



# Assessment Recording and Reporting Policy

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## Introduction

The Assessment Recording and Reporting Policy at Dagun International School (DIS) provides a framework for systematically recording, analysing, and reporting student progress. This policy ensures that assessment data is used effectively to support student learning and to inform teaching practices. The policy outlines the roles and responsibilities of staff in the assessment process and the procedures for recording and reporting assessment data. This policy aims to ensure that all students receive regular, meaningful feedback on their progress and that this information is communicated clearly to students, parents, and other stakeholders.

## Philosophy

We equip learners with the knowledge, skills, and attitudes needed to become valuable contributors to our global community. We develop well-rounded global citizens who are confident, creative, competent communicators, and ethical problem solvers. Therefore, Dagun International School (DGIS) believes that assessment should reflect students' gains in acquiring knowledge in various content areas. While grading is an important part of assessment, the DGIS believes that students should not be penalised for initial confusion and misunderstandings during the acquisition and discussion of new concepts and believes that the ultimate goal of each class is student mastery and aligns with our vision of DGIS's graduates who are qualified and socially responsible citizens who are able to make a positive impact on the lives of people locally and globally.

DGIS utilises a grade enhancement policy, which embodies this philosophy. The focus of this policy is that students can show mastery of a concept (sometimes at a later date) and receive a more satisfactory grade than the teacher may have initially assigned. This policy of grade enhancement applies to teacher-assigned grades. Grade enhancement is up to the teacher to create based on the mastery of knowledge the student must demonstrate during the semester. The Teachers understand that a grade enhancement policy must uphold IB assessment policies. This policy allows students to acquire and demonstrate knowledge outside of the traditional time constraints.

## **Roles and Responsibilities**

Teachers are responsible for the ongoing formative and summative assessment of student progress, using various assessment methods to gather data on student learning. This includes formative assessments, such as quizzes, classwork, and observations, and summative assessments, such as exams and projects. Teachers are expected to record assessment data systematically and to use this information to inform their teaching practices.

The Head of Department (HoD) is responsible for overseeing the assessment practices within their department, ensuring that assessments are consistent, fair, and aligned with curriculum objectives. The HoD is also responsible for ensuring that assessment data is recorded accurately and is used effectively to support student learning.

The exam officer is responsible for administering external assessments, including recording and reporting results. The Exams Officer works closely with teachers and the HoD to ensure that assessment data is accurate and that it is communicated to students and parents in a timely manner.

Expectations of Teachers:

- Design assessments that allow for assessing teaching and learning
- Assign various types of assessments in order to address all student's needs
- Ensure assessment criteria or rubrics align with subject area objectives in the MYP and assessment criteria descriptors found in the subject guides or mark schemes for the DP
- Formative Assessments should be given with timely feedback provided to the students prior to the summative assessment
- Design guided and open-ended learning experiences that allow for a range of opportunities to demonstrate skills in different contexts and access for all of our students, especially those who are identified by our access and inclusion and language policies
- Provide students with the opportunity for reflection and self-evaluation and opportunities for retaking the assessment to demonstrate mastery of the concepts and skills
- Provide clear due dates for assessments and, for larger bodies of work, checkpoints along the way
- Provide students with clear, specific guidelines for assessment that align with the school's academic Integrity policy

- Provide students with assessments that model the format and content of the formal and IB assessments
- Allow student choice when appropriate as it aligns with the assessment criteria
- All new teachers to IB will be advised by the IB Coordinator on the IB Assessment Policy and Academic Honesty Policy guidelines along with IB

#### Assessment Criteria Expectations of Students:

- Be accountable for their learning and produce quality products and performances to the best of their ability
- Always turn in original work and uphold the standards and practices outlined in the Academic Honesty Policy
- Advocate for themselves when they do not understand an assessment task, course content or skills, or how to complete a task
- Take ownership of their own learning
- Meet specific deadlines as outlined by the teachers and the school

#### Expectations of Parents:

- Review all assessment criteria for each course
- Ensure students are submitting original work
- Monitor student progress via the LMS
- Communicate any student needs or concerns to the appropriate member of the school
- Support as needed their child(ren)'s learning and progress
- Support the school as needed by reading relevant assessment and academic integrity policies.

