May of the second year of the IB Diploma Programme. The examinations are taken under strictly monitored conditions and student responses are marked externally by independent IB examiners.

Other tasks undertaken by full IB Diploma and IB Diploma Course Candidates, are also externally marked or moderated by examiners. These tasks are described in the WAT Internal Assessment Timeline. External Assessment dates are fixed by the IBO and adhered to by WAT.

Internal Assessment

As prescribed by the IB, some of the student assessment is to be carried out by teachers over the duration of the course and internally assessed. Teachers mark individual pieces of work and this grade counts as a percentage of the student's overall IB score. Samples of work done by IB Diploma and IB Diploma Course Candidates are sent to IB moderators who then evaluates teachers' application of the grading rubrics.

All WAT High School Diploma student work is moderated internally by the subject departments. Students taking the WAT High School Diploma are examined internally at the end of Grade 12.

For formative purposes, the Semester 2/Final examinations (internal) are conducted during March of Grade 12 (DP2) for all students. The mock exam calendar is set by the IB Diploma Programme Coordinator in conjunction with teachers and administration. The results of mock exams are used to inform students of their level of competencies in the subject and are used as a basis for review and exam preparation for the May Diploma exams.

For IB Diploma Programme Candidates and IB Diploma courses, teachers are required to submit Internal Assessment scores and Predicted Grades to the IB Diploma Programme Coordinator in a timely manner. The dates for submitting these records are reviewed with Diploma teachers at the start of the academic year and published to teachers and administration.

The calendar dates for the completion of internal assessments is governed by the WAT Calendar in conjunction with the internal timelines developed in collaboration by teachers. It is designed to spread out the workload of the IB Diploma Programme over two years and provide a timeline for students to follow. The grades for the internal assessments will be shared with the students. Students are made aware that these grades are predictions and will be confirmed by IB moderators.

Internal examinations are conducted for MYP students (Grades 8-10) at the end of Semester 1 and 2. Normal classes continue for other MYP grades (6 and 7) during this time.

WAT Examination Rules and Regulations

1. When instructed to enter the examination room, students must do so in a quiet and orderly manner.
2. No form of refreshment, except water carried in a water bottle, may be taken into the examination room.
3. Students may take to their desk/table only the following items:
   - ❏ Writing instruments (blue pens, black pen. pencils, an eraser, mathematical set and a ruler) and approved calculators. No twink/whiteout is allowed
   - ❏ Unauthorised materials like books, notes should not be brought into the examination rooms. Failure to comply with this rule may lead to a candidate being disqualified.
4. The examination supervisor will decide where each student will sit during an examination.
5. Students must remain seated until permission is given to leave the examination room.
6. The instructions of the examination supervisor must be obeyed. The examination supervisor has the right to expel from the examination room any student whose behaviour is interfering with the proper conduct of the examinations.
7. Electronics – All electronic devices (including cell phones and smart watches) are prohibited in the exam room. The presence and use of a cell phone during an exam may result in the student being disqualified.
8. **Late arrival**

No additional time will be allowed for students arriving late for the examination. No student will be allowed to enter the exam room if they arrive an hour late.

9. **Temporary absence**

During a temporary absence, a student must not take any material out of the examination room, have access to material during the absence, or return with any material.

10. **Malpractice**

During the examination, a student must not communicate with any other candidate. Failure to observe this regulation may constitute malpractice, resulting in no grade being awarded for the examination.

11. Candidates **may not** consult the supervisor as to the meaning of any question.

12. **Early Departures**

No student is allowed to leave the room during the first 60 minutes of the exam. If a student cannot wait to use the restroom until 60 minutes have passed, an exam supervisor may escort the student to the restroom. All exam supervisors should use their own discretion when allowing students to leave the exam room while the exam is in progress. All leave should be granted for a legitimate reason.

Also, to ensure the integrity of the exam, no student is allowed to turn in their exam as complete and exit the room until 90 minutes has elapsed.

