



## The American School of Antananarivo

### Assessment Procedures

**Verification Date:** March 2022

**Review Due Date:** March 2025

#### ASA's Guiding Statements

##### **Vision**

*Your best self for a better world*

##### **Mission**

We are an inclusive and caring community that embraces diversity. We nurture inquiry, integrity and innovation to prepare for future challenges.

##### **Values**

- **Creativity:** we imagine, innovate and create in order to express ourselves and solve problems
- **Open-mindedness:** we engage with new ideas, appreciate multiple perspectives and care about others
  - **Inquiry:** our curiosity and questions drive our learning
- **Passion:** we are enthusiastic about and find joy in what we do; we view setbacks as opportunities for reflection and growth
- **Balance:** we create harmony between our responsibilities and participate in activities that bring us fulfillment and emotional and physical health.

## **International Baccalaureate® Mission Statement**

The IB develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect.

## **International Baccalaureate® Learner Profile**

This procedure document fosters the following Learner Profile attributes:

Inquirers **Knowledgeable Thinkers** Communicators **Principled** Open-minded Caring  
Risk-takers Balanced **Reflective**

## **Related ASA Policies, Procedures & Guidelines**

This procedure document is related to the following ASA documents (hyperlink the related documents)

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ASA Guiding Statement, IB Mission and IB Learner Profile Attributes

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### **Policy Purpose**

This policy explains ASA's beliefs about assessment, and aims to result in consistent practice, common understanding and terminology. It emanates from the school's view of how students learn and the best assessment strategies that can be used to encourage learning.

Assessment is part of a larger set of conditions that promote growth; our assessment practices are therefore aimed at facilitating student development of these skills and dispositions. In addition, ASA adheres to the IB belief that teaching should be:

- based on inquiry
- focused on developing conceptual understanding
- developed in local and global contexts
- focused on effective teamwork and collaboration
- differentiated to meet the needs of all learners
- informed by assessment (formative and summative).

## Learning Principles

ASA follows the **Key Learning Principles** outlined by Wiggins and McTighe in *Schooling by Design* (2010):

### **1. Learning is purposeful and contextual.**

*Therefore, students should be helped to see the purpose in what they are asked to learn. Learning should be framed by relevant questions, meaningful challenges, and authentic applications.*

### **2. Experts organize or chunk their knowledge around transferable core concepts (“big ideas”) that guide their thinking about the domain and help them integrate new knowledge.**

*Therefore, content instruction should be framed in terms of core ideas and transferable processes, not as discrete facts and skills.*

### **3. Different types of thinking, such as classification and categorization, inferential reasoning, analysis, synthesis, and metacognition, mediate and enhance learning.**

*Therefore, learning events should engage students in complex thinking to deepen their learning.*

### **4. Learners reveal and demonstrate their understanding when they can apply, transfer, and adapt their learning to new and novel situations and problems.**

*Therefore, teachers should teach for transfer, and students should have multiple opportunities to apply their learning in meaningful and varied contexts.*

### **5. New learning is built on prior knowledge. Learners use their experiences and background knowledge to actively construct meaning about themselves and the world around them.**

*Therefore, students must be helped to actively connect new information and ideas to what they already know.*

#### **6. Learning is social.**

*Therefore, teachers should provide opportunities for interactive learning in a supportive environment.*

#### **7. Attitudes and values mediate learning by filtering experiences and perceptions.**

*Therefore, teachers should help students make their attitudes and values explicit and understand how they influence learning.*

#### **8. Learning is nonlinear; it develops and deepens over time.**

*Therefore, students should be involved in revisiting core ideas and processes so as to develop deeper and more sophisticated learning over time.*

#### **9. Feedback enhances learning and performance.**

*Therefore, ongoing assessments should provide learners with regular, timely, and user-friendly feedback, along with the opportunity to use it to practice, retry, rethink, and revise.*

#### **10. Effectively accommodating a learner's preferred learning style, prior knowledge, and interests enhances learning.**

*Therefore, teachers should pre-assess to find out students' prior knowledge, learning preference, and interests; then differentiate their instruction to address the significant differences they discover. 2010 Jay McTighe and Grant Wiggins*

### **Principles of Assessment**

Effective assessment:

- Improves student learning. Assessment is an integral part of the instructional process.
- Recognizes learning differences. Students learn differently and at different paces and are assessed in ways that highlight their strengths and allow them to demonstrate mastery and expertise.
- Measures what is truly valued. Assessment is based on a vision of the kinds of learning we value most and how students might best achieve these.
- Is valid. Assessment tools and processes are aligned to standards, criteria or objectives, dependent on division (learning objectives) and directly measure what they are intended to measure.
- Is fair and ethical. Assessment is based on clear learning objectives against which success will be measured. Students have a clear understanding of what is expected of them.

