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Prepared by: The Student Assessment Unit

Assessment Policy for Franco Primary School

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The Franco Primary School (FPS) acknowledges the interdependence among teaching learning, and assessment. The learning outcomes, as outlined in the National Standards Curriculum (NSC), explicitly state the knowledge and skills that students should achieve by the end of each grade level. These learning outcomes will be the foundation on which all instructional activities and assessment tasks will be developed.

FPS believes that assessment

* monitors the progress of student learning and achievement;
* produces coherent feedback for students, parents and other stakeholders in the education community; and
* informs instructional planning and assessment review.

FPS recognizes that students

* have different learning styles,
* have different experiences, expectations, and needs;
* perform differently according to the context of learning;
* need to know their achievements and areas for improvement in the learning process;
* should receive feedback that is positive and constructive.

Throughout the instructional process assessment should

* account for a variety of learning styles;
* be differentiated to account for the diverse backgrounds of learners;
* provide a wide variety of different assessment opportunities and to be relevant and motivating to students;
* be criteria-related using published, agreed, learning objectives mandated by the NSC and made clear to students by teachers **before** tasks begin;
* measure what students understand, what they can do and what they know;
* be both formative (to assist students in building understanding, skills and knowledge) and summative (to assess students’ acquired understanding, skills and knowledge);
* be on-going and reflective;
* allow students to evaluate their progress and set targets for improvement;
* allow the school to evaluate the measure of success in meeting specific learning objectives;
* be standardized at grade level to ensure consistency;
* Be geared toward appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to an international and increasingly complex world.

# Guidelines for Assessment Practice

## Generating Student Grades

### Assessment Schedule

Students will be engaged in a number of assessments geared towards supporting their academic development (formative) and indicating their level of achievement (summative). Formative assessments will be done as frequently as the class teacher deems necessary. Summative assessments will be administered as follows:

* *At the end of each unit (interim assessments)*

These assessments will measure students’ mastery of the content taught for the unit. These results will be recorded as a part of the student’s term grade.

* *Before students begin half term break*

The assessments will measure students’ mastery of the units taught (completed or partially completed) up to one week before the administration of the assessment. These results will be recorded as a part of the student’s term grade.

* *At the end of each term*

The assessments will measure students’ mastery of the **all** units taught (completed or partially completed) up to one week before the administration of the assessment. Greater emphasis will be placed on units completed after the half term assessment. These results will be recorded as a part of the student’s term grade.

### Awarding Term Grades

Term grades will be generated as a combination of students’ interim, half-term, and end of term assessments. The weighting of each are as follows:

* Interim assessments 60%
* Half Term assessment 20%
* End of Term assessment 20%

### Methods of Assessment

A variety of assessment methods will be used to determine students’ achievement of the specified learning outcomes. These methods include (but are not limited to):

* **Tests** which will include a variety of item types (multiple choice questions, concept maps, constructed response, yes/no with explanation, etc.);
* **Projects** which will require students to demonstrate competence in knowledge and skills;
* **Portfolios** which will consist of a collection of students’ formative and summative work done regarding particular themes decided upon by the class teacher. These themes should be in alignment with the learning outcomes outlined in the NSC;
* **Orals** which will be scheduled and judged by a panel of teachers; and
* **Performance Tasks** which will administered over extended periods of time.

The teacher will communicate which methods will be used to assess each unit at the beginning of instruction related to the unit.

### Formative Assessments

Formative assessment tasks will be rated using a 4 level rubric. The levels are as follows:

* Advanced
* Proficient
* Basic
* Novice

The criteria for each level differ based on the subject and the task given. Teachers will share general rubrics with the class at the beginning of the school year and task specific rubrics along with task instructions.

### Assessment Scoring

Summative assessments will be scored according to the mark scheme or rubric that was developed along with the assessment. Students’ responses for the grade will be randomly assigned to markers (grade level teachers) by the Assessment Coordinator and scored during a collaborative marking session that was scheduled during the vetting process.

### Reporting Assessments

Formative assessment feedback will be given to students using the rubric/mark scheme associated with each task. Students’ errors will be underlined and the student is required to submit their error correction and self-evaluation forms for peer review during the session assigned to address these issues. Students will have access to their progress reports to monitor their performance.

Full, written reports are issued for all students at the end of each term. These reports will give quantitative and qualitative feedback on students’ performance over the course of the term.

### Addressing Anomalies

* In the event a student misses a summative assessment, the parent is required to submit a letter indicating the reason for the student’s absence along with medical records and/or any other document to legitimise the students’ absence. Where legitimate reasons for absence are provided, the student will be permitted to complete the assessment at a time to be determined by the class teacher provided that
	+ the student did not miss the period of instruction on which the test is based. If so, the student will be required to attend supplemental tutorials after school and complete a parallel assessment upon completion.
	+ the student was not exposed to the contents of the assessment. If such exposure has occurred, a parallel assessment will be administered.