And finally, to keep the room quiet for those still working, no student should exit the room during the last 15 minutes of the exam.

13. **End of the examination**

No examination materials - examination papers, answer papers, rough working - may be taken out of the examination hall. Students must leave the examination room in a quiet and orderly manner.
For MYP e-assessment and DP examinations, the IB Conduct of Examinations will be followed.

Homework Policy

Playtime and family time are important aspects of childhood. Children are encouraged to actively participate in opportunities to play and be involved in other activities outside of school. Parents and teachers are partners in the learning process and are encouraged to establish routines for their children to dedicate time for inquiry at home. Assigned schoolwork that is completed after-school at home should not be a burden to students or parents; rather it should be seen as an extension of what is being taught and learned in class.

In the Secondary, in addition to summative assessments, students may be given additional homework tasks to complete to support learning. This may include, but is not limited to, reading of set texts, participating in online discussion forums, research tasks and answering set questions.

Secondary students should expect on average 30 minutes of daily homework/reading/project/research for each subject. More will be expected for summative assessments.

Recording and Analysis in the MYP and DP

All MYP and DP teachers keep up to date and accurate records of student assessment. In addition to maintaining their Managebac Gradebook, teachers are also expected to maintain written notes regarding formative assessment. All assessment records are used to inform future teaching and to provide meaningful feedback and guidance to students. Programme Coordinators and Head of Departments should have access to all teachers' mark books.

Analysis

- Teachers analyse data collected through formative and summative tasks and ongoing observation, in order to accommodate instruction to each student's needs.
- Students analyse their own performance through self-evaluation and reflection.
- Head of Departments, Programme Coordinators and School Administrators analyse assessment data on an ongoing basis, and particularly at the end of reporting periods, in order to monitor students' progress and ensure that individual needs are being appropriately met.

Late Work Policy

1. Consequences will ensue for late submission of work to be determined by the professional judgement of classroom teachers and taking into consideration the following factors:

❏ Previous occurrences of late submission of work

❏ Student's academic considerations (e.g. specific learning needs)

❏ Other personal circumstances.

2. A **DP** or **MYP** student who fails to submit his/her summative assessment by the given deadline (without adequate explanation) will:

❏ complete summative assessment after school and will be only given two school days for final submission, at which time work completed to that point will be the work assessed;

❏ have the task recorded as a late submission, impacting the student's Approaches to Learning skills on the student's report card.

❏ be awarded a zero for the assignment in question if it is more than three days late. (DP only)

❏ be awarded an N/A grade and the assessment will be considered as formative if it is more than three days late (MYP only).

3. A **DP** student who fails to submit his/her IB moderated internal/external assessment by the given deadline (without adequate explanation) will:

❏ complete the assessment in the Diploma Coordinator's office during the school day. At the end of the school day, the work completed up to that point will be the work assessed and used for the final IB submission;

4. Parents will be informed about this policy regarding late submission of assessments and the consequences that follow.

5. For repeated cases, the school will schedule a conference with the student's parents/guardian and together identify methods to help the student meet work deadlines;

6. If a student is absent on the day that work is due, the work must be submitted through Managebac by the due date or, with the teacher's approval, on the day the student returns to school, even if the student does not have a class with said teacher on that day.

Circumstances Where Leniency With Deadlines Can Be Applied.

Reasons	Documentation	Notes
1. Illness or injury	Dated medical certificate or written/signed note from parent	Required when handing in an assignment late, or for an absence of more than three days
2. Death/funeral/marriage/birth	Written/signed note from parent	Extension of 1-2 days or longer if the student is very distressed.
3. Psychological distress (e.g. depression)	Letter from parents, school counselor or doctor	Occasional and short term extensions only with referral to the school counselor

Grading

Teachers use the subject specific grade descriptors published by the IB in order to determine student performance based on the IB 1-7 scale with the exception of TOK and the Extended Essay which are graded A-E.

