

Assessment and Standards SOP

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Principles and Practice

IAS believes that all teaching and learning is fundamentally interdependent. This policy determines that learning outcomes should be explicitly stated for each unit of study, as they are the pivot around which the course is developed. These learning outcomes include knowledge and understanding of a subject's core as well as cognitive, personal and academic skills.

At IAS we believe in an assessment model that:

- monitors the progress of student learning and achievement
- generates meaningful and coherent feedback for students, parents and external institutions
- informs curriculum and assessment review

At IAS we recognize that each student:

- is unique and has differing learning styles
- has a unique cultural experience, and expectations and needs
- performs differently according to the context of learning
- needs to know their achievements and areas for improvement in the learning process
- is entitled to receive constructive, individualized feedback

Throughout the curriculum and teaching process assessment should:

- accommodate a variety of learning styles
- be differentiated to accommodate the diverse backgrounds of learners
- provide a wide variety of different assessment opportunities and to be relevant and motivating to students
- adhere to the published criteria and learning objectives in accord with available standards which are made clear to students by teachers before tasks begin
- measure what students understand, what they can do and what they know
- utilize both formative (the measuring of progress) and summative (to assess progress) assessment
- incorporate reflective practices
- encourage students to evaluate their progress and set targets for improvement
- enable the school to evaluate the measure of success in meeting specific learning objectives
- be internally standardized both at faculty and grade level to ensure consistency
- be an appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to an international and increasingly complex world

School Structure

The school's language of instruction is English. The academic structure for PreKG – G12 bands with aligned curriculum standards and diploma programs is below:

School	Grades	Curriculum Standards	Diploma
Lower Elementary	PreKG – G5	US Common Core	N/A
Upper Elementary	G6 – G8	Cambridge Lower Secondary	N/A
Lower High School	G9 – G10	Cambridge IGCSE	N/A
Upper High School	G11 – G12	IBO	American High School (HSDP) IBO Diploma (IBDP) IBO Course (IBC)* <i>certificate only</i>

The school curriculum is comprised of subject sections governed by the following Faculties:

Humanities (HUM)	English Language Arts, Social Studies, History, Geography, Psychology, Global Perspectives, Projects
Sciences and Math (SCI)	Biology, Chemistry, Physics, Mathematics, ICT
Modern Foreign Languages (MFL)*	Polish, French, German
Creativity, Action and Service (CAS)	Art, Music, Creative Performance, Physical Education

Curriculum expansion is managed through Pamoja Education: <https://pamojaeducation.com>

The following online courses have been offered to the Upper High School through the Pamoja system:

- Business Management
- Economics
- Spanish
- Information Technology in a Global Society (ITGS)

*Courses in additional mother tongue languages are encouraged and supported through parental request. In particular, the school actively supports the teaching of Chinese given its demand in the Upper High School.

For comprehensive assessment practices related to the IBDP, see the school's Assessment Policy for the IB Programme.

Grade Designations

The following grade descriptors and criteria are applied in each of the grade bands:

Grade Bands	Final Grade	Subject Skills	Work Skills	Narrative Comments
PreKG	N/A	Comments only	Comments only	Homeroom Teacher
KG – G3	N/A	E, S, I, U	N/A	Homeroom Teacher
G4 – G5	6 - 1	E, S, I, U	N/A	Subject Teachers
G6 – G10	6 - 1	N/A	E, S, I, U in the following: Working Independently Collaboration/Participation Organization	Subject Teachers
G11 – G12	6 – 1 (all students) 7 – 1 (IB students)	N/A	Participation: A - F Reflection: 4 - 1 Research: 4 - 1	Subject Teachers

Grade Scales and Descriptors

HSDP Number	HSDP Letter (Descriptor)*	HSDP %	IBDP**
6	A+ (Exemplary)	98-100	7
5	A (Excellent)	90-97	6
4.5	B+	87-89	5
4	B (Very Good)	80-86	5
3.5	C+	77-79	4
3	C (Satisfactory)	70-76	4
2.5	D+	67-69	3
2	D (Poor)	60-66	3
1	F (Insufficient)	<60	2, 1

*HSDP Grade Descriptors:

A+/Exemplary: The student demonstrates exemplary understanding and expression of subject core content and exceeds the aims and objectives set out in the course syllabus.

A/Excellent: The student demonstrates excellent understanding and expression of subject core content and meets the aims and objectives set out in the course syllabus, exceeding some.

B/Very Good: The student demonstrates very good understanding and expression of subject core content and meets most of the aims and objectives set out in the course syllabus.