Where no legitimate reason for absence can be established, a score of zero will be assigned for the assessment.

* If a teacher suspects that a student is guilty of academic malpractice, he/she should not award a level of achievement and refer to the school’s Academic Honesty Policy for further guidance. If a teacher, or another member of staff, suspects that a student may have breached the school’s standards of academic honesty, he or she will inform the Assessment Coordinator. The latter will investigate the matter and will inform the student of the concerns of the teacher, giving the student the chance to reply to the accusations. If it can be shown that inappropriate work has been submitted, the Assessment Coordinator and Grade Supervisor will determine whether or not the case is one of academic dishonesty. Again in line with the school’s policy and practice, the determining whether academic dishonesty has occurred will be based on intent. In serious or contested circumstances, the principal will decide the outcome of the case.

## Assessment Planning

All teachers are required to prepare an assessment plan for each unit of instruction. The plan should outline the objectives to be taught and the methods of assessment which will be used to gather evidence about students’ mastery of the content to be learnt and the skills to be developed in the unit. The assessment plan should be submitted the Assessment Coordinator for review at least two weeks before the proposed start of the unit.

## Assessment Task Development

* All assessments at FPS are criterion- referenced. Students’ performance are measured against the benchmarks and learning outcomes as outlined in the NSC.
* Classwork should be designed to be formative in nature. Scores (decimals, percentages, or fractions) are not generated for these assessments. Each assessment activity must allow students access to the full range of achievement descriptors. This may be achieved by assessing students against all criteria within a descriptor, or by formulating assessment tasks that evaluate a limited number of criteria. Criteria should be clearly communicated with students before they begin the task.
* Grade level summative assessment tasks must be developed according to a Table of Specification (TOS) generated in collaboration with the grade level teachers, grade coordinator and Assessment Coordinator. The TOS should be generated at least a six weeks before the proposed administration date.
* All summative assessment instruments and the accompanying mark scheme/rubric should be submitted for vetting at least 2 weeks before the proposed administration date. A panel consisting of the Assessment Coordinator, **ALL** grade level teachers, a teacher one grade level above and a teacher one grade level below (where applicable) will vet the documents to determine their alignment to the submitted TOS, allocation of marks and general guidelines for good assessments. At the end of this meeting, a date for collaborative marking will be scheduled.

## FSP’s Expectations of the Student

The teacher can expect the student to

* be on-time to class and fully prepared with all the appropriate materials for class work and assessment activities;
* submit his own work, citing references used in the appropriate manner;
* respect others’ right to learn and to collaborate constructively with peers;
* submit any required work—homework, class work, assignments and projects, etc.—on time and with due diligence;
* present work neatly and appropriately, i.e. general written work should be completed in blue or black ink, and diagrams should be in pencil and/or coloured pencils.

#### Submission of Students’ Work

All work is expected to be submitted on the due date at the time specified. Work must be handed to the relevant teacher when requested. It is the responsibility of the student to ensure that work has been received by their teacher. There will consequences for late submission of work. This be determined by the professional judgment of classroom teachers and may take into consideration the following factors:

* the age of the student;
* previous occurrences;
* the student’s academic history (e.g. whether the student has specific learning needs);
* other personal circumstances.

Teachers are encouraged to liaise with Grade Supervisors and/or the Assessment Coordinator if they have concerns over late/non-submission of student work.

Parents will be notified in writing when assessment is not submitted on the due date. In serious instances/re-occurrences, the Assessment Coordinator and Grade Supervisor will meet with students and parents.

Work not submitted on time (without adequate explanation or being unreasonably late) may be marked but with no credit recorded at the discretion of the teacher. The task may still be required to be completed in order to demonstrate an ability to meet the criteria for the task and course requirements

Incomplete work should be submitted on time despite not being finished.

##### Homework Policy

Homework is a necessary adjunct to classroom teaching, and all students can 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 and self-reliance. Teachers expect homework to be done properly and punctually. Failure to do homework is treated seriously, and attracts a penalty of 5 demerit points per assignment. When completing homework is perceived to be problematic, the teacher will notify the student’s homeroom teacher and the relevant Grade Supervisor, who may require the student to forfeit his/her recess to complete the outstanding work, or be asked to attend homework club. Parents will be notified should a student repeatedly fail to submit school work.