Diploma General Descriptors

General IB Grade Descriptors

IB Grade	Grade Descriptor
Grade 7 (Excellent)	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations
Grade 6 (Very good)	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real world situations, often with independence.
Grade 5 (Good)	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
Grade 4 (Satisfactory)	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
Grade 3 (Mediocre)	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
Grade 2 (Poor)	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
Grade 1 (Very poor)	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

MYP General Descriptors

Grade	Descriptor
Grade 1	**Minimal** achievement in terms of the objectives.
Grade 2	**Very limited** achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is **unable** to apply them fully in normal situations, **even with support.**
Grade 3	**Limited** achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a **limited understanding** of the required knowledge and skills and is **only able to apply** them fully in normal situations **with support.**
Grade 4	A **good general understanding** of the required knowledge and skills, and the ability to apply them effectively in **normal** situations. There is **occasional** evidence of the skills of analysis, synthesis and evaluation.
Grade 5	A **consistent and thorough understanding** of the required knowledge and skills, and the ability to apply them in a **variety** of situations. The student **generally** shows evidence of analysis, synthesis and evaluation where appropriate and **occasionally** demonstrates originality and insight.
Grade 6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a **wide variety** of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student **generally** demonstrates originality and insight.
Grade 7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them **almost faultlessly** in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student **consistently** demonstrates originality and insight and **always** produces work **of high quality.**

On the official school report card, the Effort Grade is judged based on student competencies within each of the ATL skills within each subject and students effort in class. This is communicated to the school community using the following levels:

Diploma Effort Grade Descriptors

Effort Grade	Descriptor
A	Excellent: Is punctual to almost every lesson. Brings the correct equipment to every lesson, needs no prompting to get his/her equipment and is attentive and ready to start at the beginning of lessons. The student takes a demonstrably active part in lessons when she/he can and hands in all assignments punctually. Does more than an appropriate amount of work in nearly all his/her assignments. Is positive in almost all lessons and shows a high degree of attentiveness and cooperation towards reaching subject goals.
B	Good: Is punctual to most lessons. Consistently brings the correct equipment to every lesson, rarely needs prompting to get his/her equipment out and is attentive and ready to start at the beginning of lessons. The student takes a demonstrably active part in lessons when he/she can and hands in almost all his/her assignments punctually. Does an appropriate amount of work in all his/her assignments and sometimes engages in more work. Is usually agreeable in class and supportive of students, teachers and aims of the subject.

C	Satisfactory: Is punctual to most lessons. Usually brings the correct equipment to every lesson but may occasionally have some equipment missing. Sometimes needs prompting to get his/her equipment out and to focus at the start of lessons. The student takes a demonstrably active part in many lessons when he/she can and completes and hands in almost all assignments punctually. Does an appropriate amount of work in all assignments. May be indifferent to the lesson but is generally cooperative when prompted.
D	Poor: Has unexcused lateness to some lessons. He/she regularly has one or more important pieces of equipment missing and needs frequent prompting to get his/her equipment and books out and to settle down at the beginning of lessons. The student is generally passive when there are opportunities to engage in the lesson. He/she does not always complete homework or hand it in punctually. He/she does not always do the appropriate amount of work in assignments. He/she can be antagonistic to his/her peers, teacher and/or the subject goals.
E	Very poor: Minimal achievement in terms of the objectives

