

The AISC Assessment Booklet

A Handbook for Students, Teachers and Parents

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The Purpose of Assessing, Evaluating, and Reporting at AISC

At AISC, assessing, evaluating and reporting is fundamental to teaching and learning. Teachers continuously assess student understanding and track growth and students receive clear, detailed and timely feedback on their progress. Teachers are transparent in their assessment practices and use assessment results to guide learning and to individualize lessons accordingly.

At AISC, all of our assessment practices are guided by our Essential Agreements on Assessment. These agreements were developed by AISC teachers and were the outcome of extensive research and professional development based on the work of Robert Marzano, Rick Stiggins, Damian Cooper, Ken O'Connor, Lynn Erikson, Jay McTighe, and Thomas Guskey.

Essential Agreements on Assessment

At AISC we believe that assessment is integral to the teaching and learning process. We firmly believe assessment agreements, policies and practices need to guide *TEACHING FOR LEARNING*.

Each agreement is followed by examples of what it looks like at AISC.

"Research evidence gathered in studies conducted literally around the world over the past two decades shows that the consistent application of principles of assessments FOR learning can give rise to profound gains in student achievement..." (Rick Stiggins, 2008)

1. We agree that assessment has the primary purpose of improving student performance by using formative data to guide further learning, to adjust teaching and to ensure transfer of knowledge to summative assessments and real-world contexts.
 - **Teachers use both formative assessment and summative assessment within each grading period.**
 - **Formative assessments will be regularly administered and will not be counted, or will be given little weight, in the teacher's grade book.**
 - **Formative assessments may include, but are not limited to, entrance and exit slips, bell-ringers, warm-ups, think-pair-share discussions, homework, games, and class discussions based on factual, conceptual and provocative questions.**
2. We agree to be transparent in our assessment practices and communicate the criteria by which students are assessed.
 - **Rubrics or criteria are always created for assessments and shared with students ahead of time.**
 - **Prior to tests and exams, students are given test and exam review sheets.**
 - **Grading breakdowns are shown in online gradebooks and available for viewing throughout each quarter and through the school year.**
 - **Teachers are encouraged to use exemplars to communicate quality and expectations to students.**
3. We agree to use assessments to develop learners' competence in and confidence for self-assessment, taking responsibility for improved learning, reflection, and goal setting.
 - **Students have the opportunity to reassess as per the *AISC Reassessment Policy*.**
 - **Teachers use MAP results to create classroom and individual goals in grades 2-10.**
 - **The AISC HALL (Habits and Attitudes towards Life-Long Learning) Rubric is used for self-assessments and goal setting in grades 6-12.**
 - **Self-assessments and peer-assessments occur at least once per unit in all subjects.**
 - **Student work is qualitatively assessed.**
 - **Students use rubrics to assess the quality of their work.**
 - **Students in grades 6-8 set academic goals and report on their progress through portfolios and student-led conferences.**

4. We agree to provide regular, constructive and sensitive feedback to nurture learners' motivation and self-esteem toward achieving personal academic growth and attitudinal and behavioral development, in the context of the AISC Graduate Profile and the IB Learner Profile dispositional descriptors.
 - **Teachers communicate frequently with students and parents.**
 - **Written commentary on specific assignments is provided in the Alma Portal gradebooks.**
 - **Rubrics are utilized to provide a framework for providing qualitative feedback on summative assignments.**
 - **In addition to sharing concerns and offering solutions to problems, our teachers also "phone home the good news", highlighting students' strengths and successes.**
 - **Teachers report grades of summative assessments on the Alma Portal within Portal Policy guidelines.**
 - **The HALL rubric was established in support of AISC's guiding statements and the IB Learner Profile. Teachers use the HALL rubric in order to provide constructive feedback to students with regard to their Habits and Attitudes toward Life-Long Learning.**
 - **Turnitin.com is a tool that is widely used to give students feedback on their writing.**
 - **Constructive feedback is provided to students throughout the writing process.**

5. We agree to assess essential knowledge, skills, understandings and complex concept-based learning such as thinking and communicating in various forms.
 - **Teachers update their units on Atlas regularly. All assessments and learning experiences are updated and uploaded to Atlas at the end of each quarter.**
 - **Teachers design assessments that tie back to concepts as naturally as possible in every unit.**
 - **Concepts and Compelling/Guiding Questions are always visible in each classroom across all subject areas within the current unit.**
 - **Thinking Maps are used to help students develop conceptual understandings.**
 - **Word Walls are created and posted for each instructional unit.**
 - **Performance-Based Assessments are regularly assigned and allow students to demonstrate mastery of conceptual understandings.**

