

**CJD International School Braunschweig-Wolfsburg**

**Secondary Assessment Policy**

**Policy Reviewed & Updated: September 13<sup>th</sup>, 2022**

## **Philosophy & Purpose**

The Secondary Assessment Policy at CJD ISBW is part of an ongoing, continual development process that encourages both students and teachers to improve, reflect and grow as life-long learners. Assessment and feedback are cornerstones of any educational programme.

The purpose of assessment at CJD ISBW is to support the learning and development of all students in our community. Assessment also helps teachers to reflect upon their desired learning outcomes and teaching methodology. It also helps students to understand their level of mastery and reflect upon their growth areas. Assessment must be effectively organized to support these outcomes and be aligned with both the Cambridge and the International Baccalaureate Standards and Practices.

## **Types of Assessment**

Teachers are to use both formative and summative assessments in their assessment plan. Whenever relevant and possible, teachers should also use diagnostic assessments at the start of any new unit.

Assessments can take a variety of forms and adjusted based on the needs of the learner or the group of learners. Diagnostic, formative and summative assessment can be created as: quizzes, homework, in-class work, group projects, authentic assessments, presentations, summative exams and several other formats. See more information about the expectations for each type of assessment below. Please note that in years 6 – 10, the school community commonly refers to summative assessments as assessments tests (ATs).

## **Assessment and Grading**

### **General Documentation Expectations / Effective Practices**

All teachers are obliged to document all grades (oral, class and homework, quizzes, ATs, comprehension checks, attendance and individual student progress) in a grade book on a weekly basis. A minimum of one grade per week must be recorded in the gradebook.

With a variety of published formative and summative assessments, all stakeholders should have a clear idea of each student's level of mastery.

Any Academic Coordinator can view the grade book of a subject teacher at any time.

Students and parents can also view their grades at any time online. Coordinators, students and parents also have the right to request the rubric or justification for each published grade.

Whenever possible, teachers should annotate student work so as to help students better understand expectations and the rationale for a grade.

All assessments documented by the teacher should be linked to the learning goals expressed in a unit plan that is linked to Cambridge Curriculum Syllabi or International Baccalaureate curriculum content found in relevant subject guides. Teachers are expected to inform their grading and improve the accuracy of marks through a variety of methods such as: cross marking, assessing official exemplars from the IBO and Cambridge, and to examine and reflect upon returned assessed materials. Teachers should vary the types of assessments and supported differentiated learning through the design of their assessment practice.

### **Formative Assessment**

Formative assessment is commonly regarded as one of the most effective ways of evaluating students and monitoring their progress.

Formative assessments should be a part of regular or daily classroom practice. Thus teachers should build in some sort of formative assessment or comprehension check into every lesson.

- Formative assessment should provide the student with an idea of their mastery or development towards a particular goal or standard. Feedback may take the form of a comment, a binary completion grade or a number/letter grade.
- There may be occasional exceptions to this expectation. For example, when students are completing large projects, internal assessments, or other types of assessments where extended periods of time are needed for completion.

### **Late Work**

All work is due on the assigned date. Students may submit work up to 7 days past a deadline, but will receive a deduction (determined by the individual teacher) for doing so. Work submitted after 7 days will be recorded as a 0 or NC (not completed) in the gradebook. A student may turn in work past 7 days and still request and receive feedback from the teacher.

Note: students may request extensions and, based on the justification, receive extra time. Extensions must always be requested before the deadline and should have a reasonable justification, e.g., bereavement leave, illness, family emergency, etc.

### **Correction of Student Work**

Subject teachers are advised to correct class work and homework regularly and give individual feedback on the areas needing improvement. There are different methods of correcting student work, e.g., teacher assessment, self-assessment, and peer assessment. Generally, all student work should be checked by the teacher and documented. Teachers are recommended to sign and put a date under their corrections as evidence whenever possible. If students do not submit their assignments or do not perform at an acceptable level, the parents or guardians should be informed.

### **Assessment Tests / Summative Assessment**

Students write Assessment Tests in all main subjects every term. Teachers should set dates in the Iserv Exam Plan or the ManageBac Calendar at least two weeks in advance. Scheduling conflicts with other assessment tests should be avoided. Whenever possible, summative assessments should generally not occur on the same day.

Projects (in some subjects) can replace an Assessment Test. Teachers seeking to replace a summative assessment test with an authentic assessment or project should inform the students, parents and relevant coordinator at the beginning of the unit.

### **Mark Scheme / Rubric & Standardization / Cross Marking**

Teachers should always use a markscheme or rubric whenever possible to ensure the accurate marking of assessments. Rubrics should apply the same systems and point allocation typically found in IGCSE and IB Diploma examinations.

Teachers are required to meet in their subject groups once per term to complete a cross marking exercise on one assessment. It is recommended that teachers select either a summative examination OR internal assessment for this exercise. If two or more teachers are responsible for a subject's internal assessment, then teachers should exchange

samples and compare marks to standardize the score prior to submitting the score to the IBO.

