



REIGATE GRAMMAR SCHOOL VIETNAM

Assessment at RGS Vietnam

ISI Code:

Policy Author:

Date Reviewed By Author:

Next Review Due:

Date Approved By Governing Body:

Next Review by Governing Body Due:

Pedagogical Leadership Team

June 2019

June 2022

June 2019

June 2022

In line with the Vision, Mission and Aims of Reigate Grammar School Vietnam, this Assessment policy document is designed to give a clear description of the role of assessment throughout as well as in each section of our school.

RGS Vietnam Vision

Reigate Grammar School Vietnam aspires to nurture, empower and connect students with their local and global communities, to become international citizens who are active, compassionate and life-long learners.

RGS Vietnam Mission

Reigate Grammar School Vietnam empowers and inspires students to become active, lifelong learners by providing a challenging, globally-relevant curriculum that meets the needs of individual learners.

Our holistic and balanced approach nurtures each student's potential and inquiring mind. We foster international-mindedness by connecting students to local and global communities towards awareness and sustainable action.

Aims

- Provide a transferable education appropriate to international students
- Teach and learn conceptually through inquiry-based units
- Ensure quality assurance of all aspects of our school
- Provide a first class, safe and healthy learning environment
- Promote the internationally-minded values of the International Baccalaureate Learner Profile
- Provide highly qualified, caring teachers who challenge students to develop intellectually, physically and socially to reach their fullest potential
- Encourage engagement with the language, history, culture and society of the host community of Hanoi and Vietnam
- Enable students to grow in self-esteem and self-confidence
- Nurture - Empower - Connect all stakeholders of our community to the concept of international-mindedness

Overview

At Reigate Grammar School Vietnam (RGS Vietnam), we believe that high-quality learning thrives in an environment of tolerance, respect, cultural and linguistic diversity. We also believe in rigorous and effective assessment. We acknowledge that assessment is fundamental to learning and permeates all subject areas with learning. The responsibility of assessment belongs to every teacher.

RGS Vietnam teachers collaboratively plan instruction, based on formal and informal assessments of students' progress, in developmentally-appropriate ways, as well as the learning outcomes outlined in the PYP Programme of Inquiry, DP unit planners, the IB scope and sequence documents, and CAIE syllabi.

Educational policy framework at RGS Vietnam

As an institution that enshrines an open dialogue with all members of our community as a cornerstone of meeting our values and mission, all policies at RGS Vietnam are developed in consultation with faculty, student body and parents. Each policy is guided by the aims of providing an environment in which students can grow in confidence and self-esteem through an education suitable for international students.

Therefore, no single policy exists in isolation from other policies within RGS Vietnam. The Assessment policy in this context cannot be considered separate from these other policies, including but not limited to Admissions, Language, Inclusive Education and Academic Honesty policies. Where relevant in each policy the links and congruence between each is highlighted.

Primary Years Programme

Roles within Our Learning Community

What are the roles of the pedagogical leadership team?

A responsibility of RGS Vietnam's pedagogical leadership team is to support teachers. The Head of Preparatory and PYP Coordinator will manage issues regarding curriculum, instructional techniques, assessment and student progress.

What are the roles of the RGS Vietnam staff?

Since teaching and assessment are inextricably bound, the responsibility for the implementation of this assessment policy belongs to every teacher.

Specific facilitating behaviours include:

- Acquiring a professional knowledge base in the educational philosophy of constructivism
- Using the PYP planner and integrating instruction, utilizing the backward-by-design model
- Providing responsive learning conditions as recommended by the IB which include activating prior knowledge and providing feedback that moves learning forward
- Holding high expectations for all students
- Involving parents in the holistic development of their children

What is the purpose of assessment?

Assessment in the PYP has a double purpose: first, to assess student learning and second, to assess the programme.

The purpose of assessing student learning involves several stakeholders: students, teachers and parents.

Assessing student learning helps students—

- celebrate their successes and foster enthusiasm for learning
- be aware and reflect on their knowledge, concepts and skills gained
- be aware of their own attitude towards learning
- pursue areas of interest and strengths, and
- identify their own learning needs

Assessing student learning helps teachers—

- celebrate student learning and achievement
- gather data on how much knowledge, concepts and skills the student has gained
- gather data on the learner attributes and attitudes students display
- set specific learning outcomes for students, and
- reflect on and assess one's teaching strategies to meet student needs, differentiate and provide reinforcement and intervention where needed

Assessing student learning helps parents—

- to be aware of their child's abilities and progress
- avail opportunities for the growth and development of their child and provide support wherever necessary

The purpose of assessing RGS Vietnam's programme is to—

- evaluate the significance and relevance of the units of inquiry and subject areas
- facilitate and improve transdisciplinary learning

- align it with the current trends in educational practices, as well as the IBO framework
- align learning outcomes with whole school expectations

How do teachers know what students have learned?