6. We agree that assessments must be balanced and include performance-based, oral and written tasks to improve learning for all students.
 - **Teachers incorporate at least one of each of the mentioned assessments per quarter.**
 - **Performance-Based Assessments are regularly assigned and allow students to demonstrate their ability to analyze, think critically and solve problems.**
 - **Students are given opportunities to provide an oral defense of their work.**
 - **Students engage in constructive and respectful debates.**
 - **Written work may take the form of lab reports, written tests, essays, reflections, ...**

7. We agree to assess based on AISC learning standards and goals.
 - **Teachers align assessments to adopted standards and continuously update on Atlas any changes.**
 - **International Mindedness is incorporated into instructional units.**

8. We agree to create assessments that are purposeful, valid and reliable to provide opportunities to maximize learning.
 - **Backward design ensures alignment of assessments with targeted standards and concepts.**
 - **Teachers always design a different form of test for reassessment.**
 - **If more than 50% of a class performs poorly on an assessment, the teacher will re-teach and reassess without penalty to the students.**
 - **Formative and summative assessments are differentiated as appropriate to support individual learning needs.**
 - **Opportunities for real-life application of skills are provided through assessments.**

9. We agree to use common and formative assessments in commonly taught classes/courses.
 - **When teachers are teaching the same course, they will plan collaboratively, synchronize pacing and administer the same assessments within a week of each other throughout the school year.**
 - **Common rubrics are used in commonly taught classes.**

10. We agree to moderate assessments with colleagues to be sure there is clarity of purpose and consistency in all assessments used at AISC.
 - **Moderation of assessments happens at least 4 times per year within each department.**
 - **Teachers collaboratively moderate student work to determine achievement levels and establish exemplars.**

11. We agree to implement a school-wide assessment plan to provide evidence for measuring the school's strategic objectives, monitor student progress in key areas such as literacy and numeracy and to evaluate school performance.
 - **The MAP test, the PSAT, DRAs are coordinated at the start of each school year to support our student achievement plans.**
 - **IB results are thoroughly analyzed and, when necessary, action plans are created to support student learning based on the results.**
 - **Additional measures in the elementary division include writing assessments and the word studies program**

Student, Teacher, Administration and Parent Responsibilities

<p>Students in the Elementary Division are expected to...</p> <ul style="list-style-type: none"> • Be on time for class, be prepared with all necessary materials; • Respect others' right to learn and teachers' right to teach; • Submit work on time and follow all deadlines throughout the process; • Present work neatly; • Use the AISC agenda book to keep track of assignments and deadlines (Grades 3-5); • Seek assistance from teachers as needed and to attend tutorials when needed. 	<p>Students in Middle and High School are expected to...</p> <ul style="list-style-type: none"> • Read and understand the Grading Policies, Academic Honesty Policy and all other policies relating to assessment in the Family Handbook; • Be on time for class, be prepared with all necessary materials; • Respect others' right to learn and teachers' right to teach; • Submit work on time and follow all deadlines throughout the process; • Present work neatly, with name and date on the top right of the work. Complete written work in blue or black ink, and make sure writing is clearly legible and appropriately sized fonts are used. Hand-made diagrams should always be completed in pencil or colored pencils; • Check the Alma Portal daily and use the AISC agenda book to keep track of assignments and deadlines; • Seek assistance from teachers before and after class and to attend tutorials when needed.
<p>Teachers are expected to...</p> <ul style="list-style-type: none"> • Follow the Grading Policies and implement the Essential Agreements on Assessments; • Provide adequate time for students to complete any given assessment task; • Provide adequate access to materials necessary for the successful completion of any assessment task; • Assess all work appropriately and return it to students as outlined in the AISC Portal Policy; • Analyze assessment data to identify patterns of individual performance and needs; • Show awareness of the diversity of learning styles by using a variety of assessment and teaching strategies; • Avoid assessing summatively without assessing formatively with feedback first; • Bear in mind the students' whole schedule and only use meaningful assessments; • Work with the learning support provider to design assessments that will effectively assess the learning of students with specific learning needs; • Be available to tutor students. 	<p>The Administration is expected to...</p> <ul style="list-style-type: none"> • Provide adequate time for department meetings so teachers can collaborate over policies and practices, carry out internal moderation of student work, analyze results and use student performance to articulate and refine the curriculum; • Produce internal and external examination timetables with enough notice for students and teachers to review adequately; • Provide teachers with a timetable that allows them to have adequate planning time; • Encourage peer to peer observations that cultivate a culture of dialogue and reflection surrounding the assessment of and for learning; • Offer training on using and interpreting data; • Support staff in the use of multiple assessment strategies; • Distribute student learning data; • Analyze whole school data and develop improvement plans to better results.
<p>Parents are expected to...</p> <ul style="list-style-type: none"> • Read and support the AISC Family Handbook and assessment policies; • Support their child with time management and in meeting deadlines; • To help motivate their child to reach his/her full potential; encourage him/her to regularly review work taught in class • To respect the school calendar and ensure their child is present every day; • To arrange a quiet space at home and adequate time to complete school work; • To ensure their child gets adequate sleep and is well rested; • To offer positive and constructive support as their child completes his/her schoolwork, however this support should not go so far as to compromise the authenticity of their child's work; • Communicate and collaborate directly with the teacher of their child regarding their child's progress. 	