- Is non-discriminatory, culturally appropriate and allows for diversity in learning styles.
- Is efficient and feasible. Assessment tasks are clear, appropriate and well structured. They are achievable in a reasonable time frame mainly within the classroom. They are designed to allow teachers to give timely feedback to students.
- Promotes learner self-reliance. There are ample opportunities for students to monitor their learning through self-assessment, and to be involved in the nature and timing of assessment tasks.
- Is authentic and contextual. Assessments encourage students to engage in the thoughtful application of knowledge and skills to real issues and problems.
- Uses standardisation practices to ensure cohesion and consistency in grading practices.

### **Purposes of Assessment**

The primary purpose of assessment is to improve student learning by:

- Giving students the opportunity to demonstrate their learning, experience success and increase self-reliance by understanding their own progress, setting realistic goals and planning the next stages of their learning.
- Enabling teachers to: determine degrees of prior knowledge before starting new learning; ascertain degrees of understanding at various stages of the learning process; identify and support learning differences and learning styles and monitor and modify teaching strategies and content.
- Providing parents with the opportunity to be partners in the learning process and information for them to assist their child in planning for the future, both immediate and long term.
- Providing teachers and administrators with the data necessary for effective curriculum evaluation and revision.
- Providing other learning institutions with the data necessary for admissions and grade/year placement
- Providing accurate information on what the child knows and is able to do, including strengths and areas needing support.
- Promoting student self-reflection

### **Required Assessment Practices at ASA**

Classroom Assessment

- Assess students according to standards, criteria or objectives in the written curriculum - PYP, MYP, HS and DP.
- Promotes the use of IB command terms in teaching and assessment.
- Ensure the assessment tools are aligned to collect evidence of the targeted learning, and provide best evidence of the learning objectives being assessed.

- Articulate learning objectives to be assessed on the student version of assessment tasks.
- Differentiate assessment tasks according to the needs and abilities of learners.
- Plan assessments before teaching.
- Pre-assess students' prior knowledge when introducing new understanding.
- In the MYP, assess each strand of all learning objectives within a subject group a minimum of once per semester.
- Uses internal standardization practices to ensure consistency in assessment.
- Use the results of assessment to modify teaching and inform the written curriculum.
- Use models of products and performances to help students and teachers have a clear idea of what standards look like.
- Provide students with a rubric or set of criteria for every assessment
- Include a self-assessment component in every unit.
- Give students repeated opportunities to demonstrate their understanding, through a variety of assessment methods.
- Timely, specific, understandable feedback is to be given for every assessment task. (Ideally within 1 week).
- Students should be involved whenever possible in the planning of assessment criteria.
- Assessment is best done in person with support from teacher (Homework should not be assessed)

#### Common Assessment

- Collaborate in the development, moderation and grading of common assessments.
- Conduct common assessments for your grade/subject area.
- Collaborate in the development of common rubrics.
- Participate in vertical articulation meetings at least twice a year to help establish how K-12 learning objectives look across grade levels.

#### Recording

- Record the results of assessments according to standards, criteria or objectives (Minimum of 8 pieces of evidence per semester. (MYP, HS and DP only))
- Record results in a timely manner.

#### Evaluation of Data

- Reflect on the assessment data collected and determine whether the overall level of proficiency/achievement is an accurate representation of the student's understanding.
- Teachers will consider the most consistent data with emphasis on the more recent and rejecting outliers.
- Consider the student's self-evaluation before the teacher's final evaluation.

- Use models of work, criteria or rubric as a primary source of evaluation.

#### Reporting Practices

- Provides accurate information on what the child knows and is able to do, including strengths and areas needing support.
- Is accessible by parents (Seesaw in PYP and Managebac in MYP, HS and DP) and parent education can be provided by the school in using the reporting tools.
- Written reports will be provided at the end of each semester.
- 3-way or Student-Led Conferences will be held to discuss student progress at the end of the first and third quarters.

#### External Assessment Practices

- The data from external assessment (MAP testing, MYP, DP, WIDA) will be used to inform teaching and learning.
- Teachers will provide students with adequate preparation before a standardized test.

### **Grading for Learning**

#### The Grading Scale

Students receive report cards twice a year, at the end of each semester. Progress reports are available mid-semester to all students experiencing academic difficulty.

To determine achievement levels, teachers measure student performance data against IB grade descriptors/boundaries using the best fit approach.

