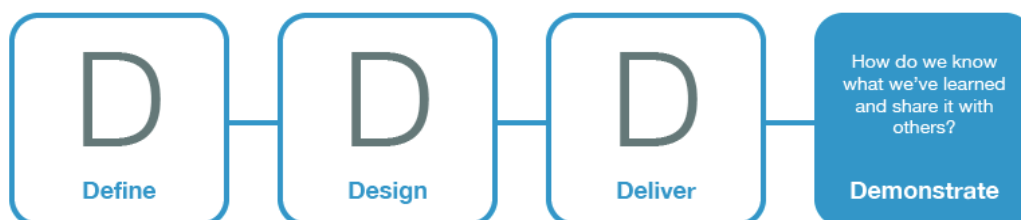


ASSESSMENT RECORDING AND REPORTING POLICY

For school year 2018-2019
Date of approval: 07.06.2018

1. Purpose

Avenor College promotes a **learning-oriented assessment**, knowing that recording, reporting and target setting are critical in raising **student achievement** and support **student motivation to learn**. **Assessment** is an integrated part of the teaching and learning process. Assessment should allow students **to demonstrate conceptual** (what they understand), **competency** (what they can do) **and character learning** (what they feel) in a variety of ways. Assessment must be connected to the curriculum and to the world beyond school.



2. Assessment should be:

- explicit and comprehensive;
- transparent and fair, provide students with opportunity to demonstrate extent and depth of knowledge;
- ongoing and reflective;
- valid and transferable/the same measurement expectations for different students and teachers;
- be constructive, encouraging and, whenever possible, a positive experience for all students;
- be made against known and understood criteria;

- be an integral part of the teaching and learning process, a valuable formative and summative tool.

Why assess?

- to make judgments about students' progress and achievement;
- to measure achievement at a point in time;
- to provide meaningful feedback for the learning objectives;
- to respond to students' learning needs;
- to reflect on student progress towards the learning goals;
- to track students' progress and program effectiveness longitudinally;
- to ensure consistency and universality of student learning experiences;
- to enable effective target setting;
- to make instructional decisions and guide the curriculum in the future.

What to assess?

Assessment instruments must be balanced to include but not limited to:

- Task planning and task execution;
- Patterns of reasoning and critical thinking skills;
- Application and transfer of concepts, competencies and character learning;
- Understanding of illustrative content and ability to connect to conceptual learning purpose;
- Self-awareness and ability to self-identify personal progress along a continuum.

How to assess?

- Collaboratively design assessment tools with colleagues;
- Define clearly the assessment items in teacher planning;
- Provide students with continuums, rubrics and/or exemplars, and marking schemes;
- Provide timely, constructive and actionable feedback;
- Use appropriate and varied assessment tasks;
- Moderate assessment samples with colleagues;
- Include appropriate choices that challenge learners at an appropriate level and learning context;
- Expand options where students can draw on their own interest to demonstrate their learning.

How to involve students?

- Develop and share assessment criteria, using marking schemes and rubrics;
- Allow students to evaluate their progress and set targets for improvement (ILP);
- Provide opportunities and tools that support self-assessment and self-directed learning (ILP);
- Work with peers and self-assess to foster independent learning;
- Engage in shared feedback with teachers (feedback sessions) and parents (student-led conference).

How to communicate assessment?

- Share a common language with students, teachers, parents, and other members of our community;
- Make the student the primary audience for reporting;
- Respect student privacy related to assessment results;
- Define meaning of assessment criteria and marking scheme;
- Provide ongoing visibility of formative assessment data to students and parents;
- Share the results of assessments in a clear and timely manner (assessment calendar);
- Collect, analyse, reflect upon, and communicate assessment results to appropriate parties for curriculum and program review using Engage-MIS.