In the PYP, planning and refining the teaching and learning process to meet the individual learner's needs is advanced by two types of assessment: formative and summative assessment. These processes provide feedback and enable learners, teachers and parents to gain an overall understanding of the student's progress.

Pre-assessments (Prior Knowledge Tasks) are used at the beginning of a unit to help the teacher know about the student's prior knowledge. It helps both teachers and learners to find out what is already known, what has been learned and what needs to be learned. Please note: the prior knowledge tasks do not require a formal assessment rubric; however, may identify areas of knowledge, concepts or skills evidenced in the student's task sample. Feedback may be provided through discussions or through anecdotal notes.

Formative assessments are used at the different stages of learning and inquiry to give regular and frequent information about the ongoing progress in a student's learning process. It is usually designed to measure specific learning outcomes, as well, may include assessment of the central idea, concepts, skills, attitude, etc. It supports both teachers and learners to discover what is previously known, what has been learned and what needs to be learned.

Formative assessment fosters reflection and the ability to carry out self-assessment on the part of both the learner and the teacher. It leads to modification of the teaching and learning strategies that have been planned and indicates the criteria for successful teaching and learning. In addition to this, it inspires learners and teachers to strive towards making significant improvements in the learning and teaching progress in order to meet present learning objectives.

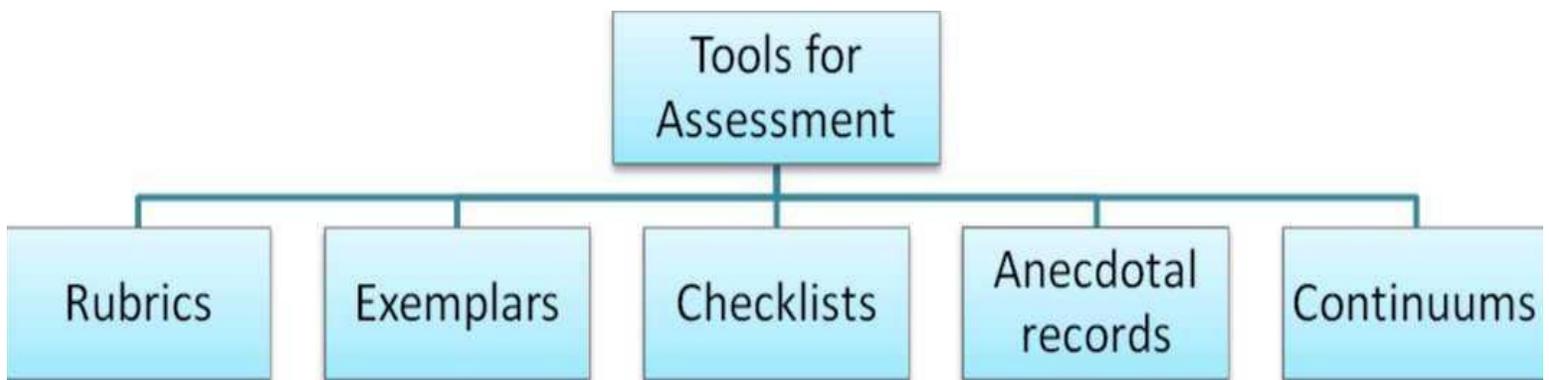
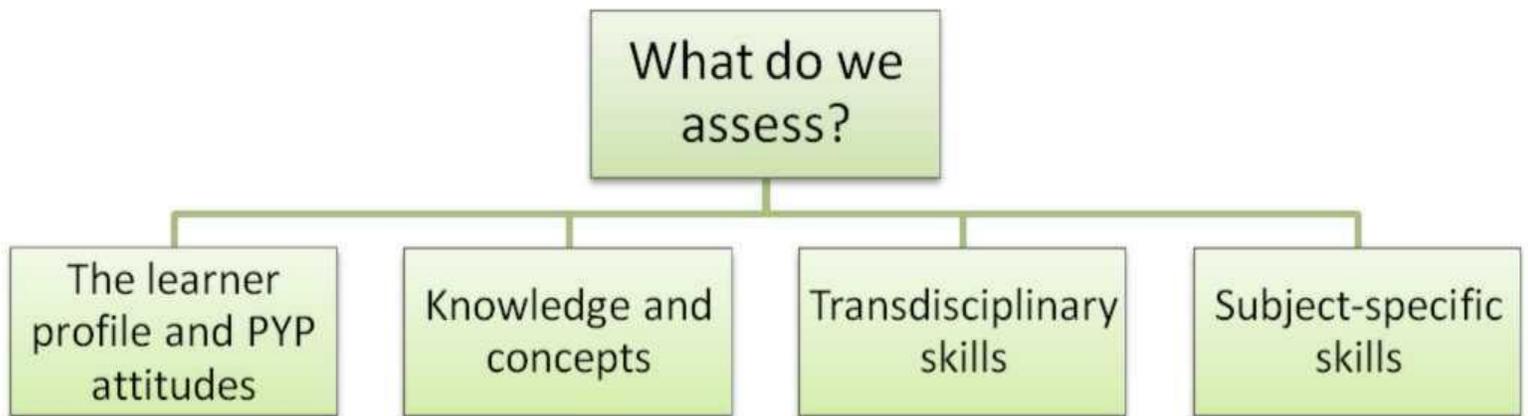
Summative assessments are used to gauge the learners' understanding and learning experiences at the culmination of the learning process. They consequently measure the achievement of several skills simultaneously, against a previously discussed and agreed upon criteria. Summative assessments may measure individual progress while challenging students to demonstrate their individual, independent knowledge and skills, as well as their understanding of the central idea. Depending on the task at hand and the elements assessed, the summative assessment may consider group assessments also, encouraging learners to develop the ability to work collaboratively.

