

# Assessment Policy

*Brent International School Baguio*

**BRENT SCHOOL**



**INTERNATIONAL  
SINCE 1909**

Revised May 2018

## INTRODUCTION

Brent International School Baguio highly supports formative and summative assessments in educating and promoting improvement in performance in all subject areas.

At Brent, assessment is integrated into daily classroom teaching. It is an ongoing process, based on multiple sources of evidence including tests, observations, portfolios, interviews, performances, and projects designed to inform the learning of both student and teacher. Regular assessment in which students are active participants allows students to take responsibility for their work and to support their growth as lifelong, reflective learners.

Assessment is a process that involves the establishment and validation of goals, content, and skills. It functions as:

1. an attainment of educational goals and objectives
2. a platform for feedback
3. an opportunity for data gathering for recording and reporting to students, parents, and stakeholders

## ASSESSMENT PHILOSOPHY

Brent International School Baguio adheres to the following:

1. Assessments, although used to record student achievement, emphasize the development of student learning.
2. Assessments, as part of instruction, are labeled formative assessments, which are used to impart content and skills and to check understanding in the course of study.
3. Assessments, as part of measuring, are labeled summative assessments, which are used to test the aptitude of knowledge and skills of the students. Summative assessments may be in the form of unit tests, written production, oral production, performances, and projects.
4. Assessments provide the students the opportunity to receive immediate feedback.
5. Assessments are reasonable and measurable, within the boundaries of the established goals; therefore, assessments verify the validity of student learning.
6. Assessment criteria and expectations by which students will be measured are not ambiguous, but are explained and made accessible by the teacher.
7. Assessments are used for data recording and reporting, which follows a set of specific and institutional standards.

## THE ASSESSMENT PRACTICES

Brent International School Baguio upholds academic standards that set student achievement as the goals of learning and teaching practices, and the benchmarks allow for achievement to be measured and reported. Brent considers academic achievement to include subject-specific content, thinking and reasoning skills, and general communication skills (Marzano, 2000). Student achievement, therefore, is the amount of subject-specific content students learn, the extent to which students demonstrate thinking and reasoning skills at an appropriate level, and student ability to communicate effectively the content and reasons they have engaged.

### A. Assessment and Learning

Assessment and learning are symbiotic elements of an educative environment. Assessment measures the scope of knowledge and skills learned through the guidance of teachers and teaching resources. Wiggins (1991) states the notion that a test measures knowledge or ability, with the assumption that the product of learning will contain in itself all of the information that the evaluator needs to know about the students and the quality of their thinking processes.

Brent, therefore, ascertains the promulgation of assessments that provide the opportunity to demonstrate knowledge in context learned, and transform mastery of knowledge and skills to new contexts.

## **B. Elements of Educative Assessment**

Brent International School Baguio uses the model, Understanding by Design (Wiggins and McTighe, 2005), which suggests that “educative assessment” requires a known set of measurable goals, standards and criteria that make the goals real and specific, descriptive feedback against those standards, honest yet tactful evaluation, and useful guidance. Elaborations for these elements are the following:

### **1. Standards-Based**

- Specifications (e.g. 80 wpm w/ 0 mistakes)
- Models (exemplars of each point on the scale – e.g., anchor papers)
- Criteria: conditions to be met to achieve goals – e.g., “persuasive and clear” writing.

### **2. Feedback**

- Facts: what events/behavior happened, related to goal
- Impact: a description of the effects of the facts (results and/or reactions)
- Commentary: the facts and impact explained in the context of the goal; an explanation of all confirmation and disconfirmation concerning the results

### **3. Elements of Evaluation**

- Evaluation: value judgments made about the facts and their impact
- Praise/Blame: appraisal of individual's performance in light of expectations for that performer

### **4. Elements of Guidance**

- Advice about what to do in light of the feedback
- Re-direction of current practice in light of results

## **C. Standard-Based Assessment**

Brent International School Baguio has chosen to adopt a standards-based model for its academic program. Thus, Brent is committed to the following curriculum, instruction, and assessment practices:

- Appropriating academic standards which conform to the development of knowledge and skills;
- Developing and delivering curriculum from the standards and benchmarks;
- Implementing assessments that explicitly and tangibly measure student progress against the standards and benchmarks;
- Reporting student achievement through the standards and benchmarks to provide meaning.