C/Satisfactory: The student demonstrates satisfactory understanding and expression of subject core content and meets some of the aims and objectives set out in the course syllabus.

D/Poor: The student demonstrates poor understanding and expression of subject core content and struggles to meet the aims and objectives set out in the course syllabus.

F/Insufficient: The student demonstrates insufficient understanding and expression of subject core content and does not meet the aims and objectives set out in the course syllabus.

****IB grade descriptors can be found here:**

<http://www.ibo.org/contentassets/0b0b7a097ca2498ea50a9e41d9e1d1cf/dp-grade-descriptors-en.pdf>

Work Skills Scale

E	–	Excellent
S	–	Satisfactory
I	–	Improvement needed
U	–	Unsatisfactory

Grading Rubrics

Each subject teacher maintains an assessment rubric consistent with the Aims and Objectives of the subject in accord with the available curriculum standards. In grades 4 – 10, where final subject grades are reported, teachers are responsible for confirming their final grade rubric with their respective Head of Faculty. Where possible, grading rubrics are aligned across subjects in accord with grade band and faculty. For example, Sciences and Modern Foreign Languages within the Upper Elementary follow an aligned rubric.

All subject teachers are required to incorporate assessment categories that value the production of qualitative products as well as the summative results of standardized exams. At least one assessment in Project Based Learning is required for all classes. The final grade rubric therefore takes into account a student's work ethic, developmental growth, as well as testable knowledge bases. The rubric is included as part of the Narrative Syllabus and posted on the Managebac system.

In grades 11-12, the final grade rubric is reached by consensus with the IB Coordinator and standardized in accord with IB assessment categories and weights from the previous years' markbands. Additionally, in 2018 Mastery and Practice assessment categories were introduced as way to focus on the promotion of critical thinking/higher order skills. The greatest weight is given to Mastery assessments, which serve as simulations of actual IB exams. In this fashion, a reliable Predicted IB grade is recorded.

Assessment Standards and Criteria

Within faculties, subject teachers follow common criteria and assessment strategies in accord with their grade band. Assessment standards and objectives are published within the Faculty Sharepoint and reviewed on a regular basis. The following assessment principles are applied across the school:

- Knowledge is demonstrated in multiple forms, including set exams and applied knowledge products as in Project Based Learning
- Presentations and other forms of oral assessment are included each semester
- Collaborative group work is assessed and included at least twice per year
- Regular weekly homework is assigned and valued in reasonable proportion to set

exams

- Participation and debate skills are valued and included in overall assessment

Criteria for specific assessments, such as research papers, projects and presentations, are posted in the Managebac system for easy student access. Subject teachers are expected to publish their criteria for summative assessments so students are made aware of grading protocols and expectations.

In the Lower High School, subject teachers are encouraged to apply published criteria for IGCSE exams. In the Upper High School, subject teachers work from published criteria for IB exams.

Exam Policy

Subject teachers must label their exams in red within the Managebac system. When assigning an exam, they are to consult with the calendar to ensure that no more than 2 exams are assigned to the same class within one week.

All exams are submitted/shared within the Faculty Sharepoint system and reviewed by the Head of Faculty to ensure they are up to standard.

Semester Exams

A final exam period is scheduled during the last 2 weeks of semester 1. During this period, subject teachers are encouraged but not obliged to administer a final semester 1 exam. Semester exams are valuable summative assessments especially in preparing students for formal exam sessions. However, they are not required in the valuation of a student's achievement within the semester. Subject teachers may opt to culminate their semester with a final project or paper.

All exams are submitted/shared within the Faculty Sharepoint system and reviewed by the Head of Faculty to ensure they are up to standard.

Mock Exams

In January, Grade 12 students take part in a mock exam session with fully invigilated exam conditions in accord with IBO standards. The purpose of the mock exam session is to prepare students for exam standards and conditions prior the formal May exam session. Subject teachers are encouraged to use the results of the mock exams to inform their instruction during the second semester.

Mock exams are most commonly taken from the previous year's IB May exam session.

Final Exams

Students from grades 6 – 11 take part in a formal final exam session during June. The final exam is prepared by the subject teacher. In grades 9-10, this exam is prepared in consultation with available IGCSE exams. In grade 11, the exam is produced in accord with previous IB exams.

Grade 12 takes part in a formal exam session in May. IB students take the IB exams while HSDP students take an exam prepared by their subject teachers in accord with previous IB exams.

