

ASSESSMENT POLICY

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1. Policy Purpose

This policy is a statement of the aims, philosophy and guiding principles that underpin all assessment practice at UWC Atlantic (the College). Our focus is to develop students through a holistic programme of study, and it must be reflected in our approach to assessment. Decisions should therefore focus on the impact of the overall UWC Atlantic curricular programme, not just on one subject, discipline or assessments. We focus on what it is important to assess and not what is easy to assess. We make sure that assessment is meaningful, fair and in the best interests of the students involved.

2. Policy Statement

"Everything that can be counted does not necessarily count; everything that counts cannot necessarily be counted". — (Albert Einstein/William Cameron 1963)

The assumption of this document is that the core skills of the IB Learner Profile determine teaching and learning throughout the College. It is for this reason that the Diploma Programme influences our student centred, research based approach to independent learning.

We engage our students in 'learning how to learn'. We aim for our students to become better judges of their performance who are supported in their learning by employees helping them to develop methods for improvement.

These points are applicable across the curriculum and explain how the principles of assessment for learning identified by the IBO are implemented and supported in the College as a whole.

The IBDP Group and Subject specific assessment details are included in the Faculty Handbooks that can be found in the College's internal electronic files.

3. Policy Implementation

3.1 Assessment Methods

The IBDP assessment has two parts: formal IB assessment and weekly assignments, tests and internal exams helping to prepare a student for final assessment.

- Formal IB assessment includes examinations and on-going internal assessment during the course, graded or moderated by an external examiner, contributing to the final DP qualification. The principles and practices of formal assessment can be found

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in the document [Assessment Principles and Practices - Quality Assessments in a Digital Age \(2018\)](#). Specific subject information is included in the [Procedures Handbook for the Diploma Programme](#) and in individual *Subject Guides*. It is expected that teachers will be familiar with all information relating to formal assessment in their subject areas.

- Weekly assignments, tests and internal exams use a combination of tools and strategies to consolidate student learning in preparation for final DP grading.

Students need to understand what the assessment expectations, standards and practices are and these should all be introduced early in the course and be the focus of class and homework activities. The formal assessment requirements make it clear how summative assessment will be conducted, and how the student will be judged at the end of the course.

Through comprehensive, valid and reliable information, based upon grades that accurately reflect student performance measured against DP aims, objectives and criteria in appropriate ways, students learn about their performance and what they need to do to improve.

An essential component of classroom practice is formative assessment. It represents *“the process of gathering, analysing, interpreting and using the evidence... to help students to achieve their potential”* (Guidelines for Developing a [School Assessment Policy in the Diploma Programme](#), International Baccalaureate Organisation, 2010)

Formative assessment is supported by summative measurement. The DP is criterion [not norm] referenced, and grades students against objective attributes that distinguish between different levels of attainment. Teachers *“must use their knowledge of IB summative assessment expectations and practices to help students improve performance in a formative way.”* (Guidelines for Developing a [School Assessment Policy in the Diploma Programme](#),)

Individual subjects are assessed on a 1-7 scale with 4 as a pass mark. The maximum points total is 42 points plus 3 Diploma points for Theory of Knowledge and the Extended Essay, totalling 45 points overall. The passing grade for the DP is 24 although there are a number of failing conditions that need to be taken into account. For further details of these refer to [Assessment Principles and Practices- Quality Assessments in a Digital Age \(2018\) p. 220](#).

Summative assessment provides accurate, timely and regular grades to students in a number of ways: through homework assignments, class work, exams and end of term reports. Summative assessment measures students against DP criteria and provides the

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basis for DP Internal Assessment (See Appendix 2 - Internal Assessment), as detailed in the subject guides, and DP Grades.

Summative assessment is also employed in setting Performance, Anticipated and Predicted Grades.

Further information on grading can be found at **Appendix 1 - Grading/Marking**.

3.2 Reporting

Reports are sent electronically to parents and students once per term through the iSAMS Parent and Student Portals. Parents are able to consult with relevant employees for feedback and discussion. The tutor is the first point of contact for parents.

3.3 University Applications

The university application procedure takes place in the second year.

The deadlines are as follows:

- Early applications for Oxbridge, medicine, dentistry and veterinary school take place before the 15th October.
- Early decisions to the US occur by the 1st November
- Regular applications to the US and Canada by the 1st January, with a mid-term update by 14th February.
- UCAS, apart from Oxbridge et al, the deadline is the 15th January.

Performance and Anticipated Grades are important in supporting student applications to university.