Brent International School Baguio implements the standard-based assessment model, and continuously develops and improves the system. This model ensures that the measure of learning outlines different levels of achievement as expressed in the benchmarks of every standard.

The International Baccalaureate Diploma Programme (or the IB programme), a programme Brent employs for Juniors and Seniors, promotes the use of assessment criteria, grade boundaries, and descriptors in evaluating students' tests and performances. Likewise, Brent, following the standard-based assessment model, awards grades that reflect student achievement based on the pre-defined standards. Student grades, therefore, are evidences of the following practices:

- Students attain the established academic standards and benchmarks, avoiding comparison and competition.
- Students are fully aware of the criteria and expectations by which they and their products will be measured.
- Students achieve proficiency through the pre-defined standards and benchmarks, which are the basis of assessment design.
- Students deviate from the norm of guessing, rather focus on mastery and proficiency.
- Performance assessments do not assume a single correct answer.

## Achievement Variables

Achievement is the result of students' work, and is the focus of assessment and reporting. In Brent International School Baguio, achievement comes in two forms: measureable and non-measureable.

### A. Measurable Variables = Achievement Grade

Measurable variables reveal individual student's mastery of content, thinking and reasoning, skills, and communication. These variables can be part of a student's grades if measured by the standard-based system through the use of criteria, reflecting the standards and benchmarks of the established goals.

Measurable variables consist of summative assessments, which tests mastery and proficiency of knowledge and skills taken from chapters and units studied over one or two semesters. Examples of assessment tasks that can produce measurable variables are:

- Projects
- Performance tasks

- Visual interpretations
- Written productions
- Oral productions
- Summative quizzes/tests

Contrary to the traditional point system, formative assessments are not conclusive as measurable variables. Formative does not demonstrate evidence of mastery due to, as the word connotes, the fact that it only provides the foundation for learning; thus, it is considered non-measurable. Formative assessments may come in the form of:

- Activities in teaching a topic to students
- Questions and Answers for discussion
- Class discussions
- Worksheet for practice/homework

#### **B. Non-measurable Variables = Non-achievement Grade**

Non-measurable variables include effort, behavior, attitude, attendance, punctuality, and participation. A participation grade may be part of a measurable grade if graded against a set of assessment criteria. However, participation is not considered measurable if it is based on subjective perception and/or experience. Participation should come as formative assessments.

A non-achievement grade is recorded through comments written on progress reports and Citizenship. Citizenship is scored based on the standards below:

## **Enter new ESLRS Citizenship assessment here**

### **Homework Policy**

1. General regulation: Homework should be used as an extension for enrichment or reinforcement of a skill or content mastery through additional practice. Whenever possible, homework should not be used as a summative assessment.
2. Quantity Regulation: The quantity of student homework must be monitored by faculty and administration.
3. Time Regulation: To assist in monitoring the quantity of homework, teachers should reference the following guidelines:
  - K-1: No homework shall be assigned, but home reading is encouraged by the homeroom teacher.
  - Grades 2-3: No more than 15 minutes of homework per class period
  - Grades 4-5: No more than 20 minutes of homework per class period
  - Grades 6-8: No more than 30 minutes of homework per class period
  - Grade 9-10: No more than 40 minutes of homework per class period
  - Grade 11-12: Typically, subjects at this level can require a considerable amount of time for homework.

## Validity of Assessment

Assessment standards and benchmarks are central and are considered instrumental in the achievement of intellectual competence (Gordon Commission 2012). Assessment in education should inform and improve learning processes and outcomes. Therefore, assessment must embed content and skills to be considered valid.

Both achievement and non-achievement assessments must be valid in order to produce scores with meaning. Validity depends on:

- standards and benchmarks meeting the ESLR's of Brent International School Baguio
- measuring the quantity of topics discussed and learned
- demonstrating the established goals in the curriculum
- including content, skills, and enduring learning
- measuring against a set of standards and benchmarks
- promoting development of learning in summative assessments

## Purpose of Grading

Peter Airasian (1994) identified five purposes for grading. They include, in order of importance:

1. Feedback about student achievement
2. Guidance
3. Instructional Planning
4. Motivation for students
5. Administration

Consistent with Airasian's purposes for grading, the primary goal of Brent assessment is to provide students with feedback about their achievement. This goal requires assessment to be connected to the measure of achievement (standard and benchmarks), to target the concepts (big ideas and understandings), to provide students the opportunity for transfer, and to utilize content and skills that support the above elements.