Grading Structure

For Students in the Elementary Division:

Semester 1 (18 Weeks) Quarter 1: 9 weeks of instruction Semester 2 (18 Weeks) Quarter 3: 9 weeks of instruction
Quarter 2: 9 weeks of instruction Quarter 4: 9 weeks of instruction

**We do not report letter grades, nor do we report semester cumulative grades in the Elementary Division. See grading scale in the next section of this handbook.*

For Students in Grades 6 & 7:

Semester 1 (18 Weeks) Quarter 1: 9 weeks of instruction = 50% of overall Semester 1 Grade
Quarter 2: 9 weeks of instruction = 50% of overall Semester 1 Grade

Semester 2 (18 Weeks) Quarter 3: 9 weeks of instruction = 50% of overall Semester 2 Grade
Quarter 4: 9 weeks of instruction = 50% of overall Semester 2 Grade

**We do not have exams for students in Grades 6 & 7*

For Students in Grades 8:

Semester 1 (18 Weeks) Quarter 1: 9 weeks of instruction = 45% of overall Semester 1 Grade
Quarter 2: 9 weeks of instruction = 45% of overall Semester 1 Grade
Semester 1 Exam: Exam material (Q1 + Q2) = 10% of overall Semester 1 Grade

Semester 2 (18 Weeks) Quarter 3: 9 weeks of instruction = 45% of overall Semester 2 Grade
Quarter 4: 9 weeks of instruction = 45% of overall Semester 2 Grade
Semester 2 Exam: Exam material (Q3 + Q4) = 10% of overall Semester 2 Grade

For Students in Grades 9 through 10:

Semester 1 (18 Weeks) Quarter 1: 9 weeks of instruction = 40% of overall Semester 1 Grade
Quarter 2: 9 weeks of instruction = 40% of overall Semester 1 Grade
**Semester 1 Exam: Exam material (Q1 + Q2) = 20% of overall Semester 1 Grade
100% of the Grade = 1/2 credit**

Semester 2 (18 Weeks) Quarter 3: 9 weeks of instruction = 40% of overall Semester 2 Grade
Quarter 4: 9 weeks of instruction = 40% of overall Semester 2 Grade
**Semester 2 Exam: Exam material (Q3 + Q4) = 20% of overall Semester 1 Grade
100% of the Grade = 1/2 credit**

For Students in Grades 11 and 12 (IB or American Diploma (AD) Students):

Grade 11 (IB Year 1)

Semester 1 (18 Weeks): Quarter 1 (50%); Quarter 2 (50%)

Semester 2 (18 Weeks): Quarter 3 (50%); Quarter 4 (50% - For IB & AD, 30% of the grade is course work and 20% is the result of their final Year 1 exam)

Grade 12 (IB Year 2)

Semester 1 (18 Weeks): Quarter 1 (50%); Quarter 2 (50%)

Semester 2 (18 Weeks): Quarter 3 (50%); Quarter 4 (50% - for IB students, 20% is the mock exam grade, 15% is the IB IA grade, and 15% is the predicted IB grade; 30%/20% - For AD students, 30% of the grade is course work and 20% is the result of their final Year 2 exam) ***AD Quarter 4 grade breakdown is under revision during the 2019-2020 school year.**

All Grade 12 American Diploma (AD) students will take their final exams mid-Quarter 4. If an AD student receives a B+ or better on an exam, that grade will be used as their final exam grade (20% of their Term 4 grade). If a student's mark on their final exam is less than a B+, the student has the option to stay in class for the remainder of Quarter 4 and re-sit their final exam in late May prior to graduation. The higher mark of the 2 exams is recorded. ****No Grade 12 student is exempted from taking their final exams.**

Grading System, Symbols, GPA Table

The school year is divided into two semesters. The first semester ends in January, and the second semester ends in June. Grades for the semester are based on student achievement from August through January (first semester) and through June (second semester). Report cards are issued at the end of each quarter, four times during the school year. The quarter grade indicates to students and parents the level of progress to date, but it is the semester grade and the final grade that appears on the school record or transcript for students in grades 9 through 12.

