



## School of the Nations Assessment Policy

### 1. GUIDING PRINCIPLES

The School of the Nations recognizes that the primary goal of assessment is to improve student learning.

We believe that the following principles underpin assessment at SON:

- The assessment process must reflect the school's values. These include, but are not limited to the beliefs that:
  - every child is a capable human being
  - every human being is endowed with, and intrinsically motivated to fulfil a dual moral purpose – to refine their own character and develop their personal skills and talents; and to deploy these to effectively serve and contribute to the development of society.
- Formative feedback to students is a critical function of the assessment process centered in student learning.
- Students experience and express their learning in many different ways. Teachers must provide a range of opportunities, through multiple assessment strategies, for students to express or demonstrate understanding.
- Learning happens best when it is taught and assessed in context.
- Assessment is not a tool to motivate students to learn.
- Assessment should represent and provide feedback on students' knowledge, skills and understanding and must be free of other factors such as effort or conduct.
- Assessment procedures are consistent across the school demonstrating fairness to all students.
- Assessment practices must take into consideration students' ability and condition.



## 2. Purpose of Assessment

The Primary goal of assessment at the School of the Nations is to improve student learning. This fundamentally ties into the School's conception that every human being is "... a mine rich in gems of inestimable value. Education can, alone, cause it to reveal its treasures, and enable mankind to benefit therefrom." (Baha'u'llah: Gleanings from the Writings of Baha'u'llah, pp. 260)

At the School of the Nations, there are three main purposes of assessment:

- Assessment for Students - We believe that the main purpose of assessment is to provide students with explicit and constructive feedback about their progress towards learning goals and and recommendations for improvement.
- Assessment for Teachers - Assessment practices for teachers should provide them with timely data about their teaching and must inform the next stage of their teaching.
- Assessment for official purposes - For Official purposes, such as reporting to other external organizations, formal assessment should provide a "snapshot" of what a student is capable of, informing the next stage of their education.

With the above principles in mind, the following policy outlines the practices expected of all teachers at SON.

## 3. Types of Assessment and Guidelines for Teachers

The structure identifies three main parts to the assessment process:

- Assessment for Learning (formative)
- Assessment as Learning (reflective)
- Assessment of Learning (summative)

While there is broad agreement and a large body of research that supports these three elements, the School recognises that there are a wide range of approaches that may be used to support the use of these components effectively.



#### **4. Guidelines in Assessments for Teachers**

The School empowers teachers to make choices as to the tools they use to assess specific learning goals or targets. The School sets the clear expectation that assessment will take varied forms and that the choice of assessment tool will best align with the intended learning goals.

##### **4.1 Planning for Assessment:**

In order to determine students' competency level, teachers are expected to:

- conduct an appropriate pre-assessment of each standard that will be taught.
- ensure that each unit of learning is preceded by some type of assessment of previous learning to establish the extent and transferability of prior learning.
- have a clear plan before the beginning of each unit, for how they will assess student progress.
- ensure that all learning standards are assessed systematically using differentiated methods based on student needs.
- identify and align assessment objectives strategically to assessment tasks.
- ensure grading of homework is limited to assessment of understanding and as an enhanced learning technique, and is not used as any kind summative-assessment.
- ensure that teaching, learning and assessment is based on the written curriculum.
- ensure assessment provides a range of data demonstrating students' understanding.
- manage assessment schedules that meet School's time frames for assessment and reporting

##### **4.2 Conducting Assessments:**

Teachers must:

- collaborate with others in their department and grade level in the preparation and marking of the end of unit and end of year assessments as appropriate.
- assess each learning standard a sufficient number of times to provide clear evidence of achievement.
- ensure that evaluation of the standards is devoid of other factors such as effort, conduct and late submission of work.
- use models of work, such as student portfolios and projects, as a primary source of evaluating student progress and engaging students in self-reflection.
- use self-assessments where and when appropriate. All major assessments should have an element of self-assessment.



- maintain example models of work for major learning standards in departments, as well as individual teachers, for reference and moderation purposes.
- provide students and parents, where appropriate, with a rubric or success criteria for each assessment.
- assess all students based on curricular standards and prior student achievement making necessary adjustments for students with ELL or special needs.
- provide parents and students with a course outline at the commencement of the academic year, conveying relevant information regarding course-specific assessments.