##### Consequences for Late/Non Submission of Summative Assessments

The following consequences for the late submission of summative assessment tasks (without an acceptable excuse\*) apply to grades 4 - 6.

| **Days late**  | **Consequence**  |
| --- | --- |
| **1-3 or first occurrence in a school year** | Responsibility reminder issued and parents contacted by classroom teacher. Parents will be informed of the expectation that the work is still to be submitted by the new deadline. If the task is submitted by the new date students will receive feedback and in the case if interim assessments, grades will count towards their final subject grade. This task will also be recorded as a late submission and will impact their merit points on their term reports. 10 merit points will be deducted.  |
| **4-9 or second occurrence in a school year** | Parents are to be informed of this consequence in writing by the Assessment Coordinator. If the task is submitted by the new date students will receive feedback and in the case if interim assessments, grades will count towards their final subject grade. This task will also be recorded as a late submission and will impact their merit points on their term reports. 20 merit points will be deducted. |
| **10+** | A non-submission will be recorded for this task after 10 days; a zero will be recorded as the student has not shown evidence of achieving the objectives. Student permanent records will also reflect the non-submission of work. 30 merits points will be deducted. In the case of persistent lateness (i.e. more than one occasion) parents may be requested to come to school for a meeting with the Assessment Coordinator and the teacher(s) involved. |

If a student is absent on the day work is due, he/she must submit the assessment item the following school day to the teacher. The task is still to be completed in order to demonstrate an ability to meet the criteria for the task and to meet the requirements of the subject.

##### In-class task

If a student is absent from school on the day an assessment task is to be completed in, he/she must see their teacher on their first day back, before attending any classes, to organize a time to catch-up on the missed task. Failure to follow this procedure could result in the student receiving no credit for the missed task (students will still need to complete the task in order to meet the learning outcomes for the subject).

##### Scheduling for missed assessment tasks

When scheduling a time to complete a missed task, the teacher will take into account a student’s circumstances (e.g. recovery from a sickness) during his/her preparation time. In some cases an alternative task may be given. Each case will be reviewed individually before a decision is made.

##### Extensions

A student may apply for an extension through their classroom teacher **prior** to the due date. Students must have a valid reason for application and, if approved, a new date will be set for submission.

## FSP’s Expectations of Parents

The school encourages parents to offer constructive and positive support as their children complete their school work; however, this support should not go so far as to compromise the authenticity of the child’s work.

The school recommends that:

* A student be provided with a quiet space at home and adequate time to complete their school work;
* A student has access to a computer;
* A student has Internet access and/or access to books/a library.\*

\*Internet and library access is available at school, both during and immediately after school hours

## FSP’s Expectations of the Teacher

* The student can expect the teacher to
	+ clearly identify the requirements for each piece of work, providing students with task specific clarification of relevant assessment criteria/rubrics;
	+ provide adequate time for students to complete any given each assessment task;
	+ provide adequate access to any materials necessary for the successful completion of any assessment task;
	+ assess all work appropriately and return it to students in good time. For more detailed work, especially projects and portfolios, teachers may take more than one week to return work.
* Students and parents must be provided with their own copy of learning outcomes for each unit. Students must be forewarned which criteria will be used by the teacher to evaluate any work turned in for assessment. Teachers should help students understand what is required of them to fulfil the criteria for a particular piece of assessed work. Teachers will clarify to the students how the criteria apply to the task. Assessment rubrics should be developed and applied to all summative assessment tasks. These rubrics should link the subject criteria’s level of achievement descriptors with task-specific clarifications. A well-constructed rubric should:
	+ Support learning by providing clear guidance;
	+ Provide transparency to the process for students, their families and teachers;
	+ Provide clear, measurable evidence of learning;
	+ Link generic descriptors and their command terms to task-specific clarifications.
* Feedback to students should be detailed so that students are clear about the steps necessary to improve, prompt (within 5 working days of work being submitted), and supportive.
* Teachers must keep a clear and accurate record of all assessment activities. Evidence of formative assessment in preparation for summative assessment should also relate to subject criteria. Both formative and summative assessment will occur within a single grading period.
* Within FPS, 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. Any mark scheme used should not be considered exhaustive
* When using criterion-referenced assessment, student answers are placed where the majority of descriptors correspond to the student’s work. If the descriptors include many criteria for the achievement of an objective and student performance is at a high level on most of the criteria but not all them, teachers adopt a “best-fit” model. If most of the performance was, for example, at the ‘exceptional’ level, and yet student work on a particular strand was missing, teachers might consider reducing the overall performance to a lower band. If a piece of work seems to fall between two level descriptors, only partially fulfilling the requirements of the higher descriptor, teachers will re-read both of the descriptors in question and choose the descriptor which is a ‘best fit’ description of the candidate's work.

Adapted from International School of Paris. (n.d.). *Secondary School Assessment Policy*. Retrieved October 2017, from https://www.isparis.edu/uploaded/Documents/M/Secondary\_School\_Assessment\_Policy.pdf