

RISS Assessment Policy

ROTTERDAM INTERNATIONAL SECONDARY SCHOOL

Assessment Policy Monitoring This policy is to be reviewed and updated on a yearly basis (within the first three years since its first implementation. After that it is to be reviewed every 5 years.)

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Rotterdam International Secondary School

Assessment Policy

Philosophy

This policy is born from the need to respond further to our vision for “Educating for self-awareness, curiosity and integrity in a changing world” and contribute to embedding our mission “for every student to enjoy their youth” within our central business: learning.

The Policy defines the forms, frequency and order of the current, interim and annual monitoring of students’ performance as well as the requirements for the grades and the assessment of educational achievements. This is a requirement for all assessment practices for students, teachers and teachers in the IBDP.

RISS Assessment Policy shall be subject to the recognition of a professional approach to solving problems of work assessment and feedback to the students. Students have the right to regular and comprehensive assessment of their studies. Teachers assess student work and provide feedback considering it as an essential part of the monitoring.

Policy – Sources of Information

In addition to the above, this policy has been informed by the following official documents:

- "Diploma Programme Assessment procedures", IBO, 2018 c.
- "Handbook of procedures of the Diploma Programme 2017", IBO, 2016, 2017 d.
- "Guidelines for developing a school assessment policy in the Diploma Programme", IBO, 2010 e.
- "Candidates with assessment access requirements", IBO, 2009, 2011, 2013, 2014, 2017 f.
- “International Baccalaureate Diploma Programme A Guide to Assessment,” IBO, 2014.
- IBO's Mission statement and Philosophy.
- IB Learner profile and RISS IB Learner Profile Plus
- RISS Vision, Mission and Values
- RISS Teaching and Learning Policy
- IGCSE Assessment Guidelines

The current policy is associated with the RISS Admissions Policy, the RISS Academic Honesty Policy, the RISS Language Policy, RISS Learning Diversity Policy, Staff Code of Conduct and Wolfert Student Charter, Council of International Schools (CIS) and The New England Association of Schools and Colleges (NEASC).

Principles

RISS will seek to develop a culture of assessments that measures the effect of our learning provision on our students. It will always include qualitative and quantitative criteria and be creative in its conception, planning and delivery. This will include the different facets of assessment to establish progression. They are *Assessment of Learning* – or a continuous observation of a child progress that influence instructional practice; *Assessment of learning* – or a snapshot in time that informs students, parents and teachers of progress and *Assessment as Learning* – or students as their own assessors of their progress that encourage ownership and lifelong learning.

The assessment will need to consider the learning stage of our students, their needs and how this represents genuine progress for them. In this regard, our school seeks to communicate effectively with parents with respect to student achievements and well-being, ensuring that a culture of partnership develops with families to maximise student advancement. This is the case during our parent-student conferences, report information, email communications between parents and our school and all instances of concern where the school needs to engage with home.

Assessment Definition

Assessment is the measurement of what students know and can do. How and when we evaluate students directly informs planning, teaching, and learning. Effective assessment places students at the centre of their learning by allowing teachers to monitor student progress and adjust instruction to improve achievement. Assessment is managed through an active partnership among students, teachers, and parents/guardians. Clarity of expectations and good communication are shared responsibilities. In order for students to excel, teachers should make students aware of what constitutes high achievement by sharing rubrics, success and assessment criteria.

Purpose of Assessment

Assessment should:

- Provide feedback and support to students.
- Develop further understanding of skills, knowledge and concepts in each subject.
- Provide opportunities for students to apply what they know in unfamiliar contexts to demonstrate deep understanding.
- Provide feedback for teachers to monitor the effectiveness of their course.

Principles of Assessment

- Assessment should reflect student achievement after learning, and will not always reflect effort or understanding after the assessment.
- Assessment is continuous throughout the academic year to guide students in their learning.
- Students should be encouraged to be responsible for their own learning through self-reflection and peer assessment.