For university transcripts the following Performance Grades are used:

- Report 1 (end of Term 1 in December) and report 2 (end of Term 2 in June) for early application
- Reports 1 (end of Term 1 in December), report 2 (end of Term 2 in June) and report 3 (end of Term 3 in December) for regular application
- January Grade (end of January in Term 4) for mid-term grades

The following Anticipated Grades are used in addition to Performance Grades on university transcripts:

- Report 2 (end of Term 2 in June) Anticipated Grade for early application only

- Report 3 (end of Term 3 in December) Anticipated Grade for regular application

Attendance totals for both IB1 and IB2 years are included in the transcript. Attendance in co-curricular sessions is included in the total.

Tutors and employees involved in university guidance will make it clear to students whether applications to courses and universities are realistic. Students are made aware of their Performance and Anticipated Grades by tutors.

3.4 Diploma or IB Course

The question of whether a student should be entered as a DP candidate or for Courses is one raised by teachers or tutors. The decision rests on a number of factors. UWC Atlantic will not make the decision without the approval of parents/guardians and National Committees if relevant.

3.5 Management of the Assessment Process

DP expectations regarding the assessment process are outlined in the document [Programme Standards and Practices. Standard C4: Assessment, point 2](#) states: *“The school communicates its assessment philosophy, policy and procedures to the school community.”*

The College has a clear line of responsibility for the development and communication of its assessment policies based upon its faculty structure.

Responsibility for the implementation of assessment policies in the College lies with the VP Academics. The Faculty Heads, as line managers in the individual subject areas, are responsible for writing and revising specific assessment policies for their departments. They also ensure that colleagues adhere to standards and practices and that the faculty as a whole is fully involved in the development and communication of assessment policies. Individual subject teachers are responsible for explaining to students all aspects of assessment practice in their subject.

Some variation is expected between faculties on what constitutes good practice in the assessment of subjects. The arts for instance are assessed in a different way from mathematics and the sciences. Some overlap may be evident and command terms may be similar. However, the specifics and wording of individual criteria will differ.

All faculties will follow the procedures and methods outlined in this policy and be consistent with the College’s assessment philosophy overall.

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The College's Internal Assessment procedure can be found at **Appendix 2 - Internal Assessment**.

4. Related Information

4.1 Related Policies

- [Academic Integrity Policy](#)
- [Attendance Policy](#)
- [Behaviour Policy](#)
- [Language Policy](#)

5. Policy Measurement and Reporting

This policy is reviewed annually by the Education Committee of the Board, the VP Academics and the Faculty Heads as part of the curriculum review cycle. Part of this review process will consider to what extent the policy is being used as an active working document and, more importantly, whether it is effectively impacting teaching and learning and student progress.

The policy is communicated to the whole school community on Every and is available on the UWCA website.

Appendix 1 - Grading/Marking

1 Performance Grades

Performance Grades indicate student achievement over a period of time. The following definition and guidance is included in the UWC Atlantic Reports and Grading Cycle document: *“Performance Grades are cumulative and given on an IB scale of 1-7. Each one is based on the development a student has made from the start of their academic programme to that point in the calendar. Each update is supported by an increasing range of evidence which improves the security of the grade. Grades can go up and down.”* There are on average two Performance Grades per term.

Performance Grades employ a wide range of evidence, including all assessment models available in individual DP subjects, such as examinations, classroom presentations, orals, homework assignments, tests, research papers, practical experiments, workshops, etc. Attitude and commitment are also important indicators.

It is the responsibility of each teacher to inform students as to how Performance Grades are derived in their subject. Faculty and subject assessment policies are made available to all those taking a particular subject.

2 Anticipated Grades

Anticipated Grades are used for university applications. They are based on Performance and Effort Grades and the potential the student shows in achieving this grade in the final examination at the end of the two-year programme. Normally these should not vary from the Performance grade at that time by more than on average half a point in each subject. They should be at least equal to the performance grade or higher. (*UWC Atlantic Reports and Grading Cycle*)

The term Predicted Grade will only be used for IBO entry. This is in accordance with the guidelines of the IBO.

3 Attitude to Learning Grades

The effort and engagement of a student are recognised in the following Attitude to Learning (ATL) Grades. The Attitude to Learning Grades accompany Performance Grades in each reporting period. Students receive an Attitude to Learning Grade in each of their subjects as well as in TOK and Extended Essay.