#### **4.3 Using Assessment Data:**

In accordance with the standards to be assessed (concepts, contents and skills), teachers should:

- select the most appropriate assessment type with the intention of collecting the best evidence to reflect student's progress in learning.
- assess standards in ways appropriate to the subject/level, the results of which will be used to modify teaching as needed.
- record as much feedback data as is necessary to make immediate and necessary adjustments to their teaching.
- provide students with formal or informal feedback within 5 working days of an assessment.
- provide frequent and timely feedback that both encourages student reflection and enables them to gain insight into their learning.
- use assessment data from both incomplete and completed work.
- not penalize students for mistakes or misunderstandings, unless these were explicitly specified in relevant marking schemes. This is to ensure validity of assessment data as well as promote a positive atmosphere for learning.



## 5 Guidelines on Assessments for Students

### 5.1 Student Responsibilities

At School of the Nations, students are seen as capable individuals striving towards excellence in character and academic knowledge. The school's responsibility is to ensure they are suitably guided and supported. To this end, students are expected to follow the guidelines illustrated below:

- complete all assigned tasks with quality and on time, providing evidence of learning
- produce work that is representative of their own efforts and abilities
- complete all assessments described in the course outlines
- regularly attend classes demonstrating punctuality
- when absent, follow up with relevant teachers on returning to school ensuring all missed work and assessments are completed

### 5.2 Student Appeal Process

Students may request a remark of an assessment or review of grades if they have a reasonable belief that computational or human error has led to miss-judgment.

Any appeal regarding marks or grades should be made within 3 days of receiving results and must be directed to the relevant grade level Administrators.

### 5.3 Missed Assessments

#### • Class based assessments

In the case of absence where a student misses a class based assessments, the student must:

- submit any assignments due during the period of their absence, on the first day of their return to the school
- arrange an alternative time with the teacher to sit any missed assessments during the period of their absence

#### • School based examinations

In the case of an excused absence (refer to SON Student Handbook for further details) where a student misses a school based examination, the student must arrange an alternative time with the level administrator to sit the missed examination.

In the case where the student's absence is not valid, a zero will be assigned to the assessment in question.

### 5.4 Prolonged Absence

Each student is allowed to take no more than 20 days of leave in an academic year, of which unexcused absences must be no more than 3 days (refer to SON Student Handbook for more information relating to procedures and consequences).

In the case of an excused prolonged absence, the School will endeavour to provide support when and where possible, for the student to achieve the learning goals and sit a modified assessment if required. Where necessary, the grade for the affected subject(s) will appear as NA or AB in the student report.



## 5.5 Submission of Work

### • Late Submission of Work

Students are expected to submit all assignments by the set deadline. In the event of failure to meet deadlines, the school will provide every opportunity for the student to complete the work as per the guidelines described below:

- a new deadline is arranged with the student, at the discretion of the teacher and/or administrator.
- should the work still not be submitted by the new deadline, the student will attend a mandatory designated session outside of lessons (i.e. morning recess, lunch recess or after school library support) in which the student will be expected to complete the work. If the student submits the work prior to the arranged time, they will not be required to attend the catch up session.

### • Non-Submission of Work

Should the student fail to attend the mandatory catch up session to complete the assigned task, the student will receive an NA for that particular assignment and their effort grade will be impacted accordingly.

## 5.6 Academic Honesty and Consequences for Plagiarism

“Truthfulness is the foundation of all human virtues ...”. The students at the School of the Nations must uphold a high standard of academic honesty and integrity. Students are prohibited from cheating, lying, plagiarising, or committing other acts of academic dishonesty. The well-being of the entire school community depends on the student accepting responsibility for personal conduct in both social and academic endeavours.

Students must produce work representative of their own efforts and abilities. They should refrain from even attempting to show knowledge and skills they do not possess and claiming it as their own.

Students and staff of the School must be fully aware of the fact that academic dishonesty undermines the purposes of education and denies the students’ right to personal and academic integrity. Upholding the standards and promoting academic honesty is the responsibility of the whole school community in order to nurture a positive and meaningful academic environment. Students must be fully informed that teachers, administrators, and parents/guardians will hold them accountable for any act of academic dishonesty.

