



INTRODUCTION

AISS practises an assessment policy that has been developed in line with IB expectations.

PURPOSE AND VALUE STATEMENT

Our Mission

To future-proof our children in a VUCA world by developing life skills needed to continuously learn, adapt, and thrive while recognizing their common humanity and shared guardianship of the planet.

Our Vision

To be at the forefront of developing aspirational active lifelong learners.

Our School Ethos

- To develop inquiring, knowledgeable and caring young people.
- To promote intercultural understanding, international-mindedness, and respect.
- To create a better and more peaceful world.

Core Values

- *Quality Education*: Providing the best education with reasonable fees.
- *Character Building*: Instilling good values and virtues in students.
- *Community and Citizenship*: Developing a sense of responsibility and contribution to society.
- *Teacher support*: Creating a positive environment for teachers to thrive.

WHY DO WE HAVE THIS POLICY?

Assessment is the process of evaluating students' work and attainment against specific assessment, learning objectives, and required criteria.

The purpose of assessment is to:

- Empower students to achieve better results
- Measure students' attainment
- Monitor students' development
- Provide feedback
- Promote students' learning process
- Provide reflection on teaching to the teachers

While the prime responsibility of the assessment outcomes rests on the students themselves, the process of assessment also includes teachers and parents. This policy outlines our approach to assessments.

WHAT ARE OUR ASSESSMENT PRINCIPLES?

Assessment is criterion-referenced, which means that it assesses students' skills, knowledge and competencies against a fixed predetermined set of standards. This way, AISS encourages its students to achieve great results and obtain quality international education. For skills-based subjects, the conventional grading scale is used along with a basic rubric. Since the assessment goal is to monitor, evaluate and improve students' competencies, AISS presents the following assessment principles:

- Suitable forms of assessment are used;
- Criteria, assessment objectives and learning objectives are clearly presented to students;
- Assessment components may be differentiated in order to improve students' competencies and results;
- Assessment and evaluation process can be done in different forms;
- Assessment and evaluation process is fair to all students;
- Assessment outcomes are considered as guidance for improvement for both teachers and students;
- Assessment modifications can be done in order to support the inclusion policy;
- Students' achievement is marked in accordance with the subject assessment objectives and criteria.

TYPES OF ASSESSMENT

Assessment can be formative and summative.

Formative assessment is a daily or weekly check of students' level of achievement, while students are also given feedback on their competencies. Formative assessment can include, but is not limited to:

- Quizzes
- Homework
- Coursework
- Team projects in team collaborated-activity
- Class discussions
- Experiments
- Presentations.

Summative assessment represents the evaluation of the students' knowledge and skills, usually at the end of a unit or a module. These assessments are done in a controlled environment and include, but are not limited to:

- Formal Assessments;
- Tests;
- Final exams;
- Essays;
- Projects & Presentations;
- Mock exams;
- Components for the final exams.

AISS encourages the teachers to provide clear and timely feedback after summative assessments through an assessment reflection unless the assessment is conducted externally.

For all the assessments, the Academic Honesty Policy and the regulations on schoolwork, homework and examination assignments, plagiarism and copyright violations apply.

IMPLEMENTATION OF ASSESSMENT

Frequency

Per subject, there can only be four summative assessments per term.

For all subjects, all strands within all criteria must be tested at least twice in one academic year.

Teachers are required to conduct at least one formative assessment prior to a summative assessment. Teachers are allowed to conduct as many formative assessments as they think is needed for the students' to improve their competencies.

Nonetheless, AISS encourages time for students to reflect on their work and development, which is why a student can have only three take-home summative assessments per week and three in-class summative per week.

Task Specific Clarification (TSC)

Students' will not be judged against the work of others but against assessment criteria which the teacher may modify to suit the work of the assessment in the Task Specific Clarification (TSC).

The TSC will be explained to the student prior to the assessment, and the descriptors will help the student and teacher to find the student's level of achievement for each criterion.

The TSC is also used by the student to monitor her/his progress and to identify areas of improvement.