Summative assessments also provide learners with opportunities to outline the progress of their inquiries, to demonstrate their final understanding of the central idea, as well as to display their resulting resolve to action, by making provision for the use of a variety of learning styles, intelligences and abilities to express their comprehensive knowledge and skills.

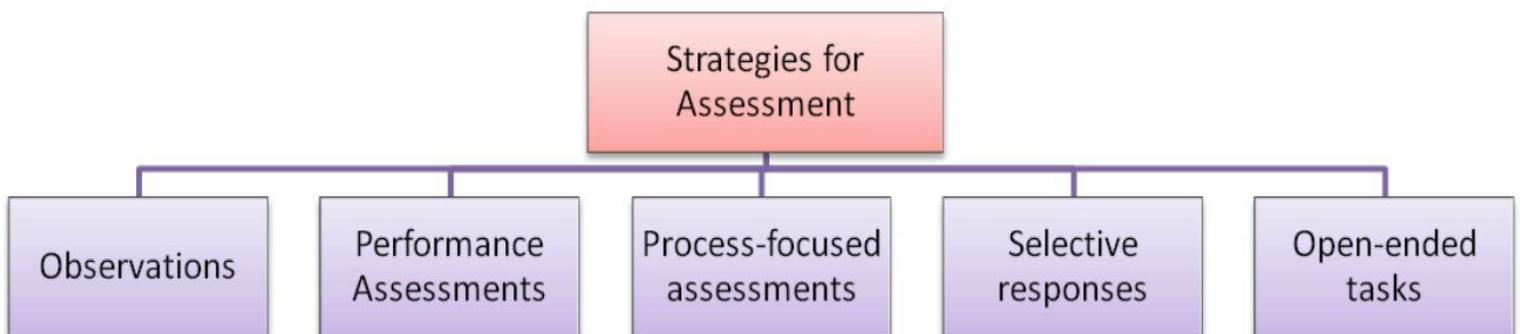
It gives teachers important data and evidence regarding the success of the learning and teaching strategies employed and allows them to further analyse, improve, refine and plan their teaching accordingly for the future.

It gives learners, teachers and parents a clearer insight and concrete evidence of the learner's progress and his or her level of knowledge and skills.

Possible Strategies and Tools for Assessment



(Please note that 'exemplars' may also include photographs and videos for assessment evidences)



How does the school know that its assessments are effective?

Effective assessments for students mean that they will be—

- assessed on the knowledge, concepts, skills, learner attributes and attitudes that were taught and presented in school
- allowed to express their knowledge, concepts and skills using a variety of learning styles and multiple intelligences
- able to recognize their own strengths and weakness

Effective assessments for teachers mean that they will be able to—

- identify if students were able to develop their understanding of concepts learned
- identify where students are in terms of their skills (subject-specific and transdisciplinary)
- identify students who need support, as well as students who need more challenges
- gather evidence for reporting
- articulate a clear understanding of the students' abilities, progress and areas of interests
- able to know whether their own teaching and learning strategies were able to contribute and improve student learning

Effective assessments for parents mean that they will be able to—

- see evidence of student learning and development
- provide opportunities to support and celebrate students learning with parents and other members of the school community

Reporting: How does the school communicate information about assessment?

Next Steps In Learning (NSIL) describe a student's observed strengths (e.g. behaviour, language, mathematics, next steps in learning), as well as proposed goals and strategies that will take a student's learning forward. Both teachers and students will have opportunity to craft personalised goals for the school year. Personalised next steps (NSIL) will be shared and discussed with parents and students (if they wish to participate) around six weeks after the first day of school and will be a point of discussion for the first parent-teacher meeting. Record of the personalised discussion and goals will be placed in each student folder, in the class group's hand over files.

