

Secondary School **Assessment Policy** Updated August 2022

Vision

Inspiring kind and joyful learning communities who use innovative thinking to build a mindful and sustainable world.

Mission

Verita ensures that kindness is the centre of everything we do. Deeply committed to international and intercultural understanding, Verita provides an academically engaging, inquiry-based educational approach.

Our responsibility is to whole-heartedly assist our students to develop the social-emotional and academic skills necessary to live meaningful, fulfilled, and happy lives.

Preamble:

Verita International School is an institution which aligns with the CIS Code of Ethics and the UN Conventions of the Rights of the Child (UNCRC).

The CIS Code of Ethics highlights that we, as a school, are expected to:

- Fulfil the promises stated in their guiding statements, policies, contracts and promotional materials.
- Strive for excellence.
- Nurture a culture of care in which the education, safety and well-being of students and others are paramount.
- Comply with applicable laws and regulations.
- Respect the dignity and equality of all individuals, groups and cultures.
- Promote global citizenship.

As a school which aligns with the UNCRC, we make an effort on upholding the 45 articles of the convention in our school; please refer to the UNCRC articles [here](#).



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Overview

At Verita, we believe it is vital for students to balance their school and personal life. We expect students to achieve high academic standards at school, but to also have the time to explore their personal interests in a fulfilling manner.

Moreover, we consider assessment for learning an essential feature of a productive and high-quality learning environment. Teachers are conscientious in making assessments that help students learn and grow. Our intention in assessing our students is to provide regular and thoughtful feedback for the students' growth.

The following guidelines aim to provide an appropriate amount of work for students based on their year group. More importantly, it helps students learn the importance of meeting deadlines to develop their skills of time management, organization, responsibility, and prioritization.

Assessments

Years 7-9 (IMYC)

Assessments in Middle School are varied, but no matter what form the assessment takes, it should be communicated if the assessment will be formative or summative. Assessments can take the form of the following, but not limited to:

- Projects
- Formal exams
- Portfolios
- Presentations
- Videos
- Essays
- Designing controlled experiments
- Processing and evaluating experimental data and methods
- Reflections on the impacts of science
- Exit Points
- Copybook assignment
- Kahoot, Blooket, etc.

*Where applicable, students should be given agency to choose from a variety of different formats to show their learning: multimedia projects, installations, videos, posters, websites, slideshows, and interactive content.

Formative Assessments

- Formative assessments serve as guidelines for growth and development, and inform the planning.
- Formative assessments do not count for the report card but might be taken into consideration when awarding the final grade; this is a case-by-case situation and it is decided by the teacher.
- Formative assessments will be given throughout the unit under different formats: tests, projects etc.



- Students will have a maximum of **one formative test** and **one formative project** OR **two formative tests** per day.
- Feedback should be provided in different formats: written, recorded, oral.

Summative Assessments

The assessment calendar in Middle School is planned for the entire school year. There are four summative assessment periods which occur at the end of each IMYC unit.

Summative assessments should be announced two weeks prior to the assessment date.

General Guidelines

- Students will have a summative assessment for each subject, for each unit of study
- Students will be assessed on all four criteria for each subject, during one semester.
- Students should have a summative assessment for each IMYC unit.
- Students are graded on a four-criteria subject-specific holistic rubric that has a maximum of 8 for each criterion
- Students will have a maximum of **one summative test** and **one summative project** OR **two summative tests** per day.
- Students and parents will receive an electronic copy of the summative assessment calendar at the beginning of each unit.
- Teachers will chunk assessments with multiple due dates.
- Teachers will guide students into slotting the due dates into their Google Calendar.
- A physical calendar of the summative assessments will be displayed in each classroom.
- Teachers will be required to provide their summative assessments 2 weeks in advance to their students and parents.
- Teachers will be required to give a 1-week notice for an in-class test; pop quizzes and other mini-quizzes are exempt from this.
- Teachers will provide feedback and return grades within 14 days after the due date.
- The feedback must be either written or recorded on Google Classroom as a private message.
- Feedback can also be given via one on one conference verbally.
- Grades will be returned only after the teacher has provided feedback.
- Teachers will inform parents after they return the grades for each summative by email.
- The rigorousness and time required for the summative assessment should reflect how often the teacher sees their students.
 - Students should be able to complete all their **core** summative assessments in class plus the designated homework hours per week.
 - Students should be able to complete all their **specialists'** summative assessments in class.

Note:

- Teachers will use the yearly assessment calendar to slot the summative assessments and subject Google Classroom for the formative assessments.
- Teachers can change the dates for summative/ formative assessments throughout the unit by making sure they do not overlap with other set assessments.