Summative and Formative Assessment:

Aligned with both current research into best practices and IB's own guidelines, teachers use a range of formative and summative tasks. Formative assessment allows teachers to monitor student progress towards meeting standards, especially in the case of the IB. Students receive meaningful, detailed, and timely feedback that supports improvement. Teachers use data from such assessments to modify instruction to promote learning. Formative assessment serves as the foundation for learning and prepares students for the "higher-stakes" nature of summative assessments, which measure achievement at the end of a course or unit. Although grades entered by teachers into Magister may include both formative and summative tasks, final semester grades value the most accurate reflection of student achievement rather than simply averaging of grades over time.

Formative Assessment:

- It is all information taken by teachers during their lessons that informs them of students' learning and serves as feedback to enhance achievement and progress.
- It demonstrates the knowledge application, skills and conceptual understanding required at a certain stage of the subject study.
- It can be presented in different formats, e.g., presentations, essays, oral and written forms, etc.
- Formative grades provide a result of formative works evaluation.
- Formative works are assessed according to the criteria developed in Curriculum Areas and in the case of

the IBO for each such subject.

- Formative assessment allows teachers to monitor students' progress towards meeting standards in the IB, and other external and internal assessments.
- Formative Assessment gives feedback to students as they are learning.
- Formative Assessment allows students and teachers to identify students' strengths and weaknesses.
- The number of formative works is defined by the teacher and/or Curriculum areas led by Curriculum leaders and depends on the learning situation.
- Magister is where all grades for formative works should be in.
- Formative assessment shows students how they can improve via appropriate oral and/or written feedback.

Summative Assessment:

- Judges the level of student understanding at the end of learning, i.e., is created to define the level of formation of knowledge and learning skills at the end of a unit of work.
- Will require students to apply their learning to a new context.
- is mostly criterion-related. This type of assessment "judges students' work in relation to identified levels of attainment, rather than in relation to the work of other students."
- In Grade 11 and Grade 12, often models the formal assessment officially set by IBO. DP official Internal and External Assessment is undertaken by all Diploma Programme teachers according to the IB DP Handbook of Procedures.
- Some assessments in IB Diploma are external, such as the official IB Exams and are graded externally by IB examiners. Other assessments are internal, graded by the class teacher and sent to IB examiners for moderation.
- Grades for the summative works are the basis for determining the final grades for the course for each period as well as the academic year as a whole.
- Takes place at the end of each reporting period: at the end of each semester, each year and at the end of training course (usually equal to two years).
- Uses a variety of assessment methods such as tests, examinations, creative projects, essays, research and practice work, presentations, etc.
- Schedule of summative assessments for each subject is agreed by both the teacher and the IBDP Coordinator.
- Students are provided with the all information about the quantity, date and duration of the summative works for the period.
- Entering of the summative grades in Magister should be no later than 7 days beyond the date of work.
- During the reporting period there shall be held not less than six summative works on the subject. Its implementation is obligatory for each student.
- In case of sub-standard grades for summative work, the student re-takes the test. The form and timing are defined by the teacher.
- In case of absence of a student with an appropriate excuse, missed works should be handed in within two weeks after the student is back to school. Deadline may be extended by the IBDP Coordinator in case of necessity. In case of violation of the Academic Honesty Policy in the performance of an assessment task, the latter is not assessed.
- In Grade 9 and 10, assessment often models the IGCSE exams needs. This can take the form of sections being tested or skills focus development to deal with the demands of these examinations.
- In Grade 6, 7 to 8 assessments will be varied and focused on skills, knowledge and inquiry as well as conceptual understanding of issues learnt and how they represent students' today's life. During these years, students are expected to experience similar assessment requirements as in the upper years, but students ought to be offer the opportunity of other more innovative forms of assessments such as portfolio (virtual), video diaries, projects, essays, oral presentations, performances, diaries, investigations, experiential visits with a reflection paper, group work to name same.