UOI assessment reports will be sent out a week after the end of each unit of inquiry. This will include details on what was covered during the unit, and assess the understanding of the knowledge, concepts and transdisciplinary skills taught in the unit, presented in a rubric form. More detailed information on what was covered during the each of the units of inquiry, and how the students demonstrated the learner profile attributes, as well as an understanding of the knowledge, concepts and transdisciplinary skills taught in the unit, will be reported in the semester report, delivered to parents at the end of each semester.

Report Cards will include a narrative on how students are exhibiting the learner profile and attitudes, their conceptual knowledge and transdisciplinary skills they've applied and developed. General comments on math and language arts are included. The assessment records are criterion-based and include criteria and descriptors in all subject areas as well as transdisciplinary skills.

Report cards will be shared with parents twice a year.

Student Portfolios show evidence of student learning in all subject areas. These will include sample student work, assessments (prior, formative and summative), student-chosen work and student reflections. Each piece in the portfolio forum, pertaining to the understanding of the unit of inquiry, will include the date, UOI element connections, learning outcome(s)/intentions, learning task and an

assessment, whether it be a self, peer or teacher assessment. Portfolios are built throughout the year on an electronic platform and are point of discussion during the parent-teacher and student-led conferences.

Parent-Teacher Conferences (PTCs) are opportunities for parents and teachers to have an open discussion on the learner's progress in school. It is a time to acknowledge a student's strengths, as well as goals, concerns and recommendations, identifying opportunities of support both at home and at school. The NSIL, report cards and student portfolios are possible points of discussion during PTCs, as well as student goal setting.

Student-Led Conferences (SLCs) encourage students to celebrate and take responsibility for their own learning. Students will plan and practice, with the guidance of teachers, what they want to present to their parents during the conference. Their personal reflections on their learning are interwoven into the session.

Secondary School

Overview of Assessment in Secondary School, including IGCSE, A-Level and IB Diploma Programmes

Within the Secondary School programmes assessment is undertaken not only as a measure of student progress against set standards but as an integral part of the learning environment. Through the development of the taught curriculum subject teachers adopt an assessment framework that uses assessment as a strategic progress tool of the learning journey each student undertakes.

Throughout the Secondary School assessment develops naturally not only out of learning activities students undertake but also as an active part of the learning process. In this sense RGS Vietnam views assessment, in itself as a learning tool. Through primarily the use of formative assessment methods subject teachers natural develop opportunities as Assessment for Learning. These are the regular assessment interaction as a student progresses through each course and the programmes as a whole. Formative assessment is designed to inform both the teacher and student of knowledge, understanding and skills demonstrated, and acquired, at that part of the learning process and provide the opportunity for feedback to the student as well as reflection on the part of the student to aid progress on the next steps required. Formative assessment for learning is wider than reliance on quizzes and test papers. Assessment of this kind may include peer assessment, debate, role-play, extended writing, presentations and extended project work. These assessment activities are developed and designed to promote not only recall of content but deeper critical thinking skills and conceptual understanding in each subject.

At regular intervals through the programmes students undertake Assessment of their Learning to that point. At RGS Vietnam, all assessment of learning takes place as specific culminating summative tasks within and at the end of each unit. These assessment tasks whilst summative in nature are also part of the ongoing wider formative framework and are used to also inform the next steps a student takes. All culminating tasks are drawn from authentic development appropriate questions. In lower Secondary school, summative assessment opportunities are developed and designed by the subject teacher to meet the requirements of progression through the curriculum. During Years 10 and 11 (Grades 9 and 10) summative assessment is undertaken using existing past paper IGCSE questions or equivalent GCSE questions. In the IB Diploma and A-level programmes, culminating assessments are developed from the IBDP/A-Level formal assessment models either using the subject's level descriptors for all components including Internal Assessments or from the use of questions drawn from published IB Diploma / A-level past paper questions or relevant case studies and assessment material. In Lower Secondary school, and IGCSE, grades awarded for summative assessments are based on the official IGCSE mark schemes and grade boundaries as adapted from CAIE. In the IB Diploma and A-Level programmes grades awarded for culminating tasks are drawn from the criteria used in subject Internal Assessments or from the application of IB Diploma / A-Level grade boundaries.

Roles within Our Learning Community

What are the roles of the pedagogical leadership team?