MYP Effort Grade Descriptors

Effort Grade	Descriptor
Exceeding Expectations (EE)	Is punctual to almost every lesson. Brings the correct equipment to every lesson, needs no prompting to get his/her equipment and is attentive and ready to start at the beginning of lessons. The student takes a demonstrably active part in lessons when she/he can and hands in all assessments punctually. Does more than an appropriate amount of work in nearly all his/her assessments. Is positive in almost all lessons and shows a high degree of attentiveness and cooperation towards reaching subject goals.
Meeting Expectations (ME)	Is punctual to most lessons. Consistently brings the correct equipment to every lesson, rarely needs prompting to get his/her equipment out and is attentive and ready to start at the beginning of lessons. The student takes a demonstrably active part in lessons when he/she can and hands in almost all his/her assessments punctually. Does an appropriate amount of work in all his/her assessment and sometimes engages in more work. Is usually agreeable in class and supportive of students, teacher and aims of the subject.
Approaching Expectations (AE)	Is punctual to most lessons. Usually brings the correct equipment to every lesson but may occasionally have some equipment missing. Sometimes needs prompting to get his/her equipment out and to focus at the start of lessons. The student takes a demonstrably active part in many lessons when he/she can and completes and hands in almost all assessments punctually. Does an appropriate amount of work in all assessments. May be indifferent to the lesson but is generally cooperative when prompted.
Below Expectations (BE)	Has unexcused lateness to some lessons. He/she regularly has one or more important pieces of equipment missing and needs frequent prompting to get his/her equipment and books out and to settle down at the beginning of lessons. The student is generally passive when there are opportunities to engage in the lesson. He/she does not always complete homework or hand it in punctually. He/she does not always do the appropriate amount of work in assessments. He/she can be antagonistic to his/her peers, teacher and/or the subject goals.

Predicted Grades

The Predicted Grade (PG) is the teacher's prediction of the grade the candidate is expected to achieve in the subject. This grade is based on all of the evidence of the candidate's work and the teacher's knowledge of the IB standards.

PG's may be used:

- by the IBO in grade award meetings when considering a subject's grade distributions and the performance of individual candidates
- by the IBO as a basis for review of student work if the awarded grade varies significantly from the predicted grade
- by WAT as an evaluation tool of teacher comprehension of the requirements and standards of their course
- by universities as an evaluation tool in determining the suitability of an applicant and as a basis for making conditional offers

Predicted Grades Policy

Aims

Our aim is for WAT to be known for reliable and trustworthy predictions. For university applications, this means universities will take our applications seriously which will give all WAT students a strong basis for university applications.

Priorities

Our priorities are as follows:

(i) to provide students with realistic information about their trajectory and

(ii) to remain credible to universities.

There is some tension here between Predicted Grades (PGs) and our general approach of trying to be as optimistic as possible with students. We recognise this, and in this case will seek to be positive but must meet our priorities. Overall, therefore, we seek to be as accurate as possible.

Predicted Grades should:

- Take into account all elements of IB subject performance; where possible in approximately equal proportions to actual IB weightings. This may mean including a student's likely performance in various elements of coursework, on the basis of available evidence.
- Not take into account any grade needed for a university application.
- Not be over-influenced by any single assessment
- Not be the cause of any additional assessments beyond those already there
- Not be based on promises to work hard or on academic potential
- Not be used as a motivational tool (this feedback would be more appropriate in Parent/Teacher Conferences)
- Be in line with the student's assessment history.
  - We do not expect great discrepancies between PGs and previous holistic attainment levels.
  - Where the PG differs from the previous holistic attainment level, we should have a good reason to justify the difference
- Take into account the improvement likely with continued guidance throughout Grade 12 to the final examination
- Take into account any increase in the level of difficulty of the remaining curriculum

- Only predict a grade 3 or less where such low attainment has been identified through earlier assessments, thereby ensuring the student has received support from the teacher.

In light of this, we recognize that a PG is a professional judgement about the grade most likely to be attained. For example, if taking all these factors into account, a teacher thought a student was more likely to get a 5 than a 6, a PG of 5 would be appropriate even though a 6 was not out of the question.

While PGs are based on knowledge of a student, supported by assessment data, and informed by departmental discussions, it is not realistic to expect total accuracy.

Student input in the process
- Students wanting a PG should first realistically reflect on what grades they would predict themselves. A form will be provided for this.

- Students should write a reflection justifying their grade for each subject (no more than 250 words each). This will then be shared with the Diploma Coordinator (DPC)/College and University Counselor (CUC) before Teacher Predicted Grades are confirmed.

