



Raffles World Academy - Assessment processes and expectations

This document lays out the basic expectations for assessment, marking and reporting at RWA. It should be used, as appropriate, alongside other documents (such as the school's Assessment Policy) and within the guidelines published by the IB for both MYP, DP and CP courses.

Understanding Assessment

- Students must understand what they are being assessed on and what success will look like at the different levels (according to IB criteria/grade descriptors/modelling assessment).
- For each assessment, students should be given the relevant criteria/descriptors that they will be assessed against beforehand and should discuss with the teacher how these will be applied to the specific task. At MYP, this will result in Task Specific Clarifications.
- Application of criteria/grade descriptors and grade boundaries must be modified according to the point in the programme when the assessment is taken. It must be possible for students to achieve any grade (1-8/1-7) in every assessment at every point in the programme. It should not be more difficult for a student to achieve a top grade at the beginning of the programme than at the end.

Frequency

At MYP each Criteria must be assessed a minimum of once per semester. There must be no N/As for criteria on RP2 and RP4 reports. DP follows component based assessed criteria. There should be no award of a zero grade (see below under further guidance)

Each taught unit (aligning with RP1, RP2, RP3, RP4) must, as a minimum, be assessed using this cycle:

1. Formative 1 (assessment FOR learning) and in copy books
2. Formative 2 (assessment AS learning) – recorded on Managebac and filed into assessment folder
3. Summative (assessment OF learning) – recorded on Managebac and iSAMS and filed into the assessment folder

It is understood that formative assessment takes place continually and through a wide range of modes. Formative 1 and 2 are the benchmark assessments that must be given for every student and every unit.

Formative 1*

- Diagnostic baseline assessment.
- It is used to establish existing learning (knowledge, skills and understanding) relating to the unit being taught. It must be administered at the beginning of the unit.
- Teachers use the data from the assessment to plan their teaching.

- Students use the data to understand what they will need to learn.
- Self and Peer assessed

Formative 2

- Assessment of progress closer to the final summative
- It is used by the teacher to modify planning for teaching.
- It is used by students to understand where they are on the learning journey of this unit and to set clear targets to achieve by the end of the unit.
- It must be administered at least half way through the unit in preparation for the summative
- There must be enough time before it for students to have made measurable progress.
- There must be sufficient time after it for students to implement recommendations from it and make progress before the Summative assessment.
- Marking must include feedback and Next Steps
- Teacher assessed and grades recorded on ManageBac and the department tracker

Summative

- Assessment of learning within that unit.
- Moderated before marking starts
- It is a final grade that shows a student's achievement against the agreed set of criteria/objectives.
- It is given and/or submitted at the end of the unit.
- Teacher assessed and grades recorded on ManageBac and the department tracker
- Summative assessments are recorded on iSAMS for RP1, RP2, RP3 and RP4

* Students joining a class midway through an assessment, should take F2 or a version of it on joining.

Modes of Assessment

- The MYP requires that a wide range of modes of assessment be used throughout the programme AND that students should have choice in what mode of assessment they use to display their learning. This is good practice and should be extended through DP/CP as far as is appropriate.
- It is understood that as students move towards the end of Programmes (MYP 10 and DP2) that there will be formal testing as the mode of assessment (Mock Exams). However, there should not be any assumption that (with the exception of formal Mock examinations) students will sit a full suite of papers as assessment point for any subject (see the DP policy)
- There will be no formal timetabled 'Exam/assessment week' for Grades 6 – 8. Test style assessments will be given, but the majority must be task/project based, take away assessments completed over a period of time, with a submission deadline. RP2 and RP4 MYP assessment for G6-8 are not exams but continuous assessment. Students are assessed on more recent topics in RP2 and RP4 and some skills that the department teachers agree on after moderation throughout the year. **(see the MYP policy for further guidance on types of assessment)**

- Grade 9,10, 11 & 12 summative/formative assessments for RP1 and RP3 must be organised via the ManageBac calendar beforehand and agreed upon in collaboration by the coordinator and HOG so as to avoid clashes. RP1 and RP3 assessments will involve some test style assessments carried out in class time, but can also be task based, take away style assessments with a submission deadline linked to Turnitin
- G9, 10, 11 &12 exams are scheduled by the coordinator for the RP2 and RP4 reporting points.
- The calendar on ManageBac must be used to track assessment deadlines to ensure that there are no more than two test style assessments for any student on any day and not more than 4 test style and task-based deadlines per week.
- When non-elective subject assessments (Math, MFL, English) are scheduled in the week then the calendar dates must be monitored more carefully and not more than 3 deadlines per week. These will be implemented by HODs and overseen by Curriculum Coordinators and Heads of Grade.
- For G10, 11-12 the coordinator will block off the ManageBac calendar for setting test style deadlines when core components are due (EE/TOK/PP)

Marking (self, peer and teacher assessed) and Reporting

- Formative 1 base line assessments should be marked using the self and peer assessed method and recorded into the copy book
- All Formative 2 assessments must be marked and returned to students within 1 week of the assessment being completed by students and filed into the assessment folder
- Formative 2 marking must include Next Step targets and the student response – these should be set in collaboration with the students. There should be at least a week given to students to reflect on and work on next steps before the summative is given
- All Summative assessments must be marked, moderated/standardized and returned to students with 2 weeks of the assessment being completed and filed into the assessment folder
- Formative 2 and Summative grades must be reported on Managebac.
- RP2 and RP4 semester grades are recorded on iSAMS. These grades MUST NEVER be based on a single data point. They must reflect a student’s learning across the reporting period and be calculated on a ‘best fit’ basis for MYP and a ‘Cumulative’ bases for DP/CP.
- Each department must agree on the processes for reaching their semester grades and these must be agreed upon in collaboration with the Deputy Head (Academics) and coordinators
- RP2 grades should not overly and negatively impact RP3 and RP4 grades.
- Students should be given their assessments to use for revision purposes. Since assessments folders are kept in school for safety purposes, students should be given copies and can take photographs of them.

Formative Marking Policy

- The type of assessment (Self, Peer, or Teacher) must be clearly indicated.
- Requirement of at least one piece of formative marking every week (either self, peer or teacher).

- Of this requirement, teacher marking should be a minimum of once a month.
- Next step feedback should state what the student did well and target specific areas for improvement, checked by the teacher (stamp).
- Evidence that the student has responded to the feedback and this has been acknowledged by the teacher.
- Verbal feedback should be documented by the student

Further Guidance

If students obtain grades 1-3 in their Formative 2 assessments teachers must keep parents, their HOD and coordinator informed. The best way is via a documented email with the next steps and intervention in place for the student to access the upcoming summative. This step ensures that all parties are aware of the students' progress and the teacher's action to support the student.

If a student is absent on the day of an assessment/misses an assessment deadline or in the event of academic misconduct, then the following steps must be in place:

- Contact the parents and inform them of the missed assessment/deadline and the opportunity for a catch up/or extended deadline. Include your HOD and coordinator in the email communication
- Set a catch-up day/extended deadline when the student can take the assessment/submit work
- If the student misses the catch-up session test /extended deadline teachers must then contact the HOD/Coordinator who will act on take the steps necessary
- If a G10,11,12 student misses an examination then a doctor's note must be submitted before a catch-up day is set for the student at the discretion of the HOD/ coordinator
- Before grades 1-3 are input the RP reports, the teacher must discuss with their HOD the rationale and reason for it
- For cases of academic misconduct/dishonesty teachers must inform the coordinators/HoG for further guidance
- Overall, teachers must engage in dialogue with their HOD/coordinator and parents must be informed before a zero is awarded