The responsibilities of the Secondary School Management Team, including the DP & A-Level coordinators are:

- To communicate with students and parents about the expectations of the RGS Vietnam Secondary School including subject expectations
- To provide supporting information about the nature of subject assessments to parents and students

- To support the Heads of Department in the monitoring of teacher-designed instruction, planning, pacing, marking and assessment to ensure it is in line with RGS Vietnam expectation and requirements of the Secondary School, IGCSE examinations and IBDP/A-Level curriculum outcomes
- To monitor and provide instruction for purposes where the CAIE or IBO has revised assessment or procedure for any part of the IGCSE, A-Level or DP
- To support in the collection of data from each department as to how students are progressing and assist heads of department and teachers in interpreting that data to inform instruction
- To provide guidance in the selection of subject options for IGCSE & A-Level and in the selection of DP course alternatives as well as level (HL or SL) to meet student needs
- To support teachers, and Heads of Department, in bringing into the classroom the opportunities for development in the Learner Profile, and Approaches to Learning and Teaching

The responsibilities of the Head of Departments are:

- To communicate with students, staff and, when necessary, parents the expectations of the RGS Vietnam Secondary School including subject expectations and curriculum outcomes for all programmes
- To provide supporting information about the nature of subject assessments to parents and students, teachers, management, and when necessary, parents
- To monitor teacher-designed instruction, planning, pacing, marking and assessment to ensure it is in line with RGS Vietnam expectation and requirements of the Secondary School and IGCSE, A-level and IBDP examinations
- To collect data from each teacher in their department as to how students are progressing and assist teachers in interpreting that data to inform instruction
- To provide guidance in the selection of subject options for IGCSE, A-Level and IBDP
- To support teachers in bringing into the classroom the opportunities for development in the Learner Profile, and Approaches to Learning and Teaching

What are the roles of the RGS Vietnam staff?

- To report to students, parents, and line managers on student progress
- To plan appropriately to ensure optimum progress in each student's learning
- To provide marking and feedback in a timely manner
- To reflect on the effectiveness of instruction and on assessment instruments, and plan accordingly
- To provide clear guidance as to expectations regarding deadlines, due dates, content, assignment format, assignment turn in procedures, academic honesty, and treatment of late work
- To facilitate structured student reflection
- To bring into the classroom the opportunities for development in the Learner Profile, and Approaches to Learning and Teaching

It is the responsibility of the teacher to provide students throughout the courses, the following:

- The course content as developed for Year 7-9 (Grade 6-8) and as dictated by CAIE for Years 10-11 (Grades 9-10) and IBO for DP & CAIE for A-Level for Years 12-13 (Grades 11-12)
- The nature of the summative assessments required by the subject and/or CAIE / IBO
- The relative weight of these assessments for the student's achievement of the aims of the course
- A breakdown of the skills and a direction of the sequence of instruction required to be successful and the progression in which they will be taught and reinforced
- The nature of the formative assessment tasks that will provide skill growth, based on the objectives set for each subject by the School and/or CAIE / IBO

- The assessment criteria by which all formative and summative assessments are judged by CAIE / IBO and/or by the School
- Teacher and school expectations as to deadlines, due dates, content, assignment format, assignment turn in procedures, academic honesty, and treatment of late work

What are the roles of the RGS Vietnam student?

- To observe all regulations and criteria in the production of assessments or in the taking of examinations, meaning to behave ethically as outlined within the Academic Honesty Policy
- To participate in the formative assessments for growth in concept, skill, and knowledge
- To reflect on progress for improvement
- To meet all internal deadlines as prescribed by the teacher and the School
- To seek help when the student does not understand a concept, skill or background knowledge
- To attend class regularly to receive the benefit of instruction and practice
- To be organised with materials and assignments ready for class
- To bring into the classroom a willingness to grow in the Learner Profile, and Approaches to Learning
- To catch up on any work missed when absent from lessons

Assessment in Secondary School, including IGCSE

Assessments in the Secondary School programmes, including IGCSE, while aimed at developing progress towards the end of Grade 10 and final IGCSE examinations are also designed to meet the requirements of students moving from each stage, ending with the IB Diploma and A-Level programmes.

Subject teachers in Secondary School develop a programme of instruction designed to promote the above aim. During Secondary School, students have regular opportunity to demonstrate not only what they know but also what they are learning. Formative assessment tools provide the main methods by which students as well as faculty gauge progress and set goals for the next stage of learning. Through formative assessment students are encouraged to take ownership of their learning.

Beyond the use of Assessment for Learning strategies, all students in Secondary School undertake scheduled summative assessment tasks throughout each course. These assessments include end of unit tests, specific homework assessments and in class assessments of various kinds. These together with school-based examinations in December/January and May of each year provide the marks from which reporting grades are calculated.

