



# SCORIS INTERNATIONAL SCHOOL-UGANDA



**ASSESSMENT POLICY**

of each student through a child-centered, inclusive environment that promotes curiosity, innovation, and moral integrity. Our goal is to develop inquisitive, knowledgeable, and caring individuals who embrace diversity, act ethically, and strive for personal and academic growth

#### SCHOOL MISSION

To deliver world class education that promotes academic excellence and cultivates a community of dynamic, confident, curious, and reflective learners with a global mind.

#### SCHOOL VISION

To be a distinguished international school recognized globally for empowering students to develop strong global minds.

#### SCHOOL CORE VALUES.

1. Integrity
2. Compassion.
3. Open mindedness.
4. Innovativeness.
5. Equity.
6. Reflectiveness.

## **Introduction**

Scoris international school-Uganda (SISU) is an International School which aims to provide secondary education to children of foreign nationals and Ugandans in a welcoming, inclusive, respectful and multicultural environment.

We believe that assessment is an integral part of learning and teaching, and represents collaboration between students, teachers and parents. As such, students complete a variety of formative and summative assessments over the course of their academic programs, designed to allow students to show their attainment in a variety of ways. Teachers are encouraged to use a range of assessment tools and provide feedback on a regular basis. Students also engage in self-assessment and peer-assessment, empowering themselves as learners.

### **Aims**

This policy envisions achieving the following aims.

- a) To make assessment an integral part of the educational process, providing feedback to ensure continuity and progression in children's learning.
- b) To review the assessment process by which a learner's skills, knowledge or ability can be integrated into the school mission.
- c) To highlight the processes and procedures through which learner performance can be obtained, analyzed and interpreted during the learning process.

### **Purpose of Assessment**

The purposes of assessment, recording and reporting at SISU include the following:

- i. Enable teachers to monitor the students' progress to inform further interventions geared to improving student achievement.
- ii. Provide effective feedback to students and parents on learner's progress in order to improve the students' learning.
- iii. Inform future learning and the effectiveness of teaching.
- iv. Identify learners' specific needs and extend appropriate support.
- v. To establish the degree of student readiness to progress to the next level of learning.
- vi. To provide external agencies such as colleges and universities with information on students' level of readiness for the next level of their education journey.
- vii. Celebrate achievement.

### **Guiding Principles for Assessment at SISU**

In order to meet the above-mentioned purposes, the school follows the following guidelines:

1. The school integrates various forms of assessments including continuous assessments, project-based assessments, performance-based assessments and termly and end of year assessments.
2. The school maintains transparent communication to the community regarding school-based assessment and its outcomes within a given learning period.
3. Using assessment feedback, the school works collaboratively with parents to improve students' learning.
4. The school uses results analyses to inform students' progress, appropriate learner support, teaching needs and adjustment in pedagogical approaches.

### **Assessment Process**

SISU will follow the IB Diploma Programme, and as such we will use criterion-related assessment across subjects.

- a) IB teachers will assess students' work using the level descriptors, assessment criteria, as outlined in the subject guides, and the grade boundaries published by IB each year.
- b) Levels of 1 – 7 are used according to the individual subjects offered.
- c) In Theory of Knowledge (ToK), students are graded A-E. In CAS, students are assessed against seven Learning Objectives.
- d) Continuous assessment in IB includes formative assessments taking many forms, depending on the subject, but will develop skills and knowledge to prepare students for internal/external and final examinations.
- e) Teachers are required to engage in the standardization of students' work following on from internal and mock examinations, and when preparing work to submit for external assessment.

### **Forms of assessment**

Assessments are administered at various times during the school year. Different types of assessments are used throughout each term. These include group projects, homework assignments, peer marking, oral quizzes and end of unit tests mid and end of term examinations. Teachers are expected to carry out assessment of learning and assessment for learning:

- a) **Assessment of learning:** The school administers examinations at the end of

every academic year and documents individual or group attainment, measure achievement and provides accountability for learning and teaching.

- b) **Assessment for learning:** To support understanding of each student's profile, ongoing student growth and promote improvement in student performance different forms of formative assessments are implemented in the school. These also help in guiding both students and teachers in ways in which further progress can be achieved.