Tracking Progress

Teachers are obliged to track their students' progress frequently, using different forms of formative assessments during their lessons. Teachers should check the IB Portal calendar in Moodle before assigning assessments. Only three take-home and three in-class summative assessments are allowed per week. Take home and in-class summative assessments cannot be for the same subjects. All summative assessments must be completed before the last week of the term.

Postponement

If the student is prevented from sitting for the summative assessment, a parent/legal guardian is obliged to inform the school's administration and request for postponing the assessment for that student prior to the date of the summative assessment. Postponements, extensions or rescheduling of summative assessments is subject to the discretion of the teacher.

AISS may ask for evidence that supports this request, such as a medical report, a letter from the event organisers or an explanation letter.

Feedback

After each summative assessment, teachers are obliged to provide students with clear and affirmative feedback.

GRADE DESCRIPTOR FOR SUMMATIVE ASSESSMENT

Achievement Level	Descriptor
8	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of familiar and unfamiliar situations.
7	The student demonstrates a consistent and thorough understanding of the required knowledge and skills and is able to apply them fully in a variety of familiar and unfamiliar situations.
6	The student demonstrates a consistent understanding of the required knowledge and skills and is able to apply them fully in familiar situations.
5	The student demonstrates a general understanding of the required knowledge and skills and is able to apply them in familiar situations.
3/4	The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in familiar situations with support.
1/2	The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in familiar situations, even with support.
N/A	Not Yet Assessed.
N/S	Not Yet Submitted

FINAL MYP GRADE DESCRIPTOR

Grade	1	2	3	4	5	6	7
Boundaries	0-5	6-9	10-14	15-18	19-23	24-27	28-32

Grade	Descriptor
1 (Very Poor)	Minimal achievement in terms of the objectives.
2 (Poor)	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support .
3 (Mediocre)	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .
4 (Satisfactory)	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis, and evaluation.
5 (Good)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis, and evaluation where appropriate and occasionally demonstrates originality and insight.
6 (Very Good)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis, and evaluation where appropriate. The student generally demonstrates originality and insight.
7 (Excellent)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis, and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .

SKILLS GRADING SCALE

Grade A* (90 - 100) A (80 - 89) B (70 - 79) C (60 - 69) D (50 - 59) E (40 - 49) F (30 - 39)
G (20- 29) U (0-19)

REPORT OF STUDENT ACHIEVEMENT

The report on student's achievement in AISS will be presented in the termly Report Card uploaded in School2Me.

The report will be:

- Affirmative
- Honest and fair
- Consistent and standardised in compliance with IB
- Regular and in timely manner
- Clear and understandable

COMPLAINT AND APPEALS

If the student is not satisfied with his/her assessment results, they (with parental consent) can write to the school through studenthelpdesk@aspirationis.edu.my.

The school will reassess the student's work and gather all the evidence, within 7 days from the day the complaint was received and in accordance with the Academic Integrity Policy.

The school will communicate with the student and his/her parent/legal guardian and make a decision based on all the available evidence.

If the decision or an outcome is not satisfactory for the student or his/her parent/legal guardian, they can write an appeal.

The School will form an Appeal Board that includes: subject teacher who does not teach the student in this case and/or the Head of Department, MYP Coordinator and/or the Head Teacher.

The Appeal Board will make a final decision based on all the available evidence not later than 14 days after the day the appeal was submitted to the School.

The Decision of the Appeal Board is final.

COMMUNICATION PLAN

This assessment policy will be published on the school's website. Parents will be notified of this policy via the School2Me app. Homeroom teachers will discuss this policy with students at the start of each term to familiarise students with assessment practices. The school will constantly work on communicating the methods of assessment throughout the academic year through various means such as infographics, short informative videos, etc.

REVIEW OF THE ASSESSMENT POLICY

The assessment policy will be reviewed at least once each academic year and revised accordingly if required.

Written by	Ms Frauline Fernando
Feedback/Comment by	Ms Bhuvana
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Next Review	January 2024

Written by	Ms Frauline Fernando
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