All teachers receive training in PYP, MYP and DP practices, standardisation procedures, and creating task specific rubrics. There is an allocated time in the PD calendar across the year for both horizontal and vertical alignment from K-12 and across subject areas.

### **MYP, HS and DP Grade Descriptors**

In Grades MYP, HS and DP, student work is reported using the 1-7 grade scale described below.

#### Grade Description

7 Exemplary

6 Exemplary / Proficient

5 Proficient

4 Proficient / Developing

3 Developing

2 Developing / Emerging

1 Emerging

NG: No grade (insufficient assessment evidence available to give student a grade)

NA: Not applicable (insufficient English, or time at the school, to assess the student).

N.B - The MYP student performance data in individual criterion is measured in 8 different achievement bands: 1-8. The final reported grade is on the 1-7 scale described above.

### Elementary Grade Descriptors

	Descriptor
<b>E Excelling</b>	<b>Exceeds grade level expectations.</b> The student meets and often exceeds the expectations described by the grade level curriculum with little or no teacher support.
<b>M Meeting Expectations</b>	<b>Meets grade level expectations.</b> The student regularly meets the expectations described by the grade level curriculum.
<b>D Developing</b>	<b>Approaches grade level expectations.</b> The student occasionally meets the expectations described by the grade level curriculum but lacks consistency. More frequent teacher support is needed at this level.
<b>B Beginning</b>	<b>Below grade level expectations.</b> The student is not meeting most of the expectations described by the grade level curriculum. Considerable teacher support is needed at this level.
<b>N/A</b>	Not Applicable or Not Assessed (at this time)

At ASA we believe that grades should reflect the level of understanding and achievement towards determined standards and that student behaviors (effort, participation, adherence to class rules, etc.) should be included separately. Learning can take many forms. We have two categories that are part of our curriculum. Therefore, the ASA grade will consist of two separate grading categories:

- 1. Achievement Grade:** At ASA we believe that grades should reflect the level of academic understanding and achievement towards determined standards. Student behaviors (effort, participation, adherence to class rules, etc.) therefore, are not factored into grades. Individual achievement against standards shall be the only basis for achievement grades.



- 2. Approaches to Learning:** Beyond achievement grades, ASA values the whole learner. Approaches to Learning (ATL) are the skills and self-knowledge, identified by the IB, which students need to develop in order to enjoy a lifetime of learning and prepare for responsible participation in local and global communities. These include social, communication, self-management, research and thinking skills. The ATL are part of the written curriculum and students have opportunities to reflect on their development throughout the year. These are not formally assessed.

In addition, the IB Learner Profile is commented on in PYP reports. It is posted around the campus and serves as an aspirational set of dispositional outcomes for students in the school. In MYP, HS and DP, it is used by teachers and administrators for informal observations, as a lens through which they give feedback to students. Students will be given opportunities to reflect on their development on targeted or selected aspects of the profile.

### **Modified or differentiated assignments and grades**

Learning Support students who have identified and documented needs that mean that they cannot meet ASA's regular learning standards, may receive modified or differentiated coursework, assignments and grades that reflect their individualized learning goals. These will be reported appropriately to parents through written reports and parent conferences.

### **Late Assignment Procedures**

At ASA students are expected to submit all work on or before the due date. In the event that a student does not submit work by the deadline, procedures have been developed to support the student in completing the required task. These procedures relate mainly to Secondary students, however teachers in the upper Elementary School may also adopt them.

These procedures have three main aims:

1. To encourage students to develop time management skills, including the ability to meet deadlines, in order to help them to be successful at school and in future study and employment.
2. To ensure that the learning process is fair and balanced for both students and teachers; that deadlines are spaced, that timely feedback can be given and new work begins as planned.
3. To ensure that achievement grades given reflect the student's performance according to the learning outcomes, and not other behaviors.

These procedures take into consideration the following factors:

1. Previous occurrences
2. Learning needs
3. Illness or other personal circumstances

## **Absences from School**

Students who are absent from school are responsible for obtaining their assignments from their teachers and check Managebac as soon as they return. Teachers will grant a reasonable amount of time for the completion of these assignments and will extend the due date on Managebac. Extensions will be logged (see below) and are referred to as an 'Agreed Extension'. An 'Agreed Extension' can be awarded in advance (see below) or retrospectively in cases of confirmed illness.

Students who have missed an in-class formative or summative assessment task (for example tests, group or individual presentations, interactive orals) due to absence are expected to take that assessment task as soon as possible after they return to school. In grades 9 - 12 it is the student's sole responsibility to communicate with his/her teacher to determine when the missed task will be completed. For students in MYP 1-3, teachers will require an appropriate level of self-management and responsibility and support the students accordingly.