### **Teacher Procedure for Assessment Tests (ATs)**

- ✓ Set the dates on Iserv(module) / ManageBac Exam Plan and inform students at least two weeks before the tests.
- ✓ Hand out a topic list, concept list or a checklist for relevant assessment content at least 10 days prior to the AT.
- ✓ Give the respective Coordinator the first draft of the assessment test and a rubric (whenever possible) two weeks in advance for approval.
- ✓ Use the official AT template: Iserv\_Groups\_01Formblätter-Forms\_Formblätter-Forms.html klick left: International School\_(Assessments/ IGCSE Exams)Assessment test cover page (only applicable for Grades 6 – 10)
- ✓ Fill out the attendance list: Iserv\_Groups\_01Formblätter-Forms\_Formblätter-Forms.html\_(klick left: International School)\_(Assessments/ IGCSE Exams)Attendance Lists Assessment (only applicable for Grades 6 – 10)
- ✓ Put the copied tests in your tray in case you are ill.
- ✓ After correcting and marking, submit the attendance list with the students' percentage and grades to the Coordinator OR report them in ManageBac.

## **Grade Boundaries**

### **IB Diploma**

The grades awarded in the IB Diploma Programme are on a scale from 1 to 7. The grade descriptors are as follows:

Passing Scores: 7 = Outstanding, 6 = Very Good, 5 = Good, 4 = Satisfactory

Non Passing Scores: 3 = Mediocre, 2 = Poor, 1 = Very Poor

\*\* Please Note: the grade boundaries are different for each IB Subject. The IB Diploma teachers are advised to regularly consult the subject reports and adjust the percentages assigned to each mark / grade descriptor as necessary.

### **Cambridge / IGCSE**

The grades are according to the Cambridge Grade boundaries:

Passing: A\* 100-90%; A 80-89%; B 70-79%; C 60-60%;

Non Passing: D 50-50%; E 40-49%; F 30-39%; G 20-29%

### **Grading**

Teachers grade their students in different strands according to the subject. Teachers should take individual notes after their lessons to have a good overview of each student's progress. The behaviour of students is not graded. However, participation and engagement can be awarded a grade.

As previously mentioned, grades and the student's progress must be documented in a grade book.

### **Class performance**

The Coordinators have decided not to publish class performances anymore. Weaker students are stigmatised because they are easily identified (data protection). The class performance gives no individual information of the weaknesses and strengths of a student.

Students and parents do not have the right to insist on issuing a class performance. In some instances, teachers may give verbal feedback about the class performance.

A teacher might use the following phrases at the end of the lesson: 1, "The overall class performance is at the expected level, 2. beyond the expected level, or 3. below the expected level." The teacher may give feedback about general weaknesses and strengths of the class. This can help the students understand topics or content that needs to be further supported or retaught.

## **Progression Tests in Lower Secondary**

Due to the Cambridge Checkpoint Tests in year 6 and year 8, there are no progression tests taken at the end of the school year for these grades.

## **Report Cards**

At the end of each term, report cards are handed out to the students. Students are expected to have their parents sign and provide evidence of this to the subject teacher.

### **1. Subject teachers**

Subject teachers are to issue a summative grade and comment every term. The intention of the comment is to explain the performance or rationale relating to the summative grade. The comment may also indicate the areas where the student is meeting expectations or excelling. Conversely, the comment will also advise the student on the areas of improvement or weaknesses.

### **2. Class teacher (6 – 10 Only)**

The class teacher in years 6 - 10 writes a comment based on the statements of the subject teachers considering behavioural issues and social aspects. After the report cards have been printed, the class teacher signs all report cards, makes copies, files the report card in the report card folder kept in the staff room. Finally, the class teacher files the original document in an envelope.

### **3. Coordinators**

Coordinators proofread the report cards in terms of content and spelling. The Coordinator informs the class teacher and the School Office about the final approval and the beginning of the printing.

## **Promotion & Exam Registration IGCSE & IB Diploma**

Students in years 9 - 12 will have their academic progress monitored as they are preparing for exams in a 2-year programme. If a student is struggling academically and is below the minimum required number of marks or grades required for passing the IGCSE Exams or IB Diploma Exams, then the student may be retained in their current grade for an additional year or will be required to modify their assessment plan with an alternative registration. We will always endeavour to meet with both parents and

students to determine the best course of action to support the student and their future goals.

### **Registration for IB Diploma Examinations**

IB Diploma students are required to be in good academic standing to be registered for the IB Diploma Examinations. Good academic standing entails the following: an average of 24 points in Year 11 on Report Cards, submission of all component work and regular attendance. If a student's grades have dropped to 23 or fewer marks, has an attendance record that has deteriorated OR the student has failed to submit key component work already due by September 30<sup>th</sup> in DP2, e.g., Internal Assessments, the Extended Essay, Theory of Knowledge Exhibition, etc., then the student will not be registered for exams prior to the first deadline (November 15). It is possible that a student regains good academic standing and can be subsequently registered provided the grades and attendance have improved and all component work due up to that point has been submitted by February 1<sup>st</sup>. It is also possible that a student is withdrawn from registration for exams due to any of the following: academic misconduct (see Academic Integrity Policy), poor attendance or failure to submit key component work after the September 30<sup>th</sup> deadline.