ASSESSMENT POLICY - EF ACADEMY NEW YORK

ASSESSMENT PHILOSOPHY

EF Academy New York believes that assessment is an integral component of all teaching and learning. It has a positive impact on students’ self-awareness as learners. Assessment provides regular feedback on the learning process for students by allowing them to demonstrate their learning through a variety of different tasks. The data obtained from assessment is used to inform teacher planning and classroom practice, to update parents on their children’s learning, and to provide feedback for students on their learning progress.

When assessing student work, teachers recognize that:
• students have different cultural experiences, expectations, and needs
• students need to know their strengths and areas for development
• students should receive feedback that is positive and constructive and allows them to move forward in their learning
• students should see assessment as a feedback tool to support their learning and not merely as a judgement for what they have achieved so far

Assessment of student work should:
• be diagnostic, identifying strengths and areas for development
• incorporate a variety of methods both summative and formative
• incorporate peer assessment and opportunities for reflection
• be relevant and motivating to students across all disciplines
• be geared toward appraisal and development of a broad range of concepts, attitudes, knowledge, and skills as stipulated by the IB assessment criteria
• be criterion-referenced, a reliable measure of skills, and fair (unbiased)
• be an ongoing process that develops the student as an independent, internationally-minded, and reflective learner
• allow students to set targets and monitor their progress
• inform teaching and learning throughout the program

This model indicates the planning and assessment cycle. (Assessment Principles and Practice: Quality Assessments in a Digital Age, International Baccalaureate, 2019.)

ASSESSMENT MODALITIES

• Formative assessments are used to provide both teachers and students feedback/data on their progress towards curricular aims and guide them to higher achievement.
• Summative assessments measure what the students have learned or skills they have developed; competency in a culminating task is generally required prior to moving on to the next concept.
• Formative vs. Summative: Formative assessment is ongoing and used to indicate progress while summative generally occurs near the conclusion of a unit of study.

IB DIPLOMA PROGRAM ASSESSMENT

IB Diploma Assessment at EF Academy follows the assessment requirements for the Diploma Program. The HL and SL subjects are graded on a scale of 7-1, and TOK and the Extended Essays are graded on a scale of A-E. At the end of the two-year program, students are assessed both internally (conceived and graded in the school, but moderated externally by the IB) and externally (end of course summative examinations) in ways that measure individual performance against stated criteria for each subject. Parents and students understand the nature of criterion referenced assessments, as that is explained in all courses.

The aim of the Diploma Program assessment is to support curricular goals and encourage appropriate student learning. IB internal and external assessments value the most accurate demonstration of student performance, rather than just averaging attainment grades over a reporting period. Diploma assessment examines student understanding at the end of the course. Students must be able to apply knowledge to new questions and contexts, drawing on the foundation of formative assessment structures and practices that have taken place in our classrooms.
IB Internal Assessments:
Subject teachers are fully aware of the IB requirements and marking criteria of coursework and internal assessments. This information is available in the IB Subject guides on the IBO Program Resource Center. Teachers share all the key information with students before embarking on the piece of work and suitable deadlines are set.

For IB students, tasks are set in accordance with the IB Assessment calendar to ensure that students are able to organize their time effectively across the whole program.

IB External Assessments:
Teachers are responsible for developing assessments both independently and with their departments. These assessments are driven by course standards and learning objectives. EF Academy purchases prior year exam packs that are used by teachers to develop exams, mocks, and other graded assignments. EF Academy also pursues Enquiry upon Results (EURs) to gather more data for teachers to learn from the external assessment procedures each year.

Conversion Table:
The below table outlines how grades equate between grading systems.