Grading

- Students are graded on a **four-criteria subject-specific** holistic rubric that has a maximum of **8 for each criterion**
- Formative assessments do not count for the report card but might be taken into consideration when awarding the final grade; this is a case-by-case situation and it is decided by the teacher.
- Students will be assessed on all four criteria for each subject, during one semester

Late Work Procedures

- Students are expected to fill out an **“Extension Request”** form **two days in advance** if they cannot complete an assignment by the assigned due date.
 - Attach a doctor’s note in the form of parents explaining the circumstance.
 - Approving the extension will be at the discretion of the teacher.
 - Extension forms submitted the day before or on the day of the due date are not accepted. Accepting them will be at the discretion of your teacher.
- Extension days should be granted based on the days of absence for the student or based on circumstances.
 - The student was absent for two days, an extension of two days.
- Students who are absent on the day of the due date are still expected to submit their assessment through Google Classroom or email a picture of the completed project to their teacher.
 - If students are ill or have an emergency, they are expected to inform the teacher by the due date.
- Students who do not have an extension granted and fail to hand in the assignment on the due date will:
 - be given a final due date (1- 2 days; at the discretion of the teacher)
 - be sent to Miss Irina’s office / Mr. Chow’s office during all breaks to complete the assessment.
 - receive a letter home.
 - graded significantly harder.
- Failure to hand in the assignment on the **final due date will result in a 0**; feedback will be provided.

Illness

In the event of illness, an assessment may be rescheduled by a teacher on a case-by-case basis. This should be well documented. Teachers should also consider writing a make-up exam for these instances.

Absence for other reasons- in the event of an unexcused absence on an assessment date, it is up to the teacher’s discretion, and on a case-by-case basis to allow make-up or not. The teacher’s direct supervisor, the student, and the student’s guardian should be informed of the decision and reasoning in writing.



Years 10-11 (IGCSE/NON-IGCSE SUBJECTS)

General

- Feedback/grades on summative assessments should be given back to students within 14 days.
- All grades should be logged into Google Classroom,
- For all summative assessments students should receive feedback.
- The feedback should highlight two positives and suggest two growth areas.
- All work should be returned on Google Classroom.
- If a student is awarded a 3 or less, parents should be informed and the teacher should set a meeting with them.
- If students fail to meet the interim due dates or the teacher notices that a student didn't start the work on time, parents should be informed by email.

Formative Assessments

- Formative assessments serve as guidelines for growth and development and adapt the planning according to the students' needs
- Formative assessments might be taken into consideration when awarding the final predicted grade; this is a case-by-case situation and it is decided by the teacher.
- Formative assessments will be given throughout the unit under different formats: tests, projects etc.
- Feedback should be provided in different formats: written, recorded, oral.

Summative Assessments

1. Summative assessment during the teaching periods

- The Summative Assessments will be posted on Google Classroom and grades must be logged into Google Classroom.
- The Summative Assessments have to be slotted in the High School Calendar
- All homework assignments should be posted on Google Classroom. This will help with keeping track of student progress.

2. Mock Exams

- Mock examinations will be written twice in year 10 about all content covered and once in year 11.
- The calendar of the Mock exams is announced at least 1.5 months before the first mock exam date.
- There is a Winter (Jan./ Feb.) and Summer (May/June) mock exam series.

Grading

- Students are graded on the **Edexcel 9-1 scale**.
- For the IGCSE subjects, there are IGCSE subject-specific criteria (Assessment Objectives) and a final predicted grade.
- For the NON-IGCSE subject, there is one grade in their final report.



Grade breakdown:

IGCSE SUBJECTS

- Mock assessments count 60%
- Summative assessments count 40%

NON-IGCSE SUBJECTS

- At least two summative assessment is expected for each term
- Final grade:
 - Summative assessments count 70%
 - Homework/classwork/Formative count 30%

Late work procedures for Year 10 and 11:

Steps:

1. A student will be given a grace period of one day for unsubmitted assignments, but the subject teacher must be informed of this at least 3 days before the assignment is due.
2. If a student has a valid medical reason, the due date may be extended further than one day and the new date can be mutually decided between the student and the teacher. But if it is not submitted by the agreed deadline, then proceed to step 4.
3. If the student does not give notice to the teacher, then go directly to step 4.
4. If a student fails to submit the assignment during the grace period, they will then spend 2 hours on the following day with an SLT member of the secondary division. At the end of that 2-hour period, the student will submit what has been written and will be graded normally.
5. This work will be submitted in the presence of the supervising member.
6. These rules also apply to all course and core components. If the student fails to turn up to the 2-hour session, they will receive a zero for the assignment.