## Assessment Recording

Assessment recording is a critical component of the teaching and learning process. Teachers are expected to maintain accurate records of student progress, using various tools and systems to record assessment data. These may include electronic systems, such as school management software, and traditional methods, such as markbooks.

Assessment data should be recorded regularly, with teachers updating their records after each assessment. This ensures that the information is current and reflects the student's ongoing progress. Teachers should also ensure that their records are organised and accessible, allowing them to quickly and easily retrieve information as needed.

In addition to recording individual assessment results, teachers should also maintain records of overall student progress, including notes on strengths, areas for improvement, and any interventions or support provided. This information is essential for planning future lessons and for providing targeted support to students who may be struggling.

## Assessment Reporting

Reporting assessment data is an essential part of the communication process between the school, students, and parents. Regular reporting ensures that all stakeholders are informed about student progress and that any issues are identified and addressed promptly.

Teachers are responsible for providing regular feedback to students on their progress. This may include written comments on formative and summative assignments, verbal feedback in class, and formal reports at the end of each term. Feedback should be constructive, highlighting both strengths and areas for improvement and providing clear guidance on how students can improve their performance.

### Reporting

Students and Parents will be formally reported to 6 times per year:

- 2 Interim reports
- 2 End-of-semester reports
- 2 Conferences.

This will provide an overview of the student's progress in each subject. These reports should include grades, teacher comments, and any relevant assessment data. Parents are encouraged to discuss the reports with their children and to contact the school if they have any concerns or questions.

The school also holds regular parent-teacher conferences, where parents can meet with teachers to discuss their child's progress in more detail. These conferences allow parents to ask questions, share their observations, and collaborate with teachers to support their child's learning.

### What do assessment and grading look like in the MYP?

All MYP and DP classes use the official IBO MYP Subject Criterion Rubrics and DP Subject/Component-specific rubrics when grading a student's assessment.

Each subject has its own criteria, with distinct descriptors for the levels of achievement within each criterion. DP rubrics are provided to all students at the start of each course. Each time a student is assessed, they are informed prior to the assessment what criteria will be assessed.

Once the assessment is graded, a Level of Achievement score will be recorded in the LMS. This Level of Achievement will be directly linked to the written descriptor for that specific criterion. A variety of assessment models will be used to assess. Each MYP subject area has four objectives with specific grading criteria on a 0-8 grading scale that, when combined, have a maximum total of 32 points. Each grading criterion should be summatively assessed at least twice per year in each subject since the objectives are different for each subject. Please see the objectives for each subject in the table on the next page.

### MYP Criteria for Each Subject Area

Subject Area	Criterion A (0-8)	Criterion B (0-8)	Criterion C (0-8)	Criterion D (0-8)
Language and Literature	Analysing	Organising	Producing Text	Using Language
Language Acquisition	Comprehending Spoken and Visual Text	Comprehending Written and Visual Text	Communicating	Using Language
Individuals and Societies	Knowing and Understanding	Investigating	Communicating	Thinking Critically
Sciences	Knowing and Understanding	Inquiring and Designing	Processing and Evaluating	Reflecting on the Impacts of Science
Mathematics	Knowing and Understanding	Investigating Patterns	Communicating	Applying Mathematics in Real-World Contexts
Arts (visual and performing)	Knowing and Understanding	Developing Skills	Thinking Creatively	Responding
Physical and Health Education	Knowing and Understanding	Planning for Performance	Applying and Performing	Reflecting and Improving Performance
Design	Inquiring and Analyzing	Developing Ideas	Creating the Solution	Evaluating

Specific strands are chosen as focal points for the summative assessment task within each objective. These strands are then used for the rubric that will be used to score the summative assessment. Please see the sample summative assessment rubric below.