The School of the Nations intends to help students to learn from mistakes and not exhibit dishonest behaviour in the future through the use of consequences. Violations of academic honesty are cumulative during the student’s entire attendance at the School. Consequences will include:

- Teacher will assign zero for the work in question, and the student has to re-submit the work even though no grade will be given
- Teacher will submit a referral to the level administrator
- Teacher or administrator will contact parent/guardian regarding the incident
- Administrator will enter incident into student’s file into the School’s Student Information System.

The following are also consequences which may also apply:

- Administrator may inform relevant external exam bodies like the IGCSE or the IB
- Administrator may suspend student’s membership in any school sport team or opportunity of representing the School in other activities
- Conference will be held with the parent/guardian and student.



## 6 Process of Assessment

The Assessment process in the Kindergarten and Primary school (both lower and upper) are based on set standards identified in the curriculum. These standards may be further broken down into specific skills, concepts, qualities, attitudes or habits. This outline is designed to provide stakeholders with a clear process and expectations to ensure that there is a common understanding and approach towards assessment within the school community.

The process consists of the following steps:

- **Plan** for and align assessments to learning outcomes based on the Schools' written curriculum
- **Collect evidence of learning**  
Evidence of learning is collected continuously and forms a large body of evidence. This evidence may take many forms depending on the design and structure of the lessons. The choice of assessment tool is left to the discretion of the teacher, who is best placed to make that call.
- **Analyse or interpret the evidence** (Developmental Assessment)  
The School defines developmental assessment as, "...the process of monitoring a student's progress through an area of learning so that decisions can be made about the best ways to facilitate further learning"<sup>1</sup>. The School's choice of using developmental assessment as the basis for this framework is because it allows for synergy between the formative, reflective and summative aspects of assessment.

The teacher is expected use developmental assessment as the lens through which a student's progress is viewed and ultimately analysed. This analysis forms the basis for Assessment for learning (AfL) or for formative purposes, Assessment as learning (AaL) or for reflective purposes or Assessment of Learning (AoL) or for summative purposes. These purposes may, depending on its nature, play an interchangeable role in all three.

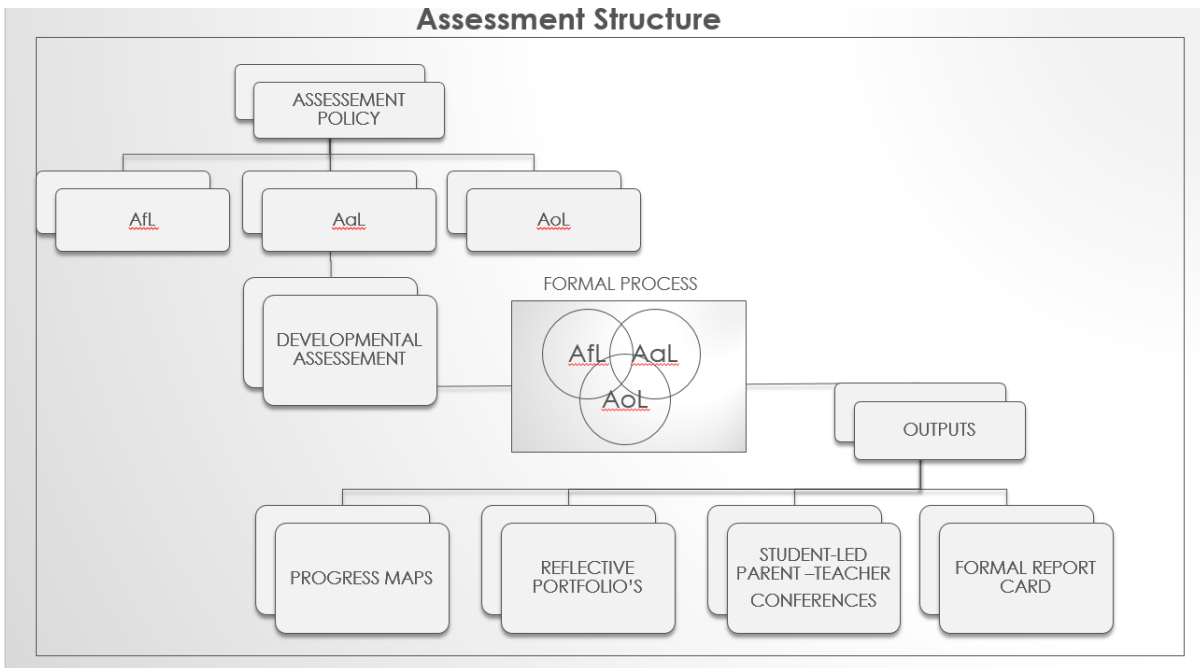
- **Record the evidence** (both individually as well as against the relevant standard) using the school's recording and reporting framework.
- **Report the progress made.** As the range of outcomes, methods for assessment and use of the generated data may vary significantly, the School provides for a broad framework for reporting an individual student's progress. These include the report card (summative reporting), student-led parent teacher interviews (reflective reporting), reflective portfolios (self-assessment) and progress maps (identification of next steps in learning). Students and parents will be informed where it is identified that there is a risk of student not achieving the passing criteria.