External and Internal Assessment

Internal and external assessment is a feature of the IB Diploma Programme. Internal Assessment is undertaken by all IBDP Teachers; external assessment involves the IB Lead sending candidate work to IB Examiner for assessment.

Guidelines for assessment practice IBDP:

- All assessment is criterion-related; however, the DP uses distinct schemes and subject specific criteria. The report card / transcript levels of the DP are out of 7, with grade boundaries set in both percentages and numeric to accommodate IB grade boundaries but also our grading software, Magister. The grade boundaries are evaluated on an annual basis to reflect changes to the IB grade awards and our own criteria based on results.
- All internal assessment should be designed to be formative in nature for the student and summative where appropriate.
- IB Diploma teachers should scaffold assessment tasks throughout the programme, or adapt examination (end-of-course) criteria, so that students in the first year of study have access to the full range of assessment grades.
- For the Diploma, assessed work may vary in its purpose and teachers are expected to use the full range of assessment activities. Teachers must inform students which criteria will be used to evaluate their work, both for internal assessment (IA) and external examination. Teachers must explain what is required for students to fulfill the criteria for any particular piece of assessed work.
- Feedback to students should be prompt, specific and supportive.
- Grading is undertaken positively and consistently in relation to clear subject criteria. Teachers look for evidence of what students know and understand. Teachers always reward alternative but equally valid answers that contain coherent ideas which are relevant to the question.
- When using criterion-related assessment, student answers are placed where the majority of descriptors correspond to the student's work. If the descriptors include many strands of an objective and student performance is at a high level on most of the strands but not all them, teachers adopt a "best-fit" model.
- If a teacher suspects that a student is guilty of malpractice, he/she should not award a level of achievement and refer to the school's Academic Honesty Policy for further guidance. In line with the IB's policy and practice, the determining difference between these two possibilities will be one of intent. In serious or contested circumstances, the IBDP Team Leader will decide the outcome of the case in conjunction with the School Principal.

External Assessment

External assessment is an evaluation which defines the level of knowledge and skills for each of the courses carried out by third parties in accordance to the School authorized to control the educational process. Students are informed and can easily access the calendar of submission deadlines.

IBDP

- The IBDP coordinator working collaboratively with Curriculum Leaders produces IA and EA deadlines, so students can effectively manage their workload.
- Students select 6 subjects from the IBDP Groups. Over the two-year program, they focus their learning on those 6 subjects plus Theory of Knowledge, extended essay and CAS. During this period, they will be assessed by their subject teachers using assessment criteria from the IBO.
- In January of year 2, the students take internally assessed Mock exams as preparation for the May session final exams conducted by the school according to IBO regulations.
- The final results for the IBDP student are based on the following:
 1. Grades for the 6 subjects based on internally moderated and external assessments and examinations (6 subjects with grades from 1-7 for a possible total of 42 plus the core of 3

points for a maximum of 45 points).

2. The core consists of Theory of Knowledge, Extended Essay and CAS. All three must be completed for the student to be awarded a diploma. The three points are based on a matrix of the Theory of Knowledge and extended essay assessments.
 3. Failure to comply with either the CAS requirement or receiving an E on the extended essay or Theory of Knowledge results in the student not being awarded their diploma.
- The extended essay and Theory of Knowledge are assessed externally and scaled to a grade based on the Matrix formulated by the IBO. Students may be awarded from 0-3 points.
 - Creativity, Activity, Service (CAS)
 - Participation in and completion of the CAS program is mandatory for being awarded an IB diploma. The CAS Coordinator(s) ensure the management and implementation of the CAS program to support both students and CAS Mentors.

IGCSE

Internal and external assessment is a feature of the IGCSE programme. Internal Assessment is undertaken by teachers of specific subjects, such as art, although this can change as syllabi are amended. External assessment involves the IGCSE Exams Officer sending candidate work to CIE for assessment.