**Sample MYP Summative Assessment Rubric for Language and Literature**

**Criterion A: Analyzing - identify and explain the effects of the creator's choices on an audience**

<b>Achievement Level</b>	<b>Level Descriptor</b>
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	provides <b>minimal</b> identification and explanation of the effects of the creator's choices on an audience
3-4	provides <b>adequate</b> identification and explanation of the effects of the creator's choices on an audience
5-6	provides <b>substantial</b> identification and explanation of the effects of the creator's choices on an audience
7-8	provides <b>perceptive</b> identification and explanation of the effects of the creator's choices on an audience

**Criterion B: Organizing - organise opinions and ideas in a coherent and logical manner**

<b>Achievement Level</b>	<b>Level Descriptor</b>
0	The student <b>does not</b> reach a standard described by any of the descriptors below.

1-2	organises opinions and ideas with a <b>minimal degree of coherence and logic</b>
3-4	organises opinions and ideas with <b>some degree of coherence and logic</b>
5-6	organises opinions and ideas in a <b>coherent and logical</b> manner with ideas building on each other
7-8	<b>effectively</b> organises opinions and ideas in a <b>coherent and logical</b> manner with ideas building on each other in a <b>sophisticated</b> way

**Criterion C: Producing Text - select relevant details and examples to develop ideas.**

<b>Achievement Level</b>	<b>Level Descriptor</b>
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	selects <b>few</b> relevant details and examples to develop ideas.
3-4	selects <b>some</b> relevant details and examples to develop ideas.
5-6	selects <b>sufficient</b> relevant details and examples to develop ideas.
7-8	selects extensive relevant details and examples to develop ideas with precision.

\*This summative task did not assess criteria D.

For each summative assessment, an IB grade will be assigned that correlates with each of the Assessment Criteria that were used for that assessment. Rubrics with all criteria will be published in our LMS and on the DGIS website for each subject.

At the end of each semester, each teacher will use a “best fit” approach to decide an achievement level for each of the four prescribed criteria based on summative assessments and other evidence from the student’s performance in the class to that point. The teacher will then determine the IB final score by adding the achievement levels for each criterion (0-8) and calculating the overall achievement scores on a scale of 0-32. Then, the score will be converted to an MYP scale of 1-7 using the grade boundaries below.

### MYP Grade Boundaries

Criterion Total /32	FINAL IB GRADE	IB Final Grade	Descriptors
1-5	1	1	Work is very limited quality. Lacks understanding of most terms and ideas. Very rarely uses critical or creative thinking. Very rarely applies knowledge or skills.
6-9	2	2	Work is limited quality. Has major gaps in understanding for many terms and ideas. Rarely uses critical or creative thinking. Rarely applies knowledge or skills.
10-14	3	3	Work is acceptable quality. Has basic understanding of many terms and ideas with occasional misunderstandings. Uses some basic critical and creative thinking. Sometimes applies knowledge and skills with support in familiar classroom situations.
15-18	4	4	Work is good-quality. Has basic understanding of most terms and ideas with only a few misunderstandings. Regularly uses basic critical and creative thinking. Applies knowledge and skills in familiar classroom situations, but requires support in unfamiliar situations.
19-23	5	5	Work is mostly high-quality. Has a solid understanding of terms and ideas. Uses critical and creative thinking, sometimes in a complex way. Applies knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
24-27	6	6	Work is high-quality, sometimes advanced. Has a deep understanding of terms and ideas. Uses critical and creative thinking, often in a complex way. Applies knowledge and skills in familiar and unfamiliar classroom and real-world situations, often without support.
28-32	7	7	Work is high-quality, often advanced. Has a full understanding of terms and ideas. Regularly uses complex critical and creative thinking. Frequently applies knowledge and skills without support in a range of complicated familiar and unfamiliar situations.