When a student is absent from a group presentation or performance that cannot be made up, it is up to the professional discretion of the teacher to determine an appropriate grade. The student must submit evidence of work or involvement to support this process.

A student with a compelling reason for a planned absence may apply for an extension through the teacher, at least in advance of the due date. The teacher may need to confer with the Divisional Principal or other teachers regarding the validity of the extension. If approved, a new date will be set for submission and the new date and the fact that an extension was agreed will be logged on Managebac.

Any missed ASA exams will require an email from the parent(s) to the Divisional Principal, specifically explaining the need for the student to miss an exam. The Divisional Principal will consider each case on an individual basis.

Please note that candidate work sent to the IB for external marking cannot be submitted late. This includes all Internal Assessment tasks for individual subjects, and the Extended Essay. Any student or parent who feels that these cannot be met must contact the DP Coordinator before the submission deadline.

## **Submission of Late Work (MYP, HS and DP only)**

The procedural steps outlined here will be selected by the teacher, according to the circumstances. We are aware that in a personalised learning environment, not every solution matches every student. Our aim is to encourage student accountability and responsibility.

### **Option 1: Extension Agreed**

A student who fails to submit a piece of work on time should discuss a revised due date according to the circumstances, (this may involve discussion with the Divisional Principal and/or other teachers), and ensure that any necessary support is received. This is referred to as a 'Forced Extension'. 'Forced Extension' is noted on Managebac and the date is changed on the assignment to allow students to manage their calendar. If preferred, a new assignment can be made for the student(s) in question.

For extensions with very short dates or when a test is being made up, every effort should be made to utilise school time to have the work completed - before school, during breaks or lunches or after school.

Teacher must endeavor to have access to the document that is being worked on, for example, a Google Doc, in case of progression to 'Option 2'

### **Option 2: No Further Extension Given**

If a student has:

- been given multiple extensions on one piece of work.
- failed to show up at an agreed 'make up time' (after school, breaks or lunches) with age-appropriate support/reminder.
- been given extensions on numerous pieces of work in the same class.
- failed to submit work after an extension was granted.

the teacher has the option to grade the work that has been done up until that point or until a final cut off date. Whatever is handed in after that time will not be graded. Teachers may choose to close the assessment and decide upon 'No Grade' in the gradebook (see below). This time allotment will be decided by the teacher, possibly in conference with the Divisional Principal, grade level advisor and/or DP Coordinator. Teachers must make sure they have access to the document.

All agreed new dates must be logged on Managebac as a 'Forced Extension' and dates agreed must be changed on the assignment. If this situation arises with a piece of Summative work

for MYP, HS or DP students, teacher may request that it is done in school time, under supervision. This must be agreed with the Divisional Principal and logged on Managebac.

### **Option 3: 'No grade' given**

The student is given 'no grade' for the assignment. This step will generally only be taken if the student has been afforded the opportunity to complete the assignment, but may also be an immediate step for repeated missed deadlines, when a task cannot be reasonably made up (e.g. group performance) or when too much time has passed due to extended absence. Teachers at ASA are not obliged to give more than one extension for any piece of work and have the right to amend the assignment to ensure that it is completed.

A 'no grade' on an assignment may result in a 'no grade' for the entire course. This means no credit will be given for that course in the current semester. This will be reflected on report cards and transcripts, and for MYP 4 & 5, IB DP and HS students this may affect graduation requirements.

### **Rights and Responsibilities**

Students have the right to:

- Understand what content is being assessed; the criteria for success; and the method by which the assessment will be made at an age appropriate level
- Be informed, on Managebac, two weeks in advance of any summative assessment (MYP, HS and DP only)
- Be shared summative assessments, criteria descriptors, and rubrics at the beginning of each unit (MYP, HS and DP only)
- Be given an exemplar or model of expectations in a summative assessment
- Only be given 2 summative assessments in one day (MYP, HS and DP only)
- Have completed work returned, with feedback in a timely manner (ideally within 3 days/class periods)

Students have the responsibility to:

- Complete assigned classwork and home learning (both formative and summative)
- Prepare for and participate in meaningful class discussions and activities
- Use their Approaches to Learning skills to monitor their own academic performance and ask for help from their teachers when they recognise that they need it.
- Talk with teachers when they miss school. If they have missed an in-class formative or summative assessment task (for example tests, group or individual presentations, interactive orals) due to absence, they are expected to take that assessment task as soon as possible after they return to school. In grades 9 - 12 it is the student's sole responsibility to communicate with his/her teacher to determine when the missed task will be completed.
- To ensure that ASA's Academic Integrity procedures are followed and understood to avoid any academic malpractice.