IB DP

General

- Feedback/grades on summative assessments should be given back to students within 14 days.
- All grades should be logged into Google Classroom or ManageBac
- For all summative assessments students should receive feedback.
- The feedback should highlight two positives and suggest two growth areas.
- All work should be returned on Google Classroom or Managebac
- If a student is awarded a 3 or less, parents should be informed and the teacher should set a meeting with them.
- If students fail to meet the interim due dates or the teacher notices that a student didn't start the work on time, parents should be informed by email.

IB DP formative:

Student Portfolio

All homework assignments to Managebac and all of them must be graded. This will help with keeping track of student progress



IB DP summative:

All teachers will need to have done at least 5 summative assessments throughout the course of a term excluding mock examinations. This means that there must be a total of 10 summatives in year 12, excluding mock examinations. Year 13 term 1 will also have 5 summative assessments, excluding mock examinations. But year 13 term 2 will not have a set requirement, due to the importance of revision and exam preparation. This means that students throughout the IB DP will have a total of 15 summative assessments per subject and 3 mock examinations. All summative assignments and grades **must** be logged on Managebac. This will allow the DPC to keep track of students' progress.

1. Summative assessment during the teaching periods

- The Summative Assessments will be posted on Managebac and grades must be logged into Managebac.
- The Summative Assessments have to be slotted in the High School Calendar

2. Mock Exams

- Mock examinations will be written twice in year 12 about all content covered and once in year 13.

Grading

- Add all homework assignments to Managebac and all of them must be graded. This will help with keeping track of student progress.
- Everything that the students do counts towards their predicted grade.
 - Mock assessments count 50%
 - Summative assessments count 40%
 - Homework/classwork count 10%
- Students are graded on the **1-7 IB scale**.

IB DP late work procedures:

Steps:

1. A student will be given a grace period of one day for unsubmitted assignments, but the subject teacher must be informed of this at least 3 days before the assignment is due.
2. If a student has a valid medical reason, the due date may be extended further than one day and the new date can be mutually decided between the student and the teacher. But if it is not submitted by the agreed deadline, then proceed to step 4.
3. If the student does not give notice to the teacher, then go directly to step 4.
4. If a student fails to submit the assignment during the grace period, they will then spend 2 hours on the following day with the DPC or high school principal. At the end of that 2-hour period, the student will submit whatever has been written and will be graded normally.
5. This work will be submitted in the presence of the supervising member.
6. These rules also apply to all course and core components. If the student fails to turn up to the 2-hour session, they will receive a zero/F for the assignment.



General Considerations

ELL Students

- ELL students will have 25% additional time for an in-class test to allow for language demands; this will be supervised by the class teacher or the ELL teacher.
- ELL students will have their summative assessments differentiated in terms of requirements or language; this will be at the discretion of the subject teacher and the ELL teacher.

SEN Students

- SEN students will have 25% additional time for an in-class test.
- SEN students, depending on their Individual Education Plan (IEP), may have their assessments differentiated or modified completely with the exam board externally and with the assistance of the SENCO and their teacher internally.
- If SEN students did not have their accommodations provided during their assessment, they will be able to retake the exam.

Student Rights

1. Students will be provided with interim due dates for large assessments.
2. Students will be informed at least 1 week prior to an in-class test.
3. Students will be given the summative assessment at least 2 weeks before the due date.
4. Students will be allowed to appeal first to the teacher for adherence to the policy and if a solution is not found, students may appeal to an administrator.

Feedback

Feedback is one of the critical components to help students improve their learning following an assessment.

Following each assessment, there should be the following in place:

- Actionable feedback provided verbally through one on one conferences or written feedback on the relevant platform or medium.
- An opportunity to show extensions of learning

Communication with parents

- The learning update newsletter will be filled in twice a month for Middle School and once a month for High School.
- If students fail to meet the interim due dates or the teacher notices that a student didn't start the work on time, parents should be informed by email.
- It is the responsibility for teachers to keep parents informed of their child's progress, if they are, but not limited to:
 - Failing their course
 - Failed an assessment
 - Late or no submission of any coursework
 - Risk of failing the course
 - Significant decrease in the quality of work being produced



Daily Homework

Core subject teachers (English, Maths, Humanities, Languages, & Science) should assign homework based on the hours suggested for each week.

*Specialist teachers should have students complete the majority of their work in class.

- Year 7- **1 hour** weekly for each core subject
- Year 8- **1.25 hour** weekly for each core subject
- Year 9- **1.5 hour** weekly for each core subject
- Year 10- **2 hour** weekly for each core subject
- Year 11- **2 hours** weekly for each core subject
- Year 12- **3 to 4** hours per day
- Year 13 -**3 to 4** hours per day

Created and Reviewed by: Rico Chow / Secondary School Principal

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Approved by Richard Joannides

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