Example:

In the example below, a Language and Literature student received a 5 on his first assessment and a 4 on the second. The teacher has chosen that overall, the student has achieved a 5 in the A: Analyzing criteria, taking into account all formative assessments. The teacher will continue to use the “best fit” approach for the remaining criterion based on criterion scores on the summative assessments and other evidence from the class.

**Language and Literature**

	<b>Criterion A: Analyzing</b>	<b>Criterion B: Organizing</b>	<b>Criterion C: Producing text</b>	<b>Criterion D: Using Language</b>
<b>1st Assessment</b>	5	7	5	5
<b>2nd Assessment</b>	4	6	6	6
<b>Final Score</b>	5	7	6	6

**Total of Final Scores: 24**

**Using the Grade Boundaries chart on the previous page, the IB MYP Grade is a 6**

The IB MYP Grade is a communication tool that allows faculty, parents, and students to see more clearly how the student is performing with specific skills, abilities, and knowledge. It also shows student progress and growth through the MYP curriculum and how students would perform on an official IB MYP assessment.

What does assessment and grading look like in the DP?

Each IB DP subject is accompanied by internal (scored by teachers at DGIS) and external (scored by IB examiners) assessment components combined to determine a student’s overall grade, 1-7, for that subject. The underlying philosophy for IB assessments, and thereby IB DP subjects, is grounded in the aims and objectives that are specific to each subject. Each assessment component is intended to assess particular, content-specific skills and content knowledge that are marked (scored) using IB-developed mark bands (rubrics) and, in some cases, mark schemes (question/content-specific guidance) for external assessments and released external assessment materials that teachers should use to prepare students for external assessments. While teachers do not report IB DP scores on report cards to parents, they are expected to share them with students to help them understand their strengths and areas for growth and develop learning goals. Additionally,

sharing these scores with students should help them anticipate the scores they should receive on official IB assessments. [IB provides grade descriptors](#) for each subject that create common language teachers and students use and understand concerning assessment feedback and goal setting.

### **Summative Assessment Practices**

- Summative assessments occur at the end of each instructional unit. They typically compare to some standard or benchmark and evaluate the student's acquisition of the learning objectives of the given unit.
- Teachers will employ various types of summative assessments, including, but not limited to, exams, essays, presentations, projects, portfolios, performance-based tasks, and text-dependent questions. These should be grounded in a real-world context or modelled after IB-generated exams.
- Rubrics are given to students well in advance of the assessment.
- Teachers should reflect on the student's achievements in the summative assessments to guide their teaching efforts and activities in the future.
- Teachers should follow appropriate procedures for students who do not submit work because of a unique accommodation (see Inclusion Policy for further details).

### **Formative Assessment Practices**

- Formative assessments support learning during the learning process and provide meaningful feedback to students before the summative assessment.
- Through formative assessments, faculty can recognise where students are struggling and address problems immediately.
- Students can glean their strengths and weaknesses and target areas that need work, which leads to a deeper understanding of the content.
- Students should be given the opportunity to engage in self-assessment through reflection and peer assessment.

- Feedback on students' progress gained from formative assessment allows the teacher to deconstruct criteria and scaffold the material, leading to students' mastery of skills required for better understanding, as per our access, inclusion, and Language policies.
- Teachers should follow appropriate procedures for students who have identified accommodation(s). (See Inclusion Policy for further details).
- Teachers should follow appropriate Language policies and procedures for students who are identified as non-native English speakers.

### **Process for Standardization of Assessment Scoring**

Before beginning a unit, grade-level and subject-area teachers collaborate to design and/or review summative assessments for each course, ensuring that all teachers of that course have a common understanding of the assessment as well as the language in the rubric. After the summative assessment task is complete, these teams gather samples of student work and compare scores to standardise scoring, ensuring that all teachers of a specific course apply the rubric in the same manner to ensure accurate communication to faculty, parents, and students. The standardisation of assessment is ongoing throughout the year for each unit among teachers, academic coaches, and coordinators.