#### Teachers have the right to:

- Understand the content that is being assessed; the criteria for success; and the method by which the assessment will be made.
- Receive appropriate training in the programme they are delivering (PYP, MYP, DP) in order to understand common practices for assessment and determining achievement levels.
- Set a deadline for submission of work (MYP, HS and DP only)
- Refuse an extension for submission if it is not requested in advance with a suitable explanation given for late submission in line with the procedures above (MYP, HS and DP only)

#### Teachers have the responsibility to:

- Preview assessment criteria, descriptors, and rubrics at the beginning of each unit with students.
- Ensure that they are up to date with and applying the IBO's common practices for using assessment criteria and in determining achievement levels.
- Provide an exemplar or model the desired assessment outcome
- Take into account individual students learning support or ELL needs and adapt expectations, timeframes, outcomes or mode of assessment accordingly.
- Ensure that assessments are aligned with learning targets and common core standards
- Provide meaningful, timely feedback to students on Managebac (ideally within 3 days/class periods (MYP, HS and DP only)
- Update Seesaw with content related to student performance on a very regular basis (PYP only)
- Ensure that students follow and understand ASA's Academic Integrity procedures to avoid academic malpractice.
- Communicate with parents regarding student performance formally at Parent Teacher Conferences, Student Led Conferences and report cards and informally to share any concerns and reply to parent emails.
- Endeavour to ensure that they are being fair and reasonable around any extensions given to work and that the options for 'Late Submissions' (see above) are being followed. This includes starting from a position of support with MYP 1 -3 students to ensure work is submitted with appropriate reminders, deadlines, and extensions.

#### Parents have the right to:

- Understand what content is being assessed; the criteria for success; and the method by which the assessment will be made
- Engage with school resources (such as Managebac, Seesaw and the weekly newsletter) to review and monitor their child's academic progress and assignments and be aware of upcoming academic events such as information evenings and conferences.

Parents have the responsibility to:

- Be aware of their child's assigned classwork and homework (both formative and summative)
- Maintain and monitor their child's attendance at school and timely arrival at school to ensure they can appropriately access learning.
- Monitor the overall academic performance of their children
- Make an effort to attend and communicate with school via school events and resources (Parent Teacher conferences, email, report cards, etc.)
- Engage with Managebac and/or Seesaw to review their child's academic progress and assignments
- Seek training on using any of the school platforms (Managebac and/or Seesaw) if they are not confident in using them.
- Inform the school advance of any absences that may affect exam attendance.

## Appeals Process

ASA teachers are trained in writing curriculum and tasks, designing formative and summative assessments and grading work and providing feedback that is in line with the programme they are delivering - PYP, MYP, HS and DP. In the MYP and DP, tasks are both internally and externally assessed and moderated to ensure that grading practices are high quality and consistent. However, at times, students and/or parents are dissatisfied with a grade given or require more information with how the work was assessed and graded. When this is an internal grade then, students and families should first approach the teacher and meet to discuss how the content was assessed and the grade was given. If the issue cannot be resolved, then the Divisional Principal will meet with the student, parents and the teacher to discuss further. Each incident will be dealt with on a case by case basis using this Assessment Procedure document as a guide. When the grade is awarded externally by the MYP or the DP then the appropriate programme coordinator is the first point of contact to determine how to proceed with the IB Organisation.

## Glossary of Terms

**Assessment** is the method used to collect evidence, evaluate and feedback, record and report progress.

**Evaluating** is making judgments compared to standards.

**Common Assessments** are given by two or more teachers to collaboratively examine the results for shared learning, instructional planning for individual students and curriculum and/or assessment modifications.

**Pre-Assessments** provide teachers with information about students prior knowledge before beginning a learning activity.

**Formative Assessments** are the tasks and tools teachers use to assess ongoing student work and understanding. Formative assessment tasks provide evidence that can be used by teachers to improve teaching and by students to improve learning.

**Summative Assessments** are used to evaluate student learning at the conclusion of a defined instructional period by comparing against an established rubric.

### **Verification and Review**

#### **2023 review completed by:**

Senior Leadership Team:

- Principal
- School Counselor
- DP Coordinator
- MYP Coordinator
- PYP Coordinator
- CAS Coordinator
- Librarian
- Student Support Coordinator

*Feedback from whole staff procedure review group - 4 April 2023*

Reviewed after MYP consultation October 2023

### **Citations and Bibliography**

Wiggins, G., & McTighe, J. (2010). *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development. 2nd Edition