



**International School of Curaçao**

# Assessment Policy

January 2023



# **International School of Curacao Assessment Policy**

## **Introduction**

ISC offers a rigorous academic program in order to prepare students who are planning to pursue higher education at colleges and universities around the world.

At ISC, we believe assessment is both about the measurement of performance at a given point in time as well as an ongoing process of gaining information to promote future learning. Assessment should provide the basis of informed teaching, helping students overcome their difficulties, and ensuring that teaching builds on what has been learned. It is also the means by which students understand what they have achieved and what they need to work on.

## **Aims and Objectives of Assessment at ISC (Purpose and Scope)**

A. To enable teachers to:

1. Collect, analyze, and interpret data accurately to assist in making decisions about the learning progress and needs of their students.
2. Understand and teach to the learning styles of their students.
3. Consistently use strategies and accommodations to assess ESL students according to their language abilities
3. Plan work that reflects the needs of the student population to whom they are catering.
4. Gather evidence of student performance in relation to learning objectives in accordance with core assessment standards as dictated in the standards adopted by ISC.
5. Use formal and informal assessments to provide feedback to students to support and enhance their learning experience.

B. To enable students to:

1. Demonstrate what they know, understand, and are able to do.
2. Recognize and understand the next step to improve their learning.

C. To enable parents to:

1. Have information regarding their child's progress in order to support their child's learning.

D. To enable the Director and Board of Directors to:

1. Make informed judgments about the effectiveness of the school.

## **Student Missed Work**

1. Students who miss an assessment because of sickness may be required to provide a doctor's note confirming this when returning to school.

2. Students who miss a standardized test because of sickness or other legitimate reasons will be expected to take the test on a day determined by the MAP Test Coordinator.
3. Students who fail to hand in assignments or who miss tasks through absence for reasons that are not legitimate may be kept after school to complete the task.
4. A student may be given zero in the following instances:
  - Proven dishonesty or plagiarism.
  - Unexcused absences.
  - Failure to sign and present the Advance Notification Form before the student's absence.
5. Students being withdrawn early, either before the holiday break or at the end of the year for vacation purposes before or during exams, will not be given the exam ahead of time.

### **Assessment Modifications for Learners with Barriers to Learning**

On the advice of a competent professional such as a doctor, psychologist, or psychiatrist, a learner with temporary or permanent barriers to learning may be granted various modifications or accommodations. The names of these learners will be shared with their respective teachers at the beginning of the academic year. Together with the modification, they are permitted, concessions may include:

1. Additional time to complete tests and examinations.
2. Relaxation of expectation with regards to spelling and grammar.
3. Relaxation of expectation with regards to handwriting.
4. Use of calculator for items assessed for the process, not calculation.

### **Types of Assessments:**

ISC uses four different methods of assessment throughout the school:

#### **1. Pre-assessment**

- a. Pre-assessment takes place prior to instruction from the teacher on a given topic/subject.
- b. Pre-assessment informs both teacher and student what they already know about a topic.

**2. Formative assessments** are used to gather evidence of and for learning and to make adjustments to instructional practices so that students will learn more effectively. Teachers analyze the results of formative assessments to differentiate instruction, make decisions about re-teaching, develop enrichment activities, and provide additional support to students who need more reinforcement. Formative assessments may include, but are not limited to, tasks such as homework or check-up quizzes.

**3. Assessment of effort, behavior, and work habits** are used by teachers to make judgments about areas of personal responsibility and are designed to inform parents and students about those behaviors that will support current and future academic achievement.

Grades for assessing effort, behavior, and work habits may include such areas as meeting deadlines, ability to work effectively with others, or participation levels in class.

**4. Summative assessments** are used by teachers to make judgments about student performance at a particular time, usually at the conclusion of a sequence of instruction. Summative assessments reflect student mastery of curriculum content standards and benchmarks and may include assessments such as tests, projects, presentations, lab reports, research assignments.

### **Standardized Assessments**

Standardized assessments are administered across various levels of the school. MAP for Primary Grades (MPG) is administered three times per academic year to grades K5-2. Measures of Academic Progress (MAP) are administered three times per academic year for grades 3-8 and twice in grades 9 and 10.

Students in High School also take standardized tests in preparation for college admission. These can be viewed in the Parent-Student Handbook.