In pursuit of the IBDP, the school's assessment plan will feature an assessment system comprising various levels of assessment:

- i. External assessments will be administered according to the established schedule produced by the examining body during the school year.
- ii. Mock assessments will be taken in the form of mock examinations. Students in DP2 take the mock exams in Term Two to help better prepare them for the final examinations.
- iii. Year Group common assessments. These will be internally standardized tests and assignments common to a specific year group. These will be undertaken throughout the year within timetabled lessons or at the end of specific units of study.
- iv. End-of-year examinations. These will be scheduled at the end of each academic year for all students.
- v. Classroom and homework assessments are diagnostic assessments given to individual students as necessary. They are regular and continuous in their nature.

### **Recording assessments**

IB teachers will be required to record their assessment data on ManageBac. This will be available for parents and students to access. Teachers are expected to record some form of assessment at least every two to three weeks. Where appropriate, teachers may use grade boundaries to accurately reflect students' attainment.

### **Staff Development**

The school regularly extends staff professional training tailored to assessment requirements. The IB Coordinator, Heads of Department and the Systems Administrator are responsible for overseeing the training of all staff on assessment.

### **Communication between parents and teachers on assessment**

SISU encourages communication between teachers, coordinators and parents on the learner's progress and outcome of assessments. At SISU the following forms of communication are used.

- I. Parents may organize individual meetings with teachers and the IB coordinator throughout the year by appointment and vice versa.
- II. Parents are invited to attend Parent Teachers Conferences (PTC) once every term.
- III. Feedback on academic and social achievement is frequently provided to parents in form of written reports, through emails, telephone calls and other electronic media platforms.
- iv. IBDP teachers will provide feedback via ManageBac on individual assignments which allows parents to track their child's progress throughout the year.

### **ASSESSMENT DEADLINES:**

The school sets its own internal deadlines for submission of assignments including those that are moderated and examined externally.

A calendar indicating the deadlines for all submissions is given to the IBDP students by the IBDP coordinator.

Submissions after deadlines are not accepted and students are not permitted to modify their assignments beyond deadlines.

Formative and summative assessments are rescheduled in case of absence. Students may **NOT** be exempted from formative and summative internal assessments on medical grounds. The school ensures that enough assistance is provided to the low achievers and late-entry students so that they are ready for the next level.

<i>IB Grading Scale</i>
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<i>Subject Grades Descriptor</i>	<i>The TOK course and EE receive grades according to the following scale</i>	<i>Grade Boundaries from IB scale to percentage</i>
<i>7 – Excellent Performance</i> <i>6 – Very Good Performance</i> <i>5 – Good Performance</i> <i>4 – Satisfactory Performance</i> <i>3 – Moderate Performance</i> <i>2 – Poor Performance</i> <i>1 – Very Poor Performance</i>	<i>A – Excellent</i> <i>B – Good</i> <i>C – Satisfactory</i> <i>D – Mediocre</i> <i>E – Elementary</i> <i>N – No Grade</i>	<i>7: 80-100</i> <i>6: 69-79</i> <i>5: 58 – 68</i> <i>4: 47-57</i> <i>3: 36 – 46</i> <i>2: 20 – 35</i> <i>1: 0 - 19</i>

### **IB Internal Assessment Timelines**

SISU will create an internal assessment timeline for every cohort. The aim is to help students and teachers better manage their time. The steps involved in creating the timeline include:

- i. Teachers provide suggested deadlines for their subject to the IB Coordinator;
- ii. The IB Coordinator reviews the suggested dates and creates a draft IA timeline which spreads out the deadlines.
- iii. The draft timeline is reviewed by teachers and students.
- iv. The IA timeline is finalised by the IB Coordinator.
- v. Once the timeline is finalised, only the IB Coordinator can adjust the deadline. The timeline is regularly reviewed by the IB Coordinator.

### **Roles and responsibilities for implementing, evaluating and reviewing policies**

This policy will be reviewed after every two years following collaborative input from the following individuals and groups:

- i. Board of Governors
- ii. Principal/Head of School
- iii. IB Coordinator
- iv. Heads of Department

v. Subject teachers

**Reference documents**

*Guidelines for developing a school assessment policy in the Diploma Programme*

*Diploma Programme: From Principles into Practice*

*Diploma Programme Assessment: Principles and Practice*

*Diploma Programme Assessment Procedures*

*Assessment Principles and Practices – Quality Assessments in a digital age*

IB Guidelines for developing a school assessment policy

Programme standards and practices

Diploma Programme Assessment procedures 2022