- The IGCSE coordinator working collaboratively with Curriculum Leaders produces project and coursework deadlines so that students can effectively manage their workload.
- Students select a variety of IGCSEs from the options offered at the time of entering the year.
- In January of year 2, the students take internally assessed Mock exams as preparation for the May and June session final exams conducted by the school according to CIE regulations.
- The final results for the IGCSE students are based on the following:
 - The grades of all exams taken in the June exam series (*these may include some papers scheduled in April and May, these are also referred to as 'June' papers*)
 - Where multiple papers for a subject are sat they may carry different weighting for the overall final result depending on the prevailing weighting as published in the related CIE syllabus. These can be downloaded from the [CIE Web site](#)

FOUNDATION

In Grade 8, students have the opportunity to participate in external examinations in both, French and Spanish. These tests provide the school and students with an external, international benchmark for individual student performance. Each student receives a statement of achievement and a diagnostic feedback report, giving the school detailed information in the feedback they receive.

- DELF (Diplôme d'Etude en Langue Française) exam in French at level A1 and A2.
- DELE (Diplomas de Español como Lengua Extranjera) exam in Spanish at level A1 and A2.

Internal Assessment

"Internal assessment (IA) allow students to provide evidence of achievement against objectives that do not lend themselves to external examination. Such work can be very flexible in the choice of topic, making internal assessment a valuable addition to students' education and improving the validity of the assessment process and learning experience as a whole." (International Baccalaureate Diploma Programme: A Guide to Assessment, 2014, p.3)

Supporting Assessment at RISS

RISS Expectations of Teachers:

- Share assessment criteria and rubrics for each IB subject in advance so as to ensure that students become familiar with the expectations of the Diploma Programme. This applies to all other high-stake external assessment and in the foundation year to get students used to the criteria/rubric process.
- In order to understand excellence, students should be aware of what constitutes high achievement through teachers sharing rubrics and assessment criteria.
- Provide feedback to students that is prompt, positive, supportive and specific to what they have to do to progress.
- Use a mark scheme or rubric which shows the student what constitutes a successful piece of work.
- 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.
- Scaffold assessment tasks or adapt examination criteria for students to access a full range of assessment grades.
- Assess and return work in good time with constructive feedback (oral and/or written) and publish grades in Magister.
- Collaborate with colleagues to ensure that a balance of assessment tasks is given to students and post all work deadlines and homework on magister.
- Use a variety of assessment tools and methods, especially at foundation.
- Communicate with parents regularly and immediately in case of concerns.
- Notify all parents of students' progress via Magister, Emails, meetings, Students-Parent conference, especially for those students whose grades and effort is indicative of not being promoted to the next academic year.
- Be aware of expectations within Wolfert Student Charter.

RISS Expectations of Students:

- Be responsible for writing down ALL homework tasks & deadlines.
- Be on time for lessons and fully prepared.
- Respect others' right to learn and collaborate constructively with peers.
- Use the mark schemes or rubrics provided by teachers to achieve their best work.
- Submit any work on time and with due diligence, i.e., homework, class work, assignments and projects, etc.
- Present work neatly and appropriately, i.e., general written work should be completed in blue or black ink, and diagrams should be in pencil and/or coloured pencils.
- Correct mistakes when work is returned to them.
- where appropriate instructions for on-line submission should be through the use of the student's school account except in cases where Turn-it-in are expected or for specific uploads for both the IBDP and IGCS external examinations process
- Honour academic integrity at all times and understand the consequences if they do not. (please refer to the RISS Academic Honesty Policy and School Handbook).
- Be aware of expectations within Wolfert Student Charter.

RISS recommends that Parents:

- Support student adherence to set deadlines for work.
- Help motivate their child(ren.)
- Provide students with a quiet space at home and adequate time to complete their school work.
- Have access to a computer and internet, but also to monitor students' time within social media.
- Access to books and libraries. RISS has WIFI access throughout the school and students are given access.
- Help create an environment that is to the benefit of their child.
- Follow student's progress via Magister and contact the teacher with any concerns wherever possible.