Report cards for students in grade 6, 7 and 8 include quarter grades and a final grade for the entire school year in each course. It is the final grade that determines whether the student passed the year's course. Quarter Report Cards are published on the Alma Portal for each student and include a grade, effort mark, and attendance report by class. A copy of each student's Report Card is filed in their permanent record. Final report cards are held by the office when students have lost or damaged texts, overdue library books or other incomplete or unfinished school matters.

Letter Grades Grades 6-12	GPA Value
A+ 97-100(%)	4.00
A 93-96	4.00
A- 90-92	3.75
B+ 87-89	3.50
B 83-86	3.00
B- 80-82	2.75
C+ 77-79	2.50
C 73-76	2.00
C- 70-72	1.75
D+ 67-69	1.50
D 63-66	1.00
D- 60-62	0.50
F 0-59	0.00

IB Grades	GPA Value
7	4.25
6	4.00
5	3.75
4	3.25
3	2.75
2	1.75
1	0.75

Other Marks	
I	Incomplete*
P	Pass, no grade assigned
NP	No Pass
M	Modified Grade
IEP	Individualized Educational Plan. Course requirements may differ substantially from norm

Elementary Grading Scale	
1	Beginning
2	Approaching
3	Proficient
4	Exemplary
X	N/A

* Incomplete (I) indicates that the student has not satisfied the minimum basic requirements of the course due to extenuating circumstances, including absences for which work needs to be "made up." Teachers will replace the incomplete with an appropriate letter grade depending upon the student's success in meeting the course requirements, within two weeks of the end of the marking period. If the student does not complete the work, the grade will convert to the grade the student has earned to that point. At the time of the Honor Roll calculation, students with an incomplete (I) do not qualify.

Reporting Student

The following are all the ways that AISC reports student progress and achievement:

- Online Gradebook and Portal for Students and Parents
- Email communication
- Quarterly Report Cards
- Elementary end-of-semester report card comments
- Elementary Personal Learning Portfolios
- Individualized Educational Plans (IEP) updates
- English Language Learner Plan (ELLP) Benchmark updates
- MAP Testing
- Parent/Teacher Conferences
- Direct Communication with Teachers
- Transcript
- Honor Roll
- Islander
- High School Profile
- State of the School Report
- School Improvement Plans

Homework Policy, Grades 6-12

Homework in any class will count a maximum of 10% toward a student's term grade.

Late Work Policy, Grades 6-12

Assignments are given to students to create opportunities for individual learning, to assess understanding, and to measure progress. Thus, it is expected and required that students submit formative and summative assignments on the designated due date. A grade of zero will be assigned when an assignment is not turned in on time. Any extenuating circumstances should be discussed directly with the teacher and the student may submit a written request for a due-date extension. Acceptance of this request is at the discretion of each teacher.

Students and parents must be aware that late work, or work not submitted, seriously erodes learning effectiveness and disrupts instruction. Consequences for late work or work not submitted are as follows:

- When a deadline has been missed, the student's Habits and Attitudes to Lifelong Learning (HALL) grade for that quarter grade will be reduced at teacher discretion based on the HALL rubric.
- Any student with a score of 1 or 2 for any category of the HALL rubric in a quarter will not be eligible for Honor Roll status that quarter.

Effort Grade Policy, Grades 6-12

All effort grades will be separated from the academic performance grade. The AISC effort grade for students in grades 6-12 is based on the ***Habits and Attitudes to Lifelong Learning (HALL) Rubric*** which identifies approaches to learning that students need to consistently develop in order to cultivate a growth mindset and become independent life-long learners.

The AISC effort grade is an overall grade given as a combination of all three areas on the HALL Rubric: Preparation, Engagement and Initiative. It is measured on a 5-point scale.

Effort Level 5: The student is highly prepared for class, always seeks assistance when needed, is always attentive and engaged and takes the initiative to reflect critically on own his/her learning including strengths, weaknesses and interests to achieve goals.

Effort Level 3-4: The student is sometimes prepared for class, engaged and attentive but may need adult assistance to avoid distraction and pay close attention to working with care and detail. The student may require assistance with short and long-term planning and in seeking help from a teacher. The student sometimes reflects on his/her learning in order to improve performance but needs more time to consolidate these habits.