## Generating Grade Data and Tracking Achievement

### GPA – Grade Point Average

The grades of all subjects, weighted according to the number of contact hours per week, are included in the computation of the GPA.

In the light of their rigor, IB Higher Level courses are weighted by the addition of 0.5 for purposes of the GPA.

Brent International School Baguio does not provide ranking data.

**LETTER GRADES , GRADE POINT AVERAGES, PERCENT EQUIVALENT,**

**I.B. MARKS**

Letter Grade	Grade Point	Percent Equivalent	IB Mark	IB Descriptors
A+	4.0	100 - 97	7	Excellent
A	4.0	96 - 93	6	Very Good
A-	3.7	92 - 90	5	Good
B+	3.3	89 - 87	5	Good
B	3.0	86 - 83	4	Satisfactory
B-	2.7	82 - 80	4	Satisfactory
C+	2.3	79-77	4	Satisfactory
C	2.0	76 - 73	4	Satisfactory
C-	1.7	72 - 70	3	Mediocre
D+	1.3	69 - 67	3	Mediocre
D	1.0	66 - 63	3	Poor
D-	0.7	62 - 60	2	Poor
F	0.0	59 and below	1	Very Poor

<b>INC</b>	Incomplete	<b>M</b>	Missing Assessment
<b>P</b>	Pass	<b>WD</b>	Withdrawn
<b>F</b>	Failed	<b>* The minimum passing mark is D-</b>	
<b>S</b>	Satisfactory		

**IB Grade Descriptors**

It is important to understand that there is no direct conversion between the letter grades used in Brent classes and the IB's 1-7 scale. The preceding chart provides a rough equivalent range. It is important to note that the IB assigns each IB course a 1-7 grade based on a set of prescribed IB assessments. The Brent letter grade includes a broader range of related assignments over the duration of the course. Therefore, a student's letter grade in a class may not correspond exactly to their IB 1-7 grade.

### Department Weighting

Each department below formulates a percentage-system to weigh the significance of the summative assessments in the classroom, and all of which contribute to the computation of the Grade Point Average. Brent reporting uses an A to F scale in which a GPA is determined.

- a. English Department
- b. Science Department
- c. Math Department
- d. Social Studies Department
- e. Modern Languages Department
- f. English as a Second Language Department
- g. Physical Education and Health Department
- h. Religious Studies Department
- i. Arts Department
- J. ICT Department

With IB courses, teachers also grade using the 1 to 7 scale, but only with the emphasis on summative assessments that cover a semester's or a year's lesson. Brent's scale adoption is based on descriptors that represent standards of attained knowledge and skills. Hence, teachers are provided with an approximate comparative scale that connects the IB 1 to 7 scale to the Brent A to F scale. This is applied to IB assessments only, and is given as a predicted score in nature.

### Lower School Grading System

#### Pre-K

A student's performance is tracked and reported upon every eight weeks. The following key is used to evaluate performance:

- + = Meets most grade level expectations
- / = Meets some grade level expectations
- = Does not meet grade level expectations
- \* = Modified Instruction
- = Unmarked means not evaluated
- [ ] = See Attachment

#### Kindergarten to Grade 3

These classes use very similar report formats. A student's performance is tracked and reported upon every eight weeks. The following key is used to evaluate performance:

- 4 - Meets all grade level expectations
  - 3 - Meets most grade level expectations
  - 2 - Meets some grade level expectations
  - 1 - Does not meet grade level expectations
  - \* - Modified instruction
- Any unmarked items "N" are considered not evaluated at the time.



### Grades 4 and 5

These classes receive a Progress Report and an end-of-semester Report Card. The Progress Report is in a narrative format. The Report Card uses letter grades such as A, B, C and so on as an indicator of achievement. See the above Letter Grades chart for details.