RISS, as School, should:

- Produce examination/test timetables with enough notice for students and teachers to formulate a revision programme. This applies to all assessments.

- Keep records of achievement for all assessments.
- For the IB, publish IB subject guides, IB assessment criteria and exam schedule through the Parent Portal in RISS website.

Internal Moderation of Students' work

In order to make consistent and reliable decisions regarding students' assessment, teachers collaborate in developing the course, designing the assessment and, when more than one teacher is involved in teaching the same subject, conducting internal moderation, particularly for the Internal and External Assessment sent to IBO examiners and other external examination bodies.

Internal assessment Timelines

- All school assessment deadlines have to be respected and adhered to. In exceptional circumstances, Teachers in consultation with their Curriculum Leaders will dispense students from exams' dates and allowing them to write their exams at a different date. In any case, the format and content will be different to the official one. This applies from Grade 6 to Grade 12.
- For IB, IB teachers are responsible for respecting IB deadlines and for setting internal timelines for students that take into consideration the following:
 - Respecting students' workload and avoiding overstressing the candidates
 - Providing timely feedback to candidates on written work
 - Allowing teachers time to check for authenticity before submitting candidates' work to the examiners
 - Giving teachers time for internal moderation
 - Respect the Student Charter as a Wolfert Students' agreement.

RISS EXAMINATION SESSIONS

Awarding Term Grades

In each subject, the summative term grade requires the translation of criteria-referenced percentage grades into a single 7 (high) – 1 (low) grade. Each subject has specific criteria and these criteria are measured on numeric scales, which differ by subject/course:

Grades awarded for criteria-referenced tasks are translated into final 7 (high) – 1 (low) reported grades by measuring performance against moderated grade boundaries, based on boundaries published by IB.

During the Reports Meeting at the end of each term, the IBDP Lead or Deputy Principal, in discussion with the relevant Tutor, determines a remediation plan to support student learning for any candidate with a grade of between 1-2. The student's grades will also be viewed holistically to determine if progression criteria have been met. The remediation plan should then be discussed with both the student and parents for understanding and agreement for implementing the plan both at home and school.

IGCSE

In each subject, the summative term grade requires the translation of criteria-referenced percentage grades into a symbol (A to G and U) grade. The grade boundaries for the IGCSE years are available on pages 19 to 21 (2018-2019 version) of the school handbooks in the '**IGCSE/Middle Years Grade Boundaries**'

During the Reports Meeting at the end of each term, the IGCSE Lead or Deputy Principal, in discussion with the relevant Tutor, determines a remediation plan to support student learning for any candidate with a grade of E or below. The student's grades will also be viewed holistically to determine if progression criteria have been

met. The remediation plan should then be discussed with both the student and parents for understanding and agreement for implementing the plan both at home and school.

Foundation Years

In each subject, the summative term grade requires the translation of criteria-referenced percentage grades into a symbol (A to G and U) grade. The grade boundaries for the Foundation Years are available in the table below.

Grade	Percentage %
A*	100 - 95
A	94 - 83
B	82 - 74
C	73 - 58
D	57 - 45
E	44 - 35
F	34 - 25
G	24 - 15
U	14 - 0

During the Report Meetings at the end of each term, the Head of Foundation years, in discussion with the relevant Tutor, determines a remediation plan to support student learning for any candidate who scored a D grade or lower in a subject or students at risk of not meeting the promotion criteria.

Should the latter be the case, the Learning Diversity will be consulted and the support strategies and course of action will then be discussed with both the student and their parents for understanding and agreement for implementing the plan both at home and school.