Effort Level 1-2: The student requires monitoring and assistance, is rarely prepared for class, may need significant assistance to stay focused and on task, may disrupt the learning environment for self and others, and rarely takes an active role in his/her own learning needs and interests. The student generally appears disconnected from the learning process, opportunities and experiences provided.



Habits & Attitudes to Lifelong Learning (HALL) Rubric

This rubric identifies many of the dispositions and approaches to learning that students need to develop if they are to cultivate a growth mindset and become independent lifelong learners.

Name: _____ Class: _____ Date: _____ Teacher Assessment Self-Assessment

Note: Please tick the box whose statement most represents you (Statements should be read horizontally)

PREPAREDNESS	1-2	3-4	5		
<input type="checkbox"/>	Rarely on time for class	<input type="checkbox"/>	Sometimes on time for class	<input type="checkbox"/>	Always on time for class
<input type="checkbox"/>	Frequently asks to leave class; Absences are not documented in advance and/or demonstrate no follow up	<input type="checkbox"/>	Absences are sometimes documented in advance and are followed up appropriately	<input type="checkbox"/>	All absences are properly documented in advance and are followed up thoroughly
<input type="checkbox"/>	Rarely prepared with materials for class	<input type="checkbox"/>	Sometimes prepared with materials for class	<input type="checkbox"/>	Always prepared with all materials
<input type="checkbox"/>	Does not prepare to work until instructed by the teacher	<input type="checkbox"/>	Sometimes prepared to work on arrival to class	<input type="checkbox"/>	Always prepared to work on arrival to class
<input type="checkbox"/>	Assignments and homework are rarely complete	<input type="checkbox"/>	Assignments and homework are sometimes complete	<input type="checkbox"/>	Assignments and homework are always complete
<input type="checkbox"/>	Assignments and homework are rarely handed in on time	<input type="checkbox"/>	Assignments and homework are sometimes handed in on time	<input type="checkbox"/>	Assignments and homework are always handed in on time
ENGAGEMENT	1-2	3-4	5		
<input type="checkbox"/>	Requires monitoring to stay focused and on task	<input type="checkbox"/>	Sometimes attentive and on task; ignores distractions	<input type="checkbox"/>	Always attentive and actively engaged
<input type="checkbox"/>	Rarely listens to instructions and feedback	<input type="checkbox"/>	Sometimes listens to instructions and feedback	<input type="checkbox"/>	Always listens carefully to instructions and feedback
<input type="checkbox"/>	Often displays disrespectful behavior (either disruptive or disengaged)	<input type="checkbox"/>	Sometimes listens actively and respectfully to others	<input type="checkbox"/>	Always listens actively and respectfully to others
<input type="checkbox"/>	Rarely works with care and attention to detail; work is often unfinished and/or rushed	<input type="checkbox"/>	Sometimes works with care and attention to detail; work shows evidence of revision	<input type="checkbox"/>	Always works with care and attention to detail; work shows thorough examination and revision
<input type="checkbox"/>	Rarely demonstrates long-term planning skills	<input type="checkbox"/>	Sometimes demonstrates long-term planning skills	<input type="checkbox"/>	Always demonstrates focused long-term planning to complete tasks
<input type="checkbox"/>	Rarely seeks clarification or assistance when needed	<input type="checkbox"/>	Sometimes seeks clarification or assistance as needed	<input type="checkbox"/>	Always seeks clarification or assistance when needed
INITIATIVE	1-2	3-4	5		
<input type="checkbox"/>	Rarely takes a reflective role in own learning needs and interests; often appears disconnected from learning	<input type="checkbox"/>	Sometimes needs encouragement to assess and reflect on own learning strengths, needs and interests	<input type="checkbox"/>	Always assesses and reflects critically on own learning strengths, needs and interests
<input type="checkbox"/>	Rarely interested in identifying learning opportunities and strategies to meet personal needs and achieve goals	<input type="checkbox"/>	Sometimes needs assistance in identifying learning opportunities, choices, and strategies to meet personal needs and achieve goals	<input type="checkbox"/>	Always identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals
<input type="checkbox"/>	Rarely shares ideas or asks questions; may refuse to participate	<input type="checkbox"/>	Sometimes needs encouragement to participate and share ideas and opinions	<input type="checkbox"/>	Always demonstrates a genuine desire to learn and to share ideas through participation and inquiry
<input type="checkbox"/>	Often relies on the work of others in group work	<input type="checkbox"/>	Sometimes allows others to take leadership initiatives in group work	<input type="checkbox"/>	Always initiates discussion, asking significant questions, and acting as an effective leader in groups
<input type="checkbox"/>	Demonstrates little to no initiative	<input type="checkbox"/>	Sometimes needs encouragement to take risks or assert opinions	<input type="checkbox"/>	Always takes intellectual risks, asserts opinions, and supports them
<input type="checkbox"/>	Rarely takes risks or asserts opinions	<input type="checkbox"/>	Sometimes needs encouragement to respond to challenges	<input type="checkbox"/>	Always perseveres and makes an effort when responding to challenges

AISC wishes to source, acknowledge and thank *The International School of Bangkok* for allowing AISC to use their HAL Rubric, from which AISC has changed to HALL (May 2014).