## Brent Grade and Reporting

In the Brent curriculum, a grading period can be defined primarily as the length of a unit. Grade reporting occurs on a semester and annual basis. Semester and annual grades can be derived from the accumulation of unit grades.

It is important to note that the following guidelines must be practiced if using the point method:

- Units must be clear about the topic/concept they are teaching and assessing.
- Assessments should be according to the content/concept and skill these are assessing.
- Assessments must be clear about the depth and quantity of content and skill they are assessing, and be weighted accordingly.
- Units must be weighted in significance, based on the topic, in order to derive a semester or annual grade.
- Raw data can be produced from teacher-defined possible scores as well as rubrics.
- Letter grades can be assigned, based on set criteria, rather than raw numerical scores.
- Grade reporting through BASIS includes a long description of criteria being assessed.
- To provide timely feedback, grades in BASIS should be updated at least every two weeks.
- Non-achievement data is reported separately from achievement data.
- Grades are ultimately reported as an A to F letter grade (also +/-) where each number represents a category of achievement, A+ being the highest.

### PROGRESS REPORTS

The evaluation of students from the academic and citizenship perspectives is an ongoing process. Academic grades and ESLR reports are formally assigned and reported to parents/guardians at the end of each semester.

Midterm progress reports which include comments are issued for all students. The grades in progress or running grades which may appear on these reports do not form part of the student's official or permanent record.

### PARENT - TEACHER CONFERENCES

All-school Parent-Teacher conferences are held each mid-semester to keep parents/guardians informed regarding student progress and to discuss any special circumstances and needs of the students. An individual parent-teacher conference may be convened at any time.

## ESL and SPECIAL NEEDS ACCOMMODATIONS

For students in the English as a Second Language (ESL) or Learning Support Services (LSS) programs, lists of possible accommodations are provided to teachers and implemented on an as needed basis. Examples of accommodations could include extra time, alternate venues, and the use of a dictionary.

## IB Internal Assessment Deadlines

For students to effectively manage all internal assessments for the Brent and IB Diploma. All students, Brent or IB Diploma, are to be guided by the following on work submission:

- a. Draft deadlines are an opportunity for the student to get feedback on their work-in progress. Students who receive feedback on their work and incorporate that feedback in their final product consistently produce a higher-quality product than those who do not. Failure to submit a draft prior to a draft deadline will result in no feedback being given by the teacher prior to the final deadline as well as an orange slip.
- b. Final deadlines are the day when a teacher expects to have a final copy of the work for assessment. Failure to submit work by the final deadline will result in the student being given a detention. Teachers will be providing a grace period of one week extension for the student to submit the work from the final deadline.
- c. Submission deadlines are the final day on which the IB office will be accepting work for submission to the IB. The expectation is that whatever work the teacher has received by this date is what will be graded for the Brent grade and for submission to the IB. Failure to submit a final, authentic piece prior to a submission deadline will result in a mark of “N” being awarded for the component. As a result, credit will not be granted for the course, and the IB Diploma will not be awarded.

## Schedule of Deadlines

Submission deadlines are set by the IB Coordinator and published on a shared calendar, while draft and final deadlines are set by the subject teacher. Draft deadlines will be set two weeks prior to final deadlines.

Guidelines for late submission:

1. If a student does not submit their work on time, the teacher must immediately notify the IB office so that a letter will be sent home (signed by the teacher, the IB coordinator and principal) saying that the student has missed the submission deadline and will have one week to complete the work. The letter will be prepared by the IB office.
2. Parents/Guardians and students will sign the return slip indicating that they have been informed of these conditions.

Ultimately, students have the responsibility to balance and choose prudently between after school and academic commitments. Teachers ensure that their IB classes facilitate the completion of such assessments in class. Teachers are expected to communicate immediately to the IB office if there are problems with the compliance of any of these deadlines. Any deviation from the agreed dates must be cleared by the IB office.

## Publication and communication

This policy is to be published on the school's website. Sections of this policy are referred to in the Student-Parent Handbook released yearly.

## Review

Finally, this policy is to be reviewed every two years.

## Review Committee:

### 2018 Committee:

Principal- Benjamin Josephson

Lower School Head Teacher- Katelin Thompson

HoD Science- Paul Engler

IB Coordinator- Celeste Coronado

## REFERENCES

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