Mock Examinations

In the first week of January, students in Grades 10 and 12 will sit for formal written examinations which clearly act as a preparation for the external May examinations of the IBDP and IGCSE. The results of these examinations should be recorded as follows:

Grade 12 IBDP mock examinations will include questions on material completed over the entire course of study. Term 2 assessment results are recorded in Magister, but not used as part of the students' term grade. It is a separate, specific grade for the mocks.

Grade 10 IGCSE mock examinations will include final exam style questions from material completed over the entire course of study. Term 2 assessment results are recorded in Magister, but not used as part of the students' term grade. It is a separate, specific grade for the mocks. Based on the mock results, decisions may be made at this point about moving students between Extended/Core levels.

Students in the Foundation Years do not write Mock Examinations. During this time, students in the Foundation years, will continue with their curriculum.

N.B. Teachers should give students clear guidelines concerning the material to be included in any summative examination and provide a clear explanation of the relationship between the examination and the semester grade.

Reporting Assessment

Written academic reports are issued for all students at the end of each term. The report is based on the student's results, staff discussion of his/her learning efforts and concerns held in the Report Meetings (a full day session) prior to the issue of the term report.

However, any student who is of concern to their teachers will be reported internally on the mid-term report to be given to the Tutor. After discussions with the relevant Team Leaders, a plan of remediation will be planned and where necessary parents will be requested to meet with the relevant teachers and Tutor.

Effort Grades

All students are given an effort grades report by the individual subject teachers at the end of each term. These are discussed alongside the academic results for each term by staff and are included in the reports sent home to parents.

Effort grades are a vital element reflecting the overall learning ethos in line with our core values.

Homework

Homework is a necessary support to classroom teaching, and all students should expect to receive homework on a regular basis. Homework is intended to reinforce work covered in class and to help students develop important habits of self-discipline, organization, time management and to develop the student's responsibility for his/her own learning.

Parents and students can access most homework assignments on their Magister access. Teachers are encouraged to place homework on Magister, particularly for Foundation students.

Homework in the Foundation Years is assigned with the aim of reinforcing/practising the skills and content covered in the classroom. Homework should be assigned with ample of time to be completed, as students will also receive homework in other subjects. For large assignments a week or more should be assigned for completion.

Homework in the IGCSE Programme: TBD by the IGCSE TL and IGCSE Staff

Homework in the IBDP should expect to complete an additional 24-28 hours of additional home research and study per week in accordance with the IBDP recommendations from the IBO.

End of Year Exams

Students in Grades 6, 7, 8, 9 and 11 of the Rotterdam International Secondary School (RISS) are examined in all subjects during an official exam week at the end of each year. The students are tested on the entire year's work. A timetable for the exam is drawn up and distributed to staff and students ahead of the exam week. The results of this End of Year Exam (EYE) contribute to the end of year report grade.

Learning Diversity – Special Educational Needs Arrangements

All students receive appropriate support in the form of differentiation and via the RISS stage process for inclusion (Please check our Learning Diversity Policy). All information related to students' needs is found in Magister. Teachers are expected to adhere to students' needs and recognise them when preparing for exams. This applies specially for Foundation Years.

For the **IGCSE**, Special Educational Needs (SEN) Arrangements Based on the data collected by the Admission Board and the ongoing observations of the DP staff as well as the psychological service of the school and external psychological assessment, relevant SEN arrangements are conducted according to the regulations listed in the following document:

- The prevailing **Cambridge Handbook (International)**, Regulations and Guidance for Administering Cambridge Exams. In particular, but not exclusively, with reference to:
 - Section 5.5 Special Consideration for post exam special considerations
 - Section 1.3 Access Arrangements

As detailed in the handbook, some SEN will require a formal psychological assessment from an appropriate assessor and be pre notified to CIE before accommodations, such as extra time, can be awarded by the centre.