University Predicted Grades
- For DP students with early university application deadlines (e.g. Oxbridge, Medicine/Engineering in the UK: October 15th), student Predicted Grades will be based on the following:
  - DP1 Final Report
  - DP1 & DP2 Summative/Internal Assessments
  - Teachers' professional, evidence-based, judgement

- Predicted Grades (after the early deadline) will be based on the following:
  - Progress Reports
  - DP1 & DP2 Summative/Internal Assessments
  - Semester 1 Report (if available)
  - Teachers' professional, evidence-based, judgement

- **University Predicted Grades will be shared with students/parents individually so that students' university applications are made in light of these.**

Notice Period
- Any request for Predicted Grades should be made at least a week in advance.

Discussion of Predicted Grades
- The UC will discuss with students what PGs are needed for specific courses but any discussion about the level of PGs given, or about improvements, must be between the subject teacher and student; students can, therefore, have a short discussion with teachers to understand the PG. It is, however, vital that the conversation is not a negotiation about grades, but a discussion about improving learning.

- Teachers are clear that the PG is just another piece of information on current performance; they will avoid using the 'you are a 6' expression and move to 'the evidence I have so far seen is indicative of a level 6'.

- Teachers will explain what would be the evidence needed to indicate a higher grade, in some cases, what behaviours would be likely to show this evidence and, always, what understanding at that level would look like. While teachers should not be placed under pressure to raise AGs, the teacher and student may agree what evidence may warrant an increase in grade.

IB Predicted Grades

- IB Predicted Grades will be based on teachers' professional, evidence based, judgement and, particularly, the final DP2 Mock examinations in March, just before DP examinations begin.

- IB PGs should be as accurate as possible: post exams, the DPC and subject teachers will compare predictions and final IB grades and the DPC, HoDs and teachers will reflect on lessons learnt each year.

- The deadline for IB Predicted Grades to be uploaded onto IBIS is 20th April each year.

- **Students and parents will not have access to these grades but they will be reviewed by the DP Coordinator before being uploaded.**

DP Core Predicted Points

Given the nature of the EE and TOK tasks, experience indicates that the most accurate indicators of DP Core points are derived from analysis of students' overall predicted points score, rather than being just from individual EE/TOK predictions from supervisors. Therefore, the DPC/CUC also reflect on past data from graduates, as well as professional interpretation, to ensure that the prediction is sensible, given what we know about students' on-going performance.

All Predicted Grades

- All PG requests should be made to the CUC who will then communicate with subject teachers. The DPC and CUC will review PGs before they are shared with students.

- All Predicted Grades are simply the grades for which students have provided the strongest evidence.

MYP Predicted Grades (E-Assessment: Grade 10)

Predicted Grades should:

- Take into account the overall best fit grade for the students
- Not be over-influenced by any single assessment
- Not be the cause of any additional assessments beyond those already there
- Not be based on promises to work hard or on academic potential
- Be in line with the student's assessment history.
  - We do not expect great discrepancies between PGs and previous holistic attainment levels.
  - Where the PG differs from the previous holistic attainment level, we should have a good reason to justify the difference
- Only predict a grade 3 or less where such low attainment has been identified through earlier assessments, thereby ensuring the student has received support from the teacher.

While PGs are based on knowledge of a student, supported by assessment data, and informed by departmental discussions, it is not realistic to expect total accuracy.

Reporting

The goal of reporting on assessment is to communicate what students know, understand and can do. Effective reporting should:

- involve all the relevant partners including parents, students, teachers, school administrators and support professionals;
- reflect the values of the school community;
- be comprehensive, honest, and fair;
- be clear and understandable to all parties;
- allow teachers to incorporate what they learn during the reporting process into their future teaching and assessment practice.