Semester, End of Year and Mock Examination Session

All students take end of semester, and end of year examinations; with Years 11 and 13 (Grades 10 and 12) students also taking mocks towards the end of Semester I. These examinations are designed to not only measure students' progress but also to help familiarise them with the requirements of undertaking formal examinations as preparation for the formal, terminal, external IGCSE, A-Level and Diploma Examination sessions each May. Each subject sets paper(s) covering the course content of course. Each paper is designed to follow both the general curriculum structure for the formal examinations of that subject (i.e. IGCSE, A-Level or DP) and the time allowance for questions from that subject. Papers for Upper Secondary are set using a variety of questions for previous IGCSE, A-Level or IB Diploma examinations and marked using published mark schemes. Grades are awarded using weighted boundaries constructed from the published CAIE IGCSE / A-Level or IB Diploma mark schemes.

Weighted boundaries are used as various aspects of each subject carries different weights in the external examination. Therefore, depending on the order of the teaching curriculum and requirements of each individual subjects, external courses will not have covered every aspect of each subject by the end of the year.

The result of each subject examination will be reported in the written report both separately and as part of the overall semester and year grade award.

During Years 11 and 13 (Grade 10 and 12) students will undertake Mock Examinations. Given the proximity of completing each external course, these examinations will as far as possible follow the timing and structure of each paper held in the May formal examinations. Mock examinations give students an opportunity to again experience the conditions of the examination set up as well as to focus the revision and review process that will have already started and to guide future review. Subject teachers use the results of the Mock examinations to guide specific and focused review sessions beyond the curriculum hours.

Language and Assessment

The language of assessment within RGS Vietnam is English as the language of our teaching environment and curricula (refer to the RGS Vietnam Language Policy). All assessments within our curriculum programmes at RGS Vietnam are undertaken in English with the exception of Studies in Language and Literature subjects (Group 1) or Language Acquisition subjects (Group 2) where assessments are undertaken in the target language. As a school where the majority of students use English as additional language or dialect, the language requirements of assessment follow those of each IB Diploma subject group. Other than in Group 1 and Group 2, assessment in all others is focused on the use of language for understanding rather than rigid adherence to a particular grammatical format. Within that format, the use of Standard English spelling is taught across the school, though students submitting work for assessment within the external programmes using a consistent alternative English lexicographical framework will not be penalised for such.

In Formal Assessments as well as where practical and suited to the nature of the assessment in culminating tasks and end of year examinations, students for whom English is not their best language are permitted to use simple translating dictionaries in Groups 3 – 6 for all assessments.

Inclusive arrangements and Assessment

Where appropriate and required for student access, the CAIE IGCSE / A-Level and IB Diploma Programmes at RGS Vietnam makes all possible provision for students within the school in line with the requirements of access as outlined by the CAIE and International Baccalaureate (refer to the RGS Vietnam Inclusive Education Policy). Where required, all formal arrangements for access to assessments are arranged by the Head of Secondary School and/or Diploma Coordinator prior to the first term of Years 10 to 13 (Grades 9 and 12). Throughout the external programmes, students requiring access provision are given guidance on the use of that provision as well as opportunity to practice formal assessment using that provision. Students with access arrangements will therefore receive those arrangements at both semester examinations and Mock examinations in. Where practical to the culminating assessment, subject teacher will arrange for students with access arrangements to be able to use those arrangements throughout Years 10 to 13 (Grades 9 to 12).

Formal assessment of students undertaking the Diploma of the International Baccalaureate or International Baccalaureate Diploma Courses will contribute to their final qualifications awarded by the IBO. All IB

Diploma courses, except Creativity, Activity and Service, are formally assessed by external examiners and all include significant components that are internally assessed by subject teachers. Some subjects also include components that are completed by students under the supervision of their teachers and which are assessed by external examiners.

Standardisation/Moderation of Internal Assessment.

For the CAIE IGCSE & A-Level and IB Diploma, a student’s subject teacher marks the Internal Assessment against the grade criteria for that assessment as published by the CAIE / IBO. Once those marks have been submitted to the CAIE / IBO, a sample of student work is requested from each school and moderated by CAIE / IB subject moderators to ensure consistent application of the criteria is maintained in all Diploma Programme schools. Prior to starting a piece of Internal Assessment in any year group, RGS Vietnam teachers establish the standard interpretation of the Internal Assessment criteria. This is shared with students. For IGCSE, A-Level & DP, this will be uploaded with the Internal Assessment sample sent to the IBO. Also, prior to submission/revealing to students of all Internal Assessment marks, RGS Vietnam teachers within each subject group review marks initially awarded by the subject teacher. While teachers from each group may not be from the same subject this is used as an additional check within RGS Vietnam to help maintain our internal marking in line with external standards. Where more than one teacher delivers a subject to different classes all Internal Assessment marks are “moderated” by each teacher and a final awarded mark agreed upon through professional dialogue and consultation.