For the IB, Special Educational Needs (SEN) Arrangements Based on the data collected by the Admission Board and the ongoing observations of the DP staff as well as the psychological service of the school, relevant SEN arrangements are conducted according to the regulations listed in the following documents:

- "Candidates with assessment access requirements", IBO, 2009, 2011, 2013, 2014, 2017
- Sections A5, B5 and B6 of "Diploma Programme Assessment procedures", IBO, 2018

Reporting and Recording IB Achievements

In an effort to inform students and parents about the progress that students are making towards meeting IB standards, IB marks (1-7) are reported in each subject area as part of the quarter and semester report cards. (Teachers may also report IB achievement on mid-quarterly progress reports, but this is not required.) These cumulative marks indicate a student's achievement in meeting specific learning goals as measured by IB assessment rubrics contained in the relevant IB subject guides.

It is important to understand that these IB cumulative marks indicate a student's level of achievement thus far in the course as defined by IB. These marks do not reflect effort, motivation, or behavior. Nor do these marks become part of a student's transcript or permanent record. They do not influence grade point average or class rank in any way. Rather, the marks allow the school and the family to view the student's growth in a subject over time, and to focus on areas of challenge and formulate a response to a need in a given area. (In the Diploma programme, these marks also provide some predictive insight into how well the student may ultimately perform on official IB exams.)

Students and parents can check their grades via Magister. In most cases, the mark will be the result of one of more summative assessments graded according to IB Criteria. In Diploma Programme courses, the mark may also reflect students' performance on official IB internal assessments: these are assessments designed by the IB but graded by Teachers and then submitted to IB as part of the student's overall IB mark.

Accountability and Review

Students can expect a culture of accountability in the development of assessment protocols that inform their learning. Teachers work regularly in collaborative to discuss, clarify and sequence the learning targets for the class, and hence develop formative and summative assessments to measure student progress toward these objectives.

All teachers are responsible for clarifying how their own assessment practices work, especially in the IB. IB subject briefs are published in our website and show the assessment requirements for the programme.

It is the IB Lead's responsibility to assist instructors in the implementation of the policy by providing access to key IB documents and the IB Online Curriculum Centre. It is the responsibility of School Principal to ensure compliance with the policy and to provide the staff development needed to implement the policy.

EAL Assessment Procedures

All students who enter RISS are assessed for their English language skills if their mother tongue is not English. Mother tongue is defined as having one parent a native speaker of English and English is the primary language spoken in the home with that parent.

Students are assessed on the first day of the school year using Off2Class.com with the benchmark being the Common European Framework A0 - C1. This is comprised of two components: listening and grammar. If possible, students should bring earbuds to do the listening portion of the exam.

The test is not only used as a benchmark but due to its construction, we, as teachers can see where the weak areas of the language are; this enables us to identify problem areas quickly and efficiently in order to assist students as quickly as possible.

The results are placed on an excel sheet as a benchmark to track their progress towards exiting the program. According to the outcome of the assessment, students in the Foundation Course are placed in classes according to their level of language skills:

Beginner	A0 - A1
Intermediate	A2 - A3
Upper Intermediate	B1 - B2
Exit from program	C1

- IGCSE is divided into ESL for IGCSE and EAL for the RISS; differentiation based on the assessment results is used for EAL skills development; any student who tests with a C1 score will not be allowed to take the IGCSE ESL course of study
- In the IBDP, students coming into English B HL will discuss their package with the Deputy Principal and the IB Lead both of whom will determine if they meet the requirements for English B HL. Assessment using Off2Class.com may be used to determine English language levels. If the student has been in EAL/ESL prior to entering IBDP, then they may be placed in English B HL, again, after consultation with

the Deputy Principal and the IB Coordinator. In addition, these IBDP students generally take their own language at Self Study Lit A or Dutch A Lang & Lit HL/SL. This encourages continuous mother tongue development at an academic level and allows for an IB bilingual diploma. Students whose heritage language is English, or who have exited the school EAL programme, are not allowed to take English B HL.