All the essential elements of the different programmes, attributes of the learner profile and grade level expectations for all the disciplines should be included in the reporting process to ensure that all stakeholders have a holistic view of the student's learning journey.

Forms of reporting

Parent Meet the Teacher Day / Open House Day

Within the first weeks of each school year, parents, students, and staff meet together in an informal gathering. This induction meeting is an important occasion where parents can get acquainted with new teachers, ask questions and learn about the curriculum for the new academic year. They also have the opportunity to talk about other academic and non-academic-related issues such as class work to complete at home, co-curricular activities and ways they can help their child's learning at home.

The Written Report

- **Progress reports** are sent to parents and students twice a year through ManageBac. This report is then discussed in Parent-Teacher Conferences. These reports have the Subject Effort Grades.

- **Report Cards** are sent to parents and students at the end of each semester, through ManageBac. They provide information about each student's level of achievement in each subject as well as progress made in the development of the ATL Skills, the learner profile attributes, progress in CAS and EE.

Parent-Teacher Conference

During the first Semester, parents are invited to attend a conference with subject–specific teachers and support professionals to discuss the social, emotional and academic progress of their child. Following the meeting, students will write a reflection on their performance so far, highlighting areas of strength and weakness. They will then formulate goals for the rest of the semester and identify strategies they will use to achieve these goals.

Student Review Meetings

These meetings take place at least three times a year (the beginning of the year, mid-year and towards the end of the year) for all Secondary year groups. The meetings are led by the Homeroom Teachers of each year group and involve the participation of all the subject-specific teachers teaching that particular year group as well as support professionals like the school counsellor and the pastoral care teacher.

During these meetings teachers discuss the individual achievements of each student against predetermined IB criteria in each discipline. In addition, each student's social and emotional well-being as well as individual areas of strength and areas in need of further development are also addressed.

The information gathered during those meetings is recorded on a "**Student Review Form**" and are kept on the School shared drive. The Student Review Meeting is another tool used by our teachers to track the progress of each individual student at WAT. The data gathered is also used to develop **Student Individual Learning Support Plans** or **IEP**s for students with special educational needs.

Awarding of the IB Diploma

In order to achieve the IB Diploma a candidate must fulfil certain requirements; at its most basic a candidate must achieve at least 24 points from their combined grades in six subjects, together with their grades for theory of knowledge and the extended essay, and also complete the Creativity, Action, Service (CAS) element. However, to ensure a diploma reflects sufficient breadth in achievement across subjects and the core there are particular requirements stated in articles of the General regulations: Diploma Programme. Below is the matrix for the Extended Essay and TOK elements of the IB Diploma.

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	Failing condition
C	2	2	1	0	Failing condition
D	2	1	0	0	Failing condition
E	Failing condition				

Pathways to graduate from WAT

There are three pathways to graduating from WAT.

1. *IB DP Diploma.* Diploma Candidates take 3 higher level (HL) subjects and 3 standard level (SL) subjects from the 6 subject groups as well as completing the DP Core Requirements (Extended Essay, Theory of Knowledge and Creativity, Activity, Service); examined externally. More details about the IB Diploma can be found in the **WAT Diploma Handbook**.

2. *IB DP Course.* This category applies to candidates registering for any combination of individual DP subjects and/or core elements who are not entering for the Diploma.

3. *WAT High School Diploma.* Specific requirements can be found in the **WAT Diploma Handbook**; internally assessed.

MYP Assessment Standardisation

The secondary faculty at WAT engages in standardising student work in subject teams; we do this in order to come to a common understanding of the MYP subject criteria, strands, command terms, modifiers and levels. In each department, teachers share and standardise student work, tasks and the criteria. Standardisation is one of the IB Standards and Practices of Assessment and is an essential component of the teaching and learning process.

Objectives of these standardisation session is for subject groups to do the following:

- understand the subject are criteria, its strands and levels;
- promote consistency and build common understandings in subject area groups;
- apply a common interpretation of assessment criterion strands;
- understand that each command term has a common meaning and is understood by each member of the department.
- ensure cross-programme understanding & application of assessment criteria.