### **Homework**

Homework is an expectation for students at DGIS, although the amount and nature of homework will differ according to the grade and subject. Since MYP courses often include complex tasks to be completed over extended periods of time, students will need to manage their time well.

Grade 11 and 12 courses include a variety of IB Diploma Internal Assessment (IA) and core (ToK, Extended Essay, and CAS) tasks. To spread the student and staff workload over the two years, a calendar of IA deadlines is established and communicated to students, teachers, and parents.

Time Expectations for Homework (Times will vary depending on the skills or language level of each student)

- Grade 6                      60 minutes each evening
- Grade 7                      70 minutes each evening
- Grade 8                      80 minutes each evening

- Grades 9 &10                      1-3 hours each evening
- Grade 11 & 12                      2-3+ hours each evening

Late Work and Work that receives No Grade (N)

Late work is defined as any work handed in:

- UP to 5 calendar days AFTER the due date for Grade 6.
- Up to 3 calendar days AFTER the due date for Grades 7-10.
- Up to 2 calendar days AFTER the due date for Grades 11-12.

Students who were absent from school may receive an extension at the teacher’s discretion.

Late homework will NOT have Levels of achievement deducted for late (e.g., a five is not reduced to a 4 because homework is late). Work marked against specific criteria will reflect a valid assessment of the criteria and not measure the lateness of the work.

Initial Failure to hand in homework will only affect the student’s overall ATL Level.

No Grade Issued

Any work that is more than 5 calendar days after the initial deadline for grade 6 students, three calendar days after the initial deadline for grade 7-10 students, or two calendar days after the initial deadline for grade 11-12 students will NOT be accepted and will receive an N in the LMS (denoting No Grade issued as the work was not handed in)

Lack of Evidence

Achievement Levels for all criteria are determined by evidence from assessments undertaken during a learning period. Failure to complete the required assessment tasks for a given course may prevent students from establishing a pattern of achievement and reaching the upper levels of the IB grading scale.

***Process for Reviewing the Assessment Policy***

DGIS will assemble a committee of diverse stakeholders to review this Assessment Policy annually. The MYP Candidate School Coordinator will serve as chair and note and make any recommended amendments. Once those revisions have been made, the policy will be presented to the MYP candidate school teachers for feedback and/or approval.

## **Use of Assessment Data**

Assessment data is a valuable resource that can inform teaching practices, support student learning, and improve overall school performance. Teachers are expected to use assessment data to identify trends, track student progress, and plan future lessons. This may involve analysing data to identify areas where students are struggling and then developing targeted interventions to address these issues.

The HoD is responsible for reviewing their department's assessment data and using it to inform departmental planning and decision-making. This may include identifying areas for curriculum development, allocating resources, and planning professional development for staff.

The school leadership team uses assessment data to monitor overall school performance and identify areas for improvement. This may involve analysing data to identify trends across the school, comparing performance across different departments, and setting targets for improvement.

## **Data Protection and Confidentiality**

The recording and reporting of assessment data must be carried out in accordance with the school's Data Protection Policy. This means that all assessment data must be stored securely and accessed only by authorised personnel. Teachers are responsible for ensuring that their records are kept confidential and that they are not shared with anyone outside the school without appropriate consent.

The school also has a responsibility to ensure that assessment data is used fairly and does not discriminate against any student. This means that all students must be assessed according to the same criteria and that assessment data must be used to support student learning rather than to penalise or disadvantage students.

## **Conclusion**

The Assessment Recording and Reporting Policy at DGIS ensures that all assessment data is used effectively to support student learning and inform teaching practices. By adhering to this policy, teachers can ensure that students receive regular, meaningful feedback on their progress and that this information is communicated clearly to students, parents, and other stakeholders at the start of each semester. This policy will be reviewed regularly to ensure that it continues to meet the school's and its students' needs. All policies are available on the school website in the IB section.

N.B

This document will be reviewed and updated yearly as necessary

This document was reviewed by administration and teachers

This document is also available on our school website.

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