Following formal moderation by the awarding examination board each year and the publication to the Examination Office (CAIE) / Diploma Coordinator (IBO) of the review of moderation, each subject within the external programme reviews the procedures used for awarding marks and uses the advice from the awarding examination board from the Examiner’s/Subject Reports and Internal Assessment Moderator’s feedback to adjust the said procedure where required. Regular review of internally marked work against IGCSE/DP final grade awards is designed to strengthen that accuracy of all marks and grades given for assessments tasks and through this support student progression.

Grading in Secondary School, including IGCSE & A-Level

Where a grade is awarded to an assessed piece of work in Secondary School, it is calculated from grade boundaries developed from the published CAIE boundaries for that subject. Each teacher records all summative grades in line with the expectation for each programme. Semester and end of year cumulative grades are calculated from agreed grade weightings that include all summative assessments as well as end of semester and end of year examinations. An example grade boundary and weighing guide for Latin is shown below. Boundaries for each subject and weightings are published in each subject handbook.

LATIN						
G	F	E	D	C	B	A
<20%	20%-29%	30%-39%	40%-49%	50%-64%	65%-74%	75%-100%
Exam Result						40%

Tests and quizzes	30%
Classwork and homework	30%

Note that grades in Years 10 to 13 (Grades 9 to 12) includes an A* (the maximum grade awarded)

Reporting in Secondary School

At each reporting cycle, reports record summative achievement levels from weighted summative tasks including end of semester or end of year examinations as an overall grade and individual grade for each examination session. All reports include a written commentary on student performance as well as targets towards future progression. School reports are shared with students and parents at the end of each semester. The first report is a first semester review while the end-of-year report is a combination of the second semester and an overall year-progress.

Parent teacher conferences (PTC) form part of the wider reporting within RGS Vietnam. Secondary School PTC take place during the autumn and spring term and draw on both formative and summative tasks as well as professional observations of student progress to help set specific targets for each student, within each reporting cycle.

Approaches to Learning (ATL) Skills

Approaches to Learning offer a powerful tool enabling students to take ownership of their learning based upon identified criteria. A performance area consists of a set of criteria elements, but not performance levels, developed as a continuum from within the IB programmes. These do not measure how well the students performed but are aimed at helping students maximize their learning style specific to each subject within the programme. Beyond this development of ATL skills is central to students developing an understanding of the requirements on each subject. This can be exemplified in the consideration of Academic Honesty (refer to the RGS Vietnam Academic Honesty Policy). Academic honesty is enshrined within each subject as well as the all curriculum programmes and develops out of the IB Learner Profile attributes. But the skills associated with academic honesty such note taking, referencing and citation are all skills that require teaching and development for students to be successful both within the programme and within the wider academic world.

Within the curriculum programmes at RGS Vietnam, the IB ATL skills developed are:

- Thinking
- Social
- Self-management
- Communication
- Research

Overview of Assessment at IB Diploma Programme (IBDP)

Assessment within the Diploma Programme at RGS Vietnam is developed specifically to “support curricular goals and to encourage appropriate student learning.”¹ As such, importance is placed on methods of formative assessment as a set of tools to improve student learning. While measures of progress in the form of culminating tasks are important within the educational process, a distinction is made between these and the Formal Assessments undertaken by the IB, as the while summative in nature are also a part of the formative framework in which student progress is maintained and supported.

Assessment is as much part of the learning process in the Diploma programme as it is for learning or of the learning undertaken. Subject teachers develop multiple assessment opportunities where students can demonstrate not only what they know, but also how they are building learning individually and how previous learning can be used to guide future learning. This is at the heart of all assessment in the Diploma Programme within RGS Vietnam.

IBDP assessment tasks should pay attention to developing the higher-order cognitive skills of synthesis, reflection, evaluation and critical thinking, as well as the more fundamental skills of knowledge, understanding and application.

Grading for all assessment is in accordance with the prescribed IBDP Grade Descriptions as defined for each subject. This can be summarised as below:

- 7 = excellent
- 6 = very good
- 5 = good
- 4 = satisfactory
- 3 = mediocre
- 2 = poor
- 1 = very poor

In this, we can ensure that all students are assessed in a rigorous way and against recognised standards and expectations throughout their IB studies. In each subject, students are assessed in accordance with the Assessment Objectives for that particular subject. (see below)

IB Diploma Assessment Procedures

Rationale

Assessment within the IB Diploma Programme at RGS Vietnam, is aligned against the Assessment Objectives for each subject. The Assessment Objectives are articulated through a range of both formative and summative assessment tasks. Assessment Objects are reflected in the descriptors of student levels of achievement in each subject ranging from basic recall through to complex synthesis as well as the supporting practical skills associated with each subject. The Assessment Objectives are also used as guidance tools to help students understand what the next steps needed to improve performance are. Assessment Objectives for each IB Diploma Subject are published in the RGS Vietnam Diploma Programme subject handbook.