For students from grades 5 – 12, the final grade for the year is accounted as follows:

- Semester 1: 40%
- Semester 2: 40%
- Final Exam: 20%

All exams are submitted/shared within the Faculty Sharepoint system and reviewed by the Head of Faculty to ensure they are up to standard.

Retest Policy

Subject teachers may issue retests within the course of the year on a regulated basis. The intent of a retest is to address testing anxiety that often occurs with students and to allow them every opportunity to demonstrate their knowledge. To ensure that students are given a fair chance to address testing anxiety while not abusing the system of retesting, the following limits/measures have been implemented:

- Grades 5 - 8: Students may take up to 2 retests per semester in each subject
- Grades 9-12: Students may take up to 1 retest per semester in each subject
- The maximum grade for any retest is a B
- Teachers are NOT obliged to give retests if they choose not to. This policy must be communicated to students at the beginning of the year.
- Teachers are responsible for keeping records of their students' retests.

Homework Policy

IAS believes that homework is an important aspect of learning as it grants students the opportunity to be self-directed while building skills in time management, reflection and revision. However, discretion on workloads must be considered based on the students' holistic needs. The following levels of homework are deemed acceptable for each of the schools:

- G1 - 3: 1-3 hrs/week
- G4 - 5: 2-4 hrs/week
- G6 - 8: 4-8 hrs/week
- G9-10: 8-12 hrs/week
- G11-12: 12-16 hrs/week

The Managebac system allows students from Grades 4 - 12 to see their class assignments and exams in one calendar with clear deadlines. This is a useful tool for assessing workloads throughout the year and for prioritizing time.

Reporting

Students receive narrative reports 3 times during the academic year and a final transcript upon the year's closing:

- Mid-semester 1
- Semester 1
- Mid-semester 2
- Final year transcript

Reports are made available to students and parents via the Managebac system. Parent-Teacher conferences are held 3 times per year in accord with the 3 reporting cycles.

In the final year report, for grades 5 – 12 a cumulative GPA is recorded within the school's HSDP scale (6-1). Additionally, these students receive a final Behavior grade which is recorded by the Homeroom Teacher.

Teacher Duties

- Preparation and posting of the Narrative Syllabus
- Creation of final grade rubric and assessment categories in collaboration with Head of Faculty
- Creation and posting of assessment criteria in collaboration with Head of Faculty
- Inclusion of Project Based Learning as part of their final grade rubric
- Preparation of semester and final exams
- Posting of both summative and formative assessments on Managebac
- Recording of grades with comments on Managebac
- Completion of mid-semester and semester reports with narrative comments
- Availability on Parent-Teacher conferences

Head of Faculty Duties

- Oversight and review of Narrative Syllabus
- Oversight and review of Syllabus, Aims and Objectives, Standards, Unit Plans on Managebac
- Oversight and review of Assessment Criteria and Categories on Managebac
- Oversight of grading practices of teachers, including summative marks and assessment comments
- Oversight of grade reporting practices of teachers, including quality of narrative comments

Promotion Policy

Conditions for promotion to next grade are:

- Passing grades for all subjects taken, i.e. A-D*
- Behavior grade of satisfactory or above
- Compliance with the school's Behavior and Attendance Policies

Conditions for passing a subject are:

- Passing at least one of the two final semester reports
- Passing the final exam**

*Students may be promoted with one failing subject on the condition that they pass that subject the following year. The decision to do so is made by vote at the General Teacher's Meeting. This does not apply to students who have already earned a conditional carry-over subject in the past and to all students from grades 9-11. Students who are in the school's ESL program have slightly modified promotion requirements, as outlined in the school's ESL-Level 1 Program Policy.

**Students who fail a subject are given a chance to pass the subject over the summer term (July-August). Assignment lists and make-up exams will be provided the students in up to 3 failed subjects. The decision to do so is made by vote at the General Teacher's Meeting. Students who have failed 4 or more subjects do not earn this exception.

Conditions for graduation from High School

For all students:

- Passing grades for all subjects taken, i.e. A-D
- Behavior grade of satisfactory or above
- Compliance with the school's Behavior and Attendance Policies

For students taking the High School Diploma:

- Completion of a 1000-1500 word "Extended Essay" for one of the subjects studied
- Completion of the CAS program (Creativity, Activity, Service) with an approved portfolio under the purview of the CAS Coordinator

For students taking the International Baccalaureate:

- All conditions set by the IBO for graduation must be met by the candidate

For students taking the Polish Matura

- All conditions set by the Polish Ministry of Education for graduation must be met by the candidate