Attitudes To Learning (ATL) Descriptors:

Attribute / Evaluation	Excellent	Good	Inconsistent	Poor
Passion	I am passionate about learning and show a desire for learning new things.	I am motivated and interested in learning new things	I only engage in learning new things if they interest me	I show little or no interest in learning new things
Communication	I am able to express myself confidently and creatively with my peers and teachers.	I can express myself clearly with my peers and teachers.	I sometimes have difficulty expressing myself with my peers and teachers.	I need support from my teachers and peers when expressing myself.
Self-management	I am a highly effective independent learner. I am always punctual, complete all homework / assessments and I am fully equipped for learning.	I am organised and self-motivated. I attend class on time and I keep up-to-date with my deadlines.	I am a little disorganised at times. My attendance and punctuality to class is ok but inconsistent.	I need support with my organisation and I lack self-motivation for independent tasks. I am not always ontime or prepared for class
Challenge / resilience	I actively embrace challenges in my learning and support others.	I am willing to attempt challenges in my learning and I rarely give up.	I am sometimes willing to attempt challenges in my learning but give up if it gets too hard.	I am not willing to attempt challenges in my learning and I give up easily.
Inquiry	I am highly curious and demonstrate good initiative showing leadership within learning	I have a questioning mentality and I like to take the lead within my own learning.	I am not naturally curious but will sometimes question things to learn more	I am not curious and I need support when developing my questioning in class.
Collaboration	I am able to collaborate effectively listening carefully to the perspectives of other individuals and groups	I enjoy working with others and I am able to listen to the perspectives of other individuals and groups,	I do not naturally enjoy working with others and need help when working in groups.	I do not work well with others and I find it difficult taking in the perspectives and views of others.
Reflection	I am a reflective learner aware of my strengths and weaknesses. I am able to learn from feedback and show its impact in my future practice/action.	I am aware of my strengths and weaknesses and I am able to learn from feedback in order to improve my learning.	I sometimes respond to feedback to improve my learning.	I do not respond to feedback in order to improve my learning

Attitude to Learning Grades are considered by the Learning Support Team and tutors in order to provide effective intervention to support the students. Those who have more than two 'Poor' Attitude to Learning Grades in any grading/reporting period will have a meeting with the Principal and the VP - Academics. Attendance matters, lack of effort and engagement leads to the application of the relevant section of UWC Atlantic's [Behaviour Policy](#) and [Attendance Policy](#).

4 English as Additional Language (EAL) Grades

EAL issues do not only significantly impact the learning, progress and well-being of students, they can also negatively affect teachers' assessment of their subject knowledge, performance, engagement and predicted attainment. For this reason, students identified as having significant EAL support needs will not be assigned IB Performance Grades until the end of their first year, or until their Performance Grades are higher than 3. However, Effort Grades and teachers' comments will be assigned and communicated to students and parents, to help monitor progress and guide improvement and development. This will also be reflected in College transcripts to universities and FE institutions.

For further details on support for EAL students refer to the UWC Atlantic [Language Policy](#).

Appendix 2 - Internal assessment

UWC Atlantic sets and publishes the Coursework Calendar for both IB1 and IB2 prior to the start of the academic year. The Coursework Calendar includes draft and final submissions of internal assessments and written assignments. It also includes IB Orals and field trips.

The Coursework Calendar takes into account the deadlines of the Extended Essay Calendar and vice versa. Faculty Heads work with the VP Academics when setting effective deadlines showing understanding of the *'big picture'* of IBDP design and having basic knowledge of each other's subject assessment requirements. The culture of strong collaborative practice is represented in this process.

The aim of producing these Calendars and monitoring submission of work is for students to manage their workload of assessment in a realistic fashion. The Calendars allow time for teachers to:

- provide feedback on drafts (one draft only for each assessment)
- check that the work is authentically that of the student
- mark final pieces of work
- prepare moderation samples in a manner which is organised and co-operative.

The Coursework Calendars are made available to students electronically on the iSAMS Student Portal and in the internal electronic files. The Coursework Calendars are also made available to parents on the iSAMS Parent Portal.

The coursework calendar is an essential aspect of the IB examination and assessment process. Its deadlines are binding on students and the College has the right to refuse work if it is submitted after the specified date. The procedure at the College for students who hand in late work is as follows:

The student should let the teacher know well in advance if there are extenuating circumstances for not meeting the deadline. In such cases the VP Academics is the only employee who can grant an extension after consulting with relevant colleagues.

If work is late, the relevant teacher checks with the student first to find out the reason and why this was not communicated before the deadline. The teacher makes an entry on the findings in the iSAMS Reward and Conduct section for the tutor and other relevant employees, including the Learning Support Team to follow up

The teacher makes every effort to ensure the student meets their obligation, to the point of imposing certain restrictions such as attendance at study sessions.

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If these efforts are unsuccessful the relevant Faculty Head takes over responsibility.

The VP Academics intervenes in serious cases or in cases of multiple coursework pieces missing from the same student. The VP - Student Life might also be involved and if relevant, the UWC Atlantic [Behaviour Policy](#) is applied.

Students at the College are required to learn self-management skills and are guided in this through the tutorial system and the 'Life Skills' programme led by our Counsellors. The focus of this programme is on effective approaches to learning where the student is organised and active in study and the meeting of deadlines.