Reassessment Policy, Grades 6-12

AISC firmly believes in allowing students the opportunity for reassessment. Reassessment allows students to make decisions and play an active role in their own intellectual growth, thus promoting the idea of life-long learning. In order to qualify for reassessment, a student must demonstrate adequate preparation, personal responsibility and reflection. This can be achieved by taking the initiative to see the subject teacher for tutoring, completing assessment corrections, practice exercises and by being an active participant in his or her own learning.

Conditions for Reassessment:

- Any student in grades 6-10 has an opportunity to request reassessment once regardless of the grade. This request must be made within three days of receiving the grade on the original assessment. This only applies to summative and performance-based assessments such as projects, writing assignments, tests and quizzes.
- For students in grades 11 & 12, the need for re-assessment will be determined by classroom teachers, on a case-by-case basis, as deemed necessary by the teacher. A teacher-initiated reassessment opportunity may apply to an entire class in the event that there seems to be a gap in knowledge and understanding of the group as a whole as demonstrated on a summative or performance-based assessment. Or a reassessment opportunity may apply only to a particular student based on a lower-than-expected score on a summative or performance-based assessment.
- In order for the reassessment request to be approved, a student must demonstrate an improvement mindset by:
 - ✓ Conferencing with the teacher and completing the Reassessment Agreement Form.
 - ✓ Showing evidence of good class work and study habits
 - ✓ Completing test corrections, further review and/or further preparation work as requested by the teacher

4. A student will have one opportunity to reassess on the standards and concepts not met in a project or a writing assessment. At the discretion of the teacher, a traditional quiz or test will consist of either reassessment in its entirety or only the concepts not yet deemed proficient. The grade on the reassessment will either be the higher mark, or in the case of a partial reassessment, the value-added mark.
5. The timeframe for reassessment is at the discretion of the teacher.
6. The teacher will initiate the request to reassess for any student who does not demonstrate proficiency on the standards and concepts on an initial assessment. Proficiency is considered to be 70% or higher on a quiz or test or a grade of 4 or higher on an IB assessment.
7. While reassessment such as a test or a quiz will measure the same standards and concepts to be learned, it will not be the original assessment.
8. Failure to meet the Reassessment Agreement will result in a student receiving the original assessment grade.

Academic Honesty Policy, Grades 6-12

All students in Grades 6-12 are expected to read the Academic Honesty Policy found in the Family Handbook. The school will review the policy at the start of the school year in September. It is the responsibility of the students and parents to understand all aspects of this policy and to ensure they follow the policy in every class.

Portal Policy - Timelines for Publishing Grades

Below are the expectations for teachers to publish grades, for posting homework and assignments on the portal calendar and for balancing assessments at each grade level.

Gradebook

Teachers are expected to publish and submit their grades regularly in the online grading book.

1. Grades for formative assessments (quizzes, daily work and homework) and traditional tests will be posted no later than 1 week past their due date.
2. Grades for summative assessments (performance-based assessments, essays and major projects) will be posted no later than 2 weeks past their due date.

Posting on the Portal Calendar

Teachers are expected to regularly post assignments, course notes, homework and assessments on My AISC Portal with the understanding that future assignments and due dates may change. Changes will always be communicated on the Portal.

1. Teachers will do their very best to ensure that assignments will be posted by 4pm, on the day they are announced.
2. Major summative assessments such as performance-based assessments/tests/essays will be posted a minimum of 1 week in advance.

Balancing Assessments and Assignments at Each Grade Level

Teachers are expected to use their professional judgment in spacing and balancing student workload per quarter and per semester.

1. Students will have no more than 2 major summative assessments scheduled on any given day.
2. Teachers will communicate internally to make strategic decisions when scheduling major summative projects/performance-based assessments to ensure a student's learning and quality of work is not compromised because of an excessive work load.

IB Grading Policy for Students

The following document provides some clarity for how students will be assessed in the IB at AISC. For specifics pertaining to each particular course, please refer to the course syllabus.