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<sup>1</sup> Forster, M. & Masters, G. (1996). *Developmental Assessment*, Assessment Resource Kit, Melbourne: ACER



The flowchart below represents the process at a glance.







## 7. The Assessments in the IB Diploma Programme

The assessments in Form 5 and Form 6 include the two following categories:

- The SON assessments
- The IB assessments

### 7.1 The SON Assessments

The SON Assessments take the formative and summative forms in the same process as stated in previous sections of this document with specific assessments on concept, content and skill in any combination. Summative assessments during the two years of study in the SON's IB Diploma Programme are reported in:

- 1 to 7 scale: for subjects in the six subject groups, with references to the IB DP grade descriptors, previous subject reports, rubrics developed in individual subjects or subject group, progressive standard set for individual classes, etc.
- A to E scale: with specific rubrics in the subject handbooks and course outlines for continuous assessments in the core IB DP elements of:
  - Creativity, Activity, Service (CAS)
  - Extended Essay (EE)
  - Theory of Knowledge (TOK)

### 7.2 The IB Assessments

The IB Assessments refer to the official assessments in the International Baccalaureate Diploma Programme. Contents, concepts and skills in these assessments are taught and practiced during Form 5 and most of the academic year of Form 6. Students must create work and prepare for these assessments, within the given time frame, and fulfil the specific requirements for each subject /core element as stated in IB Subject Guides.

The IB assessments include two categories:

- Internal Assessments - Ranging 20% to 50% of the final grade depending on the subject
- External Assessments - Ranging 50% to 80% of the final grade depending on the subject

#### 7.2.1 The Internal Assessment (IA):

The subject teachers will mark the students' IA work and provide comments against different criteria, then give a grade for each student. A sample the students' work is then selected by the IB for external moderation after the submission of the whole class' grades. The moderation may result in lowering the whole class' grades suggest by the teacher, raising the whole class' grade or no change as suggested by the teacher. The Internal Assessments in the SON's IB DP include:



- oral work in Languages
- research in Individual and Society
- laboratory work in the Sciences
- investigations in Mathematics
- artistic performances in the Arts
- presentations in TOK

### 7.2.2 The External Assessment (EA):

- **EAs completed from written examination:**

These assessment are prepared by students, under the guidance of the subject teachers, the students' work must be submitted by the designated deadlines. These work in the SON's IBDP include:

- written tasks in Languages
- the Extended Essay
- essays in TOK

- **Written Examinations**

Written examination at the end of Form 6, that is Year 2 of the IBDP, is another item in the category of External Assessment. The SON administers IB examinations complying with rules and procedures stated in the *Diploma Programme Assessment Procedures* for the examination session published in Programme Resource Centre.

### 7.2.3 Remarking of IB Assessment

After the announcement of the final result by the IB, students are allowed to use the Enquiry upon result (EUR) service if the result of some subject is significantly different from the expectation. Parents have to make a written request to the IBDP Coordinator directly for application of the EUR. The email address is: [ib@schoolofthenations.com](mailto:ib@schoolofthenations.com)

The request of EUR must be made within two weeks after the announcement of the result. There is a fee for this service charged by the IB and parents should settle the fee before the application of EUR is sent.