Teachers have to complete the following process:

- The Head of Department in consultation with the team will choose 3 student work (Good/ Average and Weak) to grade.
- each member states level;
- each member justifies level with evidence;
- group evaluates levels with evidence;

Connection to other policies

- ❏ Academic Honesty Policy – Students will adhere to all requirements of the Academic Honesty Policy while completing assignments, homework, formative assessments, summative assessments, and all IB Diploma requirements including Extended Essay, Theory of Knowledge, and CAS.
- ❏ Language Policy – All student language needs will be considered when creating and implementing assessments. All teachers are viewed as language teachers and should offer feedback to students about their use of language.
- ❏ Inclusion Policy – Assessments will follow all requirements outlined by the student's IEP and the Inclusive Policy of WAT.

Assessment and Language Learning

WAT adheres to the underlying IB ethos, that all IB teachers are language teachers regardless of subject. As such, teachers across subject groups work with language specialists to develop strategies for supporting those students for whom English is not their first language. Through the use of formative assessment teachers where appropriate, differentiate learning opportunities to support the whole child. Language support forms part of this developmental strategy. Students who have low level of English language proficiency at WAT receive in-class or out of class support from our Language Acquisition support team.

Students Not Writing In Their First Language

For assessments in many subjects, it is important to remember that some students will not be using their first language. In such circumstances, teachers' main focus should not be solely on marking for grammatical accuracy but also, they should consider the way that students present their thinking. All teachers should help EAL students by highlighting and improving language errors, where applicable.

For further information, refer to the **WAT Language Policy**

Assessment Policy Review

WAT Assessment Policy is a working document and as a staff, we will review our assessment policy whenever the needs arise. This process will take place in collaboration with all the relevant partners, teachers, coordinators, administrators, students and parents. This Policy is published and available for viewing on our school website at: www.wat.al .

Community Declaration Form

Declaration of Teachers

As a teacher, I have read and understood the **School Assessment Policy.** I agree to implement the policy in my specific subject area.

---------------------------   ------------------------------------

Signature of Teacher   Date

Declaration of Student

As a principled student, I have read and understood the **School Assessment Policy**. I agree to comply with the content of this Policy with the help of my parents, teachers and peers.

----------------------   -------------------------------

Signature of Student   Date

Declaration of Parents/Guardians

As a parent/guardian, I have read and understood the **School Assessment Policy**. I agree to uphold the contents of this Policy by working with the school in supporting my child in his/her efforts to become a principled student by respecting and modelling what has been written in this policy.

-------------------------------------   ----------------------

Signature of Parent/Guardian   Date

Works Cited

1. ISN Assessment Policy, 2016 - 17

2. "Assessment Strategies and Definitions". Web. 20/11/16.
   <http://online.warner.edu/pluginfile.php/330892/mod_resource/content/1/assessmentstrategiespagebooklet%5B1%5D.pdf/>.

3. "Assessment policy". Dwight School Seoul. Web. 21/11/15.

4. "Diploma Programme Assessment Principles and Practice". IBO. Cardiff, Wales, UK. 2010.Web. 20/11/15.
   <http://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/dpassessmentprinciplespractice2004en.pdf/>.

5. "Secondary School Assessment Policy". International School of Paris. 2014-15. Web. 13/2/16.
   < https://www.isparis.edu/uploaded/Documents/M/Secondary_School_Assessment_Policy.pdf>.

6. "Secondary Assessment Policy". Discovery College. Web. 13/2/16.
   <http://www.discovery.edu.hk/dcwebsite/wp-content/uploads/2014/10/Secondary-Assessment-Policy.pdf>.

7. "Understanding DP Assessment". IBO. 2005-2016. Web. 20/11/15.
   <http://www.ibo.org/programmes/diploma-programme/assessment-and-exams/understanding-ib-assessment/>.