### **Elementary School Assessment and Grading Policy**

At the elementary level, students are given formative assessments throughout the year. Formative assessments are given at the teacher's discretion. This can happen daily, weekly, monthly, or as often as is necessary to give a clear picture as to the ability level and learning style of the student. Kindergarten, along with grades 1 and 2 currently receives standard-based assessment.

Lower Elementary teachers use the following grading system:

#### **K3**

Exceeds Expectations (E)

Meets Expectations (M)

Shows Progress (SP)

Not Making Expected Appropriate Progress (N)

Not Applicable this Quarter (NA)

#### **K4, K5, 1st grade, 2nd grade**

##### **Report card scale is as follows:**

**M - Mastered:** Student consistently demonstrates an understanding of concepts, skills, and processes taught in this reporting period.

**D - Developing:** Student is not yet consistent in demonstrating an understanding of concepts, skills, and processes taught in this reporting period.

**NM - Not Meeting Standard:** Student does not demonstrate an understanding of grade-level concepts, skills, and processes taught in this reporting period. Student is performing significantly below grade level.

**NA:** Not assessed this marking period

**Note:** The goal is for all students to master the standards by the end of the school year.

Upper Elementary teachers use the following grading system (Grades 3 to 5):

- 10% Homework
- 20% Classwork/Labs/Participation and Effort
- 30% Quizzes / First Draft
- 40% Tests/ Projects / Essays

### **Upper Elementary Grading Scale**

90-100	A
80-89	B
70-79	C
65-69	D
0-64	F

### **Portfolios and Student Profile data sheets**

The Elementary School has a portfolio folder for each student including assessment results from the beginning and end of the academic year. It is used as an informative tool passed on from previous teachers to receiving teachers at the end of each academic year. Student data sheets are also included in the portfolios. These sheets include the following student information:

- special needs
- areas needing improvement and support
- learning styles
- academic ability and level
- assessment results
- standardized testing scores
- social-emotional skills
- behavior
- work habits

### **Middle Years Program MYP Grades 6-10 Assessment and Grading Policy**

#### **Introduction/Philosophy**

At ISC, MYP assessment aligns with guidelines set out by the International Baccalaureate in the MYP Coordinator's Handbook and MYP: Principles into Practice.

Assessment is an integral part of all teaching and learning. It informs all stakeholders in a learner's education about performance, achievement, progress, areas of strength, and areas for growth. Assessment in the MYP is always relevant and authentic. That is, it allows for the practical application of learned skills and concepts, through the use of real-life situations. The results of assessment form the basis for further teaching and learning, as they are the indicators of a child's current levels of knowledge, understanding, and application of concepts explored within the classroom.

Assessment at ISC embodies several key IB MYP principles, including all aspects of the IB learner profile, the global contexts, and the fundamental teaching and learning model of inquiry, action, and reflection. Additionally, assessment makes use of the rubrics, criteria, and descriptors provided by the IB in the discrete subject guides.

For information regarding academic integrity within the MYP, and its effect on assessment, see the Academic Integrity Policy document.

### **Forms of Assessment**

Assessment at ISC is a continual process that occurs at key points throughout the school year, allowing for thorough and consistent evaluation. It is both formative and summative, providing feedback for teachers and students several times during each unit of inquiry. All assessment is criteria-referenced. That is, students are assessed against IB criteria and not against each other. Further, the criteria used provide descriptions of current levels of achievement, which inform areas for further growth.

The two main forms of assessment used at ISC are formative and summative. Both forms are used in the formulation of ISC grades. Formative assessment is geared towards recurrent assessing during a unit of inquiry. Feedback for formative assessment ranges from informal discussion to written commendations and recommendations, depending on the nature of the assessment task. This form of assessment may not make use of criteria-referenced levels, as it is intended to provide students and teachers with information regarding discrete skill progression within the context of one unit of inquiry. Summative assessment occurs at the end of each unit of inquiry, and the feedback provided is formally presented, along with a criteria-referenced level of achievement. Only summative assessments are used in the formulation of MYP grades.

Where more than one teacher is involved in teaching a subject group for a single year group, summative assessment is standardized, ensuring that a common system of criteria-referencing is used.

Assessment tools available comprise all forms of written, oral, and practical work. Examples of assessment methods include, but are not limited to:

- case studies
- debates
- discussions
- essays
- journals
- subject-specific formative tests (multiple-choice/short-answer/selective response)
- observation
- projects
- portfolios
- verbal and multimedia presentations
- problem solving
- process journals and developmental workbooks
- research

### **Reporting of assessment**

Assessment at ISC is formally reported through quarterly report cards, MYP marks will be reported each semester. Additionally, assessment is reported using regular progress reports,

annual parent-teacher evenings, individual parent-teacher conferences (by appointment) and, in the case of the MYP 5 Personal Project, presentations.