The Assessment Objectives are unique to each subject a student studies, providing students with:

¹ "Approaches to Teaching and Learning in the Diploma Programme." Teaching Informed by Assessment (formative and Summative). International Baccalaureate Organization, 2015.

- a broad and balanced, yet academically demanding, program of study.
- the development of critical-thinking and reflective skills.
- the development of research skills.
- the development of independent learning skills.
- the development of intercultural understanding.

Throughout the two years of the IB Diploma Programme, in school assessment is designed to guide students towards success in the Internal and External Assessment requirements of each subject. These are the subjects formal IB Assessment that lead towards the award of official Diploma Programme course grades and combine where applicable in the awarding of Diploma of the International Baccalaureate by the IBO.

All school-based practice and formative assessment in IBDP subjects should relate directly to the course of study and its objectives, and give authentic opportunity for discrete assessment within each assessment environment of the final formal assessment (written papers/ internal assessment etc.) to develop those particular assessments skills for each student.

Methods of formative assessment, particularly those involving direct interaction between teacher and student, provide both with detailed feedback on the nature of a student's strengths and weaknesses, and assist in developing a student's full capabilities through future planning. Formative assessment of this type is as important as graded set work in moving a student's performance forward

Teachers also plan assessment opportunities through learning activities that involve students in peer and self-assessment, aiding students to take ownership of their own learning. Within formative assessment the use of criteria and rubrics reflect an emphasis on Assessment for Learning rather than only Assessment of Learning. The levels of achievement are identified within each IB Diploma subject's criteria and described to students through the use of rubrics to directly shape learning and inform achievement.

Teachers carry out summative assessment as culminating tasks in order to measure the level of student achievement at any one time using authentic IBDP questions and assessment models. Where a grade is indicated on any RGS Vietnam Diploma Programme school report, the grade will be calculated using culminating tasks as described above. Culminating tasks will be graded using published IB Diploma subject mark schemes, assessment criteria and grade boundaries developed from the mean boundaries for each subject in the preceding 5 years May examination session. Culminating tasks may be used both within individual units and at the end of units of each subject.

Specific subject instructions

For Group 2 Language Acquisition

- In order to fully prepare students for the Paper 2 Listening Comprehension examination:
 - all semester exams. will be via speaker (teacher-controlled)
 - at least one class-based listening test should be individual-controlled via headphones

Internal Assessment Calendar

Formal Internal Assessments for the Diploma Programme are staged throughout the year to limit student workload as well as to match and articulate the needs of the subject teaching sequence.

Recording and Reporting Assessment at IB Diploma

Systems used for recording data about student learning are in keeping with the requirements of the programme at RGS Vietnam. Each subject teacher is required to keep their own records of formative and summative assessment in the form of both qualitative observations and quantitative levels of student performance in the various assessment tasks set. This will be done via ManageBac (RGS Vietnam’s online learning platform).

At each reporting cycle, reports record summative achievement levels from culminating tasks as an overall grade. Reports are entered and stored centrally within ManageBac (RGS Vietnam’s online learning platform).

The Diploma Coordinator keeps an updated internal report that includes levels awarded at the end of each reporting cycle as well as levels achieved in the Year 12 (Grade 11) end of year examinations, and the Year 13 (Grade 12) mock examinations for each student. These form the basis of target setting meetings for each student.

The Diploma Coordinator also records predicted grades for college applications. These are available to the University Counsellor to help produce Student Transcripts, covering the final four years of Upper School (Years 10 to 13 / Grade 9 to 12) as required by Universities and Colleges.

IB Diploma Reporting Cycle

Year 12 (Grade 11)	Year 13 (Grade 12)
February: Semester grade and comments	February: Mock Examination Report. Components Grades for each paper and Overall. Comments – areas of weakness
June: Semester grade, End of Year summative grade and comments	April: Final School report: End of programme summative grade and comments

Parent, Student, Teacher conferences

RGS Vietnam strongly believes that part of sound student progress involves a three-way discussion between school, student and parents. Within the IB Diploma Programme opportunities are developed to allow dialogue and feedback between each.

Both Parent-Teacher conferences and Student-Teacher conferences are held at key moments in the Programme to support student achievement and report on progress.

Year 12 (Grade 11)	Year 13 (Grade 12)
October / November: Student meeting and target setting with the DP Coordinator / Homeroom Teacher	August/September: Post-report student teacher meeting and target setting with the DP Coordinator / Homeroom Teacher
November: Parent ,student & teacher conference	November: Parent, student & teacher conference
February/March: Post-report parent, student & teacher conference	February/March: Post-report parent, student & teacher conference
May: Pre-report student teacher meeting and target setting with the DP Coordinator / Homeroom Teacher	

Reviewing of this Policy

The assessment policy will be reviewed on a yearly basis.

Last reviewed June 2019