<table>
<thead>
<tr>
<th>DESCRIPTOR</th>
<th>U.S. RATING</th>
<th>7-1 SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient at all standards</td>
<td>A+</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Proficient at most standards</td>
<td>A-</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>B+</td>
<td></td>
</tr>
<tr>
<td>Proficient at some standards</td>
<td>B</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td></td>
</tr>
<tr>
<td>Meeting most standards</td>
<td>C+</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Meeting some standards</td>
<td>C-</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>D+</td>
<td></td>
</tr>
<tr>
<td>Meeting minimum standards</td>
<td>D</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>D-</td>
<td></td>
</tr>
<tr>
<td>Not meeting standards</td>
<td>F</td>
<td>1</td>
</tr>
</tbody>
</table>
PROVIDING STUDENTS WITH FEEDBACK

Teachers are mindful when giving written and verbal feedback that many EF Academy students are not native English speakers and do their utmost to ensure that the feedback provided is linguistically accessible and appropriate for all students. Subject teachers are responsible for providing precise instructions and explicit tutelage on assessment criteria when setting assignments (i.e. providing a rubric with each assignment). Subject teachers provide guidance when needed, and timely feedback to allow students to progress in their learning. Subject teachers ensure that feedback on assignments is given in a variety of ways across the course of a term. Feedback differs from simply awarding a grade and can take the form of narrative comments, video feedback, and/or one-on-one discussions.

Inclusive Assessment
*Please refer to EF Academy New York’s Inclusive Arrangements Policy for more details.

EF ACADEMY ASSIGNMENT POLICY

Rationale:
Assignments enhance student learning, improve achievement, and develop students’ approaches towards learning (ATLs) and, as such, are an integral part of the curriculum.

Purpose:

Authentic Practice
Assignments should have clear objectives, grounded in authentic practice, to ensure students develop the skills they will need in the 21st century.

Learner Engagement
Assignments should encourage students to create personal meaning while learning.

Life-long Learners
Assignments should encourage students to take responsibility for their own learning and progressively develop the skills, attitudes, stamina, and confidence necessary to study effectively throughout their lives.

Perseverance and Reflection
Assignments should be designed to challenge students to continuously improve and reflect on their own learning to build perseverance and long-term growth.

RECORDING, MONITORING, AND REPORTING ASSESSMENT DATA

Assessment data will be reported in PowerTeacher Pro GradeBook at regular intervals throughout the year to ensure that all stakeholders are aware of how students are doing in their courses.
Reporting in the Diploma Program aims to provide students with a realistic assessment of their performance level and assist them in identifying their strengths and areas in need of improvement prior to the final formal IB assessment.

**Subject teachers** keep up-to-date records of assignments, feedback, and grades in our online learning management systems. According to the International Baccalaureate's definition of Best Fit, if a subject teacher wishes to use professional judgement to override a calculated term grade, that change must be approved by the Head of Department and the grade-level Dean.

**Students** are expected to complete all assignments on time, seek appropriate feedback, and reflect on their growth. Students are also expected to advocate for themselves when they require additional resources or assistance to support their learning.

**Moderating and Standardising Assessment of Student Work**
The internal assessment standardization of student work aims to support teachers in the development of a common understanding of IB assessment criteria and how they are applied in the context of a specific task to ensure assessment validity. The accuracy of assessment amongst teachers is increased through this process.

This collaborative opportunity allows for both formative and summative assessment pieces to be frequently standardized/moderated against specific IB objectives, promoting a greater level of assessment consistency.

- **Standardization of student work**: Common formative and summative assessments, along with common rubrics, are used to standardize student work and assessment. Frequency of these assessments is determined by department professional learning communities.
- If two or more teachers in the Diploma Program are involved in teaching the same DP course, these teachers work collaboratively to standardize assessment procedures and tasks. Similar schemes of work for formal IB assessment are developed as formal IB internal assessments are collected by class (not by teacher) and are sent for moderation as school samples and not class samples.

**ASSESSMENT POLICY REVIEW AND IMPLEMENTATION**

The EFA Leadership Team is responsible for coordinating the implementation and evaluation of the effectiveness of the Assessment Policy. A formal review of the policy will take place at the end of each academic year. The policy will be communicated to students and parents in handbooks published annually. EFA handbooks will also be made available through PowerSchool. This portal allows students and parents to monitor assessment marks and summative reports in real-time.

Updated: June 2021
Approved by: EFA Leadership Team
Sources:
- Guidelines for developing a school assessment policy in the Diploma Programme
- The Diploma Programme From principles into practice
- International Baccalaureate Approaches to teaching and learning
- Assessment Principles and Practice: *Quality Assessments in a Digital Age, International Baccalaureate, 2019.*
International School of Amsterdam Assessment Policy
Windhoek International School Assessment Policy