Middle school students will continue to receive quarterly report cards based on the traditional grading scale (A through F) below. Students will also receive a semester MYP report and explanation that shows student achievement using the MYP achievement levels on a scale of 1-7 (shown in the chart below).

### **ISC Grades:**

Teachers will base grades on 50% Formal Summative assessments with a minimum of three assessments per quarter and 50% Formative Assessments:

#### Middle School Grading Scale

95-100 A+  
90-94 A  
85-89 B+  
80-84 B  
75-79 C+  
70-74 C  
65-69 D  
0-64 F

### **IB MYP Grades**

#### **The “Best-Fit” Approach to Assessment**

ISC makes use of the IB-mandated “best-fit” approach to assessment. Below is an extract from the MYP Language A: English subject guide:

*The descriptors for each criterion are hierarchical. When assessing a student’s work, teachers should read the descriptors (starting with level 0) until they reach a descriptor that describes an achievement level that the work being assessed has not attained. The work is, therefore, best described by the preceding descriptor.*

*Where it is not clearly evident which level descriptor should apply, teachers must use their judgment to select the descriptor that best matches the student’s work overall. The “best-fit” approach allows teachers to select the achievement level that best describes the piece of work being assessed. If the work is a strong example of achievement in a band, the teacher should give it the higher achievement level in the band. If the work is a weak example of achievement in that band, the teacher should give it the lower achievement level in the band.*

## General IB Achievement Levels

General descriptors of achievement levels are listed in the table below. These are not subject specific, and each subject area uses separate levels and descriptors, which are available in the IB MYP subject guides.

LEVEL	DESCRIPTOR
1	Minimal achievement in terms of the objectives
2	Very limited achievement against all of 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	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	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	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	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis, and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
7	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. Consistent evidence of analysis, synthesis, and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.

*\*adapted from policies from The Codrington School, International School of Barbados & the International School – Port of Spain, Trinidad.*

## High School Assessment and Grading Policy

Students' quarterly grades will be based on the following criteria:

50% Formal Summative with a minimum of three assessments per quarter

50% Formative assessments

Computation of a student's end-of-year grade:

<b>Semester 1:</b>	<b>+</b>	<b>Semester 2:</b>	<b>=</b>	<b>Final Grade</b>
Quarter 1: 42.5%		Quarter 3: 42.5%		
Quarter 2: 42.5%		Quarter 4: 42.5%		
Midterm Exam: 15%		Final Exam: 15%		

The honor roll is based on the student's average for the quarter's grades in all classes, regardless of how often the course meets or their level. As part of our school policy we do not provide students' class rank.



### High School Grading Scale

ISC	Letter Grade	IB	GPA4	IB GPA
97-100	A +	7	4.33	5.33
93-96	A	6	4	5
90-92	A-	6	3.67	4.67
87-89	B+	5	3.33	4.33
83-86	B	5	3	4
80-82	B-	5	2.67	3.67
77-79	C+	4	2.33	3.33
73-76	C	4	2	3
70-72	C-	4	1.67	2.67
67-69	D+	3	1.33	2.33
65-66	D	3	1	2
50-64	F	2		
0-49	F	1		

(4.0 scale non-weighted/ 5.0 scale weighted for International Baccalaureate)

### Graduation Requirements

The following are the credit requirements for students to graduate from High School:

English	4 credits
Math	3 credits
Science	3 credits
History	3 credits
Foreign Languages	2 credits
Fine Arts	1 credit (Music, Art or Drama)
PE/Health	2 credits
Other classes	6 credits

**Total 24 Credits**

#### Note:

Physical Education (P.E) and fine arts (e.g. Music, Art, etc.) classes may deviate from the weighting when using alternative assessments.

**Letter grades:** (A = 90-100%, B = 80-89%, etc.)

#### Review Schedule

ISC's Assessment Policy will be reviewed each school year.

Last reviewed/revised: January 2023.

#### Resources

ISC Parent-Student Handbook

<http://ednews.co.za/past/Schoolassessmentpolicy.pdf>

[http://www.saskschools.ca/curr\\_content/constructivism/how/preassessment.html](http://www.saskschools.ca/curr_content/constructivism/how/preassessment.html)