General Agreements on Assessment in the IB at AISC

- A. Quarter grades are reflective, not predicted IB/AD grades.

When we report a grade in a quarter, we are saying that the student earned that mark for the work done in that quarter. The student's overall performance may increase or decrease over the next year and a half and it is NOT meant to be a prediction of overall performance in the IB or AD exams.

- B. Category Weights

- Category weights should be established by each subject teacher, as stated in the course syllabus, which is provided to the students at the beginning of the academic year.
- Category weights may vary from subject to subject per quarter.
- Homework should be worth no more than 10% of the overall grade. This is a school-wide policy. A teacher might choose not to include homework in the overall average.

- C. Assessment Strategies

- Teachers will vary assessment types including performance, oral, and written assessments.
- When using assessments that are non-IB generated, teachers will need to create grade boundaries that mirror the IB grade boundaries.
- IB/AD assessments should use the grade boundaries informed by the subject reports. It is in the teacher's discretion and professional judgement to modify the grade boundaries

- D. Late Policy

- If a student misses an interim deadline for an IB/AD assessment (final draft submission) the teacher will hold a parent meeting with the student to inform them of the missed deadline and the next steps. The student will have up to 5 school days to turn in the interim assessment. The student will have recovery

time from 3:05-4:05pm on Monday, Tuesday, Thursday, and Friday, and 2:05-3:05pm on Wednesday until the assignment is submitted and the deadline is met.

- During the 5-day recovery time, students will not be attending after-school clubs or tutorials.
- If a student misses a final deadline for an IB/AD assessment, it will be reported that day to the IB/AD Coordinator. After notification, the IB/AD Coordinator will hold a parent meeting with the student to inform them of the missed deadline and next steps.

Assessment and Evaluation in the Elementary Division

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and areas for growth in the achievement of expectations in each subject in each grade.

Assessment is the process of gathering information from a variety of sources (including assignments, day-to-day observations, conversations or conferences, demonstrations, projects and performances), that accurately reflect how well a student is achieving the expectations in a subject.

The Developmental Reading Assessment (DRA) is used to monitor reading and literacy progress and to ensure students are achieving the developmentally appropriate milestones. Summative assessment in writing takes place three times per year in KG5 – Grade 5. Students submit a writing sample based on a writing prompt provided by their teacher. In addition, the elementary uses the Developmental Spelling Analysis (DSA) in order to determine each student's developmental spelling stage according to the Word Journeys program by Kathe Ganske.

Beginning in Grade 2 AISC students take Measures of Academic Progress™ (MAP) test three times per year, Fall, Winter and Spring. The MAP test, which is a product of the Northwest Evaluation Association, is closely aligned with the Virginia State Standards. MAP tests are used to determine each child's instructional level and to measure academic growth throughout the school year, and from year to year in the areas of Mathematics, Reading and Language Usage. Grade 2 students take the Primary Grades Mathematics and Reading MAP tests while students in grades 3-5 take MAP tests in Mathematics, Reading and Language Usage. MAP tests are computerized and adapt to be appropriate for each child's level of learning. As a result, each student has the same opportunity to succeed and maintain a positive attitude toward testing. During the two-week testing period, students will spend a total of about two hours completing these tests however it is important to note that MAP tests are untimed and any student needing additional time will receive it.

Once MAP test results are in, teachers are able to:

- Define flexible groups for instruction
- Personalize instruction
- Link test results to skills and concepts aligned with state standards
- Facilitate goal-setting and student learning plans

Each student in KG5 – Grade 5 is provided with a Personal Learning Portfolio. The Personal Learning Portfolio is an accumulation of student work, built to demonstrate mastery of grade level concepts, skills and standards. At AISC, we use data to drive instruction. Therefore, the Personal Learning Portfolio clearly shows areas of literacy and mathematics each child has mastered and specific strands a child needs to improve. The Personal Learning Portfolio will be sent home twice per year to allow students share their wonderful work with their family and for parents to monitor their child's progress during the academic school year. The progressions in the Personal Learning Portfolio include:

- Reading
- Writing
- Grammar
- Word Work
- Math
- Science
- Social Studies

For more detailed information on how each of these subjects are taught and assessed, please refer to the appropriate grade-level Curriculum Overview, found on the [AISC Website](#).

Appendix A: Assessment Definitions

Assessment: the process of gathering information on student learning from a variety of methods to determine how well students are learning.

Assessment for Learning or Formative assessment: Assessment that is used on a continual basis throughout the learning process. It involves constructive feedback for students designed to help improve learning before any summative grading takes place. Teachers use multiple forms of formative assessments to inform students of their learning and progress. Formative assessments prepare students to learn the skills needed for summative assessments and allow students to make managed errors so that they may learn from their mistakes.