- All Foundation students are re-assessed at the end of the school year to track their progress. For those students who have not increased their skills sufficiently, a series of summer tasks are given, and the success of those activities will be assessed at the start of the new school year.
- Additionally, all grade 8 students taking EAL are assessed in early March to aid in determining whether they will continue with EAL/ESL at the IGCSE or move into mainstream IGCSE English first language courses. It is not permitted for students who have exited the EAL Program, to take ESL/EAL in IGCSE.
- Likewise results from the IGCSE external examinations are used as indicators as to what level of English the students will study at the IBDP.

EAL Examination Policy:

Our school view is that assessment is an important aspect of identifying student progress. Nevertheless, where possible we aim to build-in learning as a part of the assessment process.

Methodology and Rationale:

All students with the exception of native speakers of English are given a Common European Standard Language assessment upon entry into the RISS; Once identified as an EAL student, they are assessed twice a year on an internationally recognized assessment test Off2Class.com, this ensures consistency of assessing their progress; The standardized assessments are the basis of the criteria for a student exiting the program into mainstream English classes

Consistency:

RISS recognizes the need to support EAL students "learning in English." With the view that assessment is also part of the learning process, RISS implements additional time for EAL students on their examinations in the Foundation Course, and in the first year of the IGCSE and IBDP.

The rationale is that EAL students require more time to process what is required of them on the examinations based on:

- the physical time they need time to use a translating dictionary.
- they need time to develop the technical language specific to different subjects.
- they need time to develop their skills in processing from mother tongue to English.

The extra time allocation is allowed only in Foundation Course for EAL Student and is the recognised international standard for supporting EAL students (15 minutes per one hour of examination time). The examination time allocated for mainstream students is not designed to be challenging, but is based on a generous timeline for students who are first language learners. RISS particularly targets Foundation Year EAL learners to develop their English language skills in preparation for the academically challenging language demanded at the IGCSE and IB programmes.

Examination Classes

RISS is fully aware that in the second year of both the IGCSE and IB programs there is no extra time allocated for EAL students at the present time;

RISS recognizes that one of its main tasks for EAL students in the examination programmes is to fully support and prepare them for their examinations. As part of that process the IGCSE and IB EAL teachers consistently use

assessment as a learning tool. Students are continuously challenged in all four language skill development areas (listening, speaking, reading and writing) necessary for their examinations.

RISS has a proactive policy of building-up examination techniques specifically oriented towards the EAL learners.

Please note that all EAL students (grades 6 through 11) will not be given extra time for their mother tongue examinations and for foreign language examinations.

Dutch Assessment Procedures

All students who start in RISS will be tested on their level of Dutch (reading, listening). The Dutch teachers use the NT2 tests from Bureau-ICE.nl that follow the Common European Framework of Reference: A0 - B2 and 1F-2F (Dutch First Language Framework). Students who don't know any Dutch, automatically will be placed in the Beginners group.

When students have a high score, we would ask them to write a short piece to show their writing skills. Also, the teachers will talk with the students to make the best possible placement for their language skills.

Students coming from Dutch Education automatically be placed in the Dutch First class and will be tested accordingly if the level is deemed inappropriate, by the Dutch teacher.

Assessment

During each term, students are tested in class time at the conclusion of each topic of learning. The type and length of the tests will depend on the subject. The results of these tests will form the end of term report grade. Teachers will announce the date and nature of these tests to students at least one week in advance. Teachers strive for a **minimum of three class tests/assignments per term** which together will form the Term Assessment Grade. Teachers keep a record of the results of all assessments used to determine the Term Assessment Grade. This record can be requested by students, parents, Team Leaders and Head of School.

Grades 6 to 12 may sit a maximum of two lesson-length tests per day for which students must receive a minimum of 5 days' notice (i.e. one working week). Assignments and tests should be noted by all students in their school diaries/agendas.

During the End of Year examination week this will be increased to three to four exams per day.

Teachers supervising **coursework in Grades 9 and 11** may include this coursework assessment of their students' work as one of the three assessment items for the term.