Examples of Formative Assessments are:

- Anecdotal records
- Running records
- Graphic organizers
- Exit/Admit slips
- Conferences
- Slate assessments
- Observations
- Questioning
- Discussion
- Peer/Self assessments
- Visual representations
- Think/Pair Share
- Journal writing
- Practical experimental work

Assessment of Learning or Summative assessment: Assessment of learning that occurs throughout the course. This gives students an opportunity to demonstrate achievement and will be reported in the gradebook. Summative assessments are the teacher's final opportunity to assess the outcomes of learning before moving on to new topics or skills.

Examples of Summative Assessments are:

- Tests
- Quizzes
- Exams
- Unit projects
- Essays
- Research Projects
- Performance-based assessments
- Oral examinations and presentations
- Lab reports
- Group projects

Assessment as Learning: Self-monitoring and self-correction or adjustment – designed to establish students' roles and responsibilities in relation to their learning and assessment. Inform future learning goals. Engages students in self and peer assessment and promotes students' confidence and self-esteem through understanding of how they learn.

Examples of Self-Monitoring are:

- Checklists
- Tracking and graphing one's own personal progress
- Self-Assessments
- Hall Rubric
- Journal Writing

Balanced Assessments: Not one format of assessing is used over another. In every unit of instruction there exists a balance of summative and formative; performance-based and paper-and-pencil; qualitative and quantitative; oral and written.

Benchmarks – A detailed description of a specific level of student achievement expected of students at particular ages, grades, or developmental levels; academic goals set for each grade level.

Common Assessment: The same assessment used for different groups of students taught by different teachers, to ensure the same standards are being assessed.

Concept Based Learning: Guiding students to a deeper understanding of the concepts and principles/generalizations that structure a discipline. The goal is to use facts as a tool to help students achieve a deeper understanding of the transferable concepts and principles of the discipline.

Diagnostic or Pre-Assessment: Assessment to determine appropriate starting points for instruction

Differentiated Instruction: This is also referred to as "individualized" or "customized" instruction. The curriculum offers several different learning experiences within one lesson to meet students' varied needs or learning styles.

Evaluation: the process of judging the quality of student work based on identified criteria and assigning a grade.

Exam: An official test that shows ability in one particular subject; often administered at the end of a semester or course.

Exemplars: Sample of student work that represents either the best or expected level performance on a given task.

Formal assessment: Assessment that is based on the results of standardized tests or other forms of assessment that are administered under regulated or controlled test-taking conditions. In the process of a formal assessment, data is collected on student performance on the test or tests to determine the level of academic achievement or various other characteristics under analysis.

Moderated Assessment: A collaborative process in which a group of teachers examine or mark a set of student work samples according to an agreed upon criteria. In using a moderated model, reliability, fairness, and validity are enhanced so achievement decisions are defensible. Moderation activities across a department, allows teachers to make consistent and reliable decisions on student performance over time.

Performance Based Assessment (PBA): Sometimes PBAs are also understood as Internal Assessments (IAs) in the IB and in High School. They refer to a variety of tasks and/or situations that relate back to the integration of a set of standards, or combination of standards, from any one class, or across disciplines, in which students are given opportunities to demonstrate their understanding for macro or micro concepts and to thoughtfully apply taught knowledge, skills and habits of mind, in a variety of contexts designed by the teacher and graded by the teacher. PBAs or IAs often weigh heavily in a unit of study.

Portfolio: A collection of various samples of a student's work throughout the school year that can include writing samples, examples of math problems, and results of science experiments.

Prior Knowledge: What a learner knows beforehand. It is an important concept for teachers to be able to plan effectively. As it is a key factor in future success, it needs to be measured carefully if the particular impact of a teaching input is to be gauged.

Qualitative Data: Assessment Data that is anecdotal or descriptive. This kind of assessment describes how the learner has been evaluated; For example, rubric descriptors and anecdotal comments

Quantitative Data: Data that is numerical, not descriptive; scores out of 10, 25, and 100 are examples.

Reliability: The consistency with which an assessment strategy measures whatever it is meant to measure

Rubric: Assessment tool that include a set of performance indicators, often organized into several levels, for a given task or set of skills.

Standards: Public and agreed upon statement about what is expected in terms of curriculum, student performance, or conditions for learning

Standardized Assessments: AISC administers the following standardized assessments each year: MAP, PSAT, SAT, IB

Validity: The degree to which an assessment strategy measures what is intended to measure