3. Recording and reporting guidelines

The purpose of recording and reporting:

- to build a formative picture of a student's progress;
- to provide information for students so that they can review their own progress;
- to track student progress and to identify areas of concern;
- to provide evidence for:
 - writing reports
 - communicating with parents
 - placement in suitable teaching set
 - examination entry level
- to provide information about students' learning and achievements to a range of audiences:
 - Annual student assessment report (Reporting Calendar)
 - Interim reports, resulting from Engage-MIS reports (.doc, pdf)

- Attitudes for learning checklist/reflection sheet monthly (included in the student planner)
- Parent/teacher conferences /Parent Evening (different for N, LP, UP, MS, HS)
- Curriculum evenings

Teacher recording is visible:

- on student work
- using Engage-MIS
- in the official teachers' book

Student recording is visible when they are encouraged:

- to participate in the recording process
- to keep their own record of marks and grades planners
- to share assessment records (teacher and student self-assessment should be considered)
- to take part in reviewing their own progress and target setting (see appendix)

OVERALL GRADING SCHEME of ATTAINMENT- 4 independent grading systems:

Key-stages	Grading system
in nursery and grade preparatory /pregatitoare	<i>A school-based 4-point scale/criteria-based assessment:</i> always, usually, sometimes, rarely
in primary school (grade 1 to grade 4)	<i>The national 4-point scale:</i> Very good (FB), Good (B), Satisfactory (S) and Unsatisfactory (I) *decimal will be rounded: 9.40-9 (for formative grades, but not average grades)
in middle school (grade 5 to grade 8)	The national grading scale using numbers from 1 to 10
in high school (grade 9 to grade 12)	The CIE grading scale using letters from A to U <ul style="list-style-type: none"> ○ Grades A*- U in 9, 10 ○ Grades A - E in AS ○ Grades A*- E in A2

Avenor College enhances the need for continuity between key stages, training teachers to prepare students for the transition key stages. A conversion chart with grade exemplar levels based on learning standards will be designed in each department.

- from grade pregatitoare/preparatory to grade 1
- from grade 4 to grade 5
- from grade 8 to grade 9

VERY IMPORTANT: even if students from grade 7 start the IGCSE preparation, they will be graded according to the national grading system, using numbers from 1 to 10; in this way we guarantee the legal requirements for any transfer to another school.

The SUMMATIVE GRADE is defined by the average grade per term, following a differentiated formula based on age level/key-stage or subject. Each curriculum department will communicate their formula for the average grades.

Key stage	Assessment Grade Formula EXAMPLES
Lower primary	20 % tests + 40 % projects + 20 % HW + 20 % classwork/student learning portfolio
Upper primary	30 % tests + 30 % projects + 20 % HW + 20 % classwork/ student learning portfolio
Middle school	40 % tests + 30 % projects + 10 % HW + 20 % classwork/ student learning portfolio
High school	Different subjects will set their own breakdown, some subjects are 100% Coursework e.g. Art, some are totally test None-IGCSE subjects e.g. PE, RO, LOTC will use the standards grading system which they will ensure are criteria referenced

Registering grades in the official teacher’s book:

- it applies ONLY for grade preparatory/Pregatitoare to grade 8;
- it applies ONLY for the subjects included in the national programme of study;
- for grade preparatory there are no grade registers in the official teacher’s book; at the end of the school year, there is an official assessment report, which is an extension to the Avenor student assessment report;
- for grade 1 to 8, the ENGAGE-MIS recording grades protocol is mirrored by the official teacher’s book.

All the grades are recorded in the ENGAGE-MIS, as following:

- **in primary and middle school**

For subjects with 1-2 lessons per week	For subjects with 3-9 lessons per week
monthly	twice per month
min. 4 grades per term	min. 6-8 grades per term

- **in high school**

subject	frequency
Maths, English, Science	weekly
Language, History, Geography, DT	weekly
Music, Drama, Dance, PE, Bus. Studies, Art, ICT	monthly
One lesson subjects	at least twice every half-term

Avenor College uses the following key indicators for assessing and monitoring student progress:

- **Attitudes towards Learning (AtL)/ Effort** = a descriptive scale indicating how a student is performing in the subject at this point, including the amount of effort in classwork and homework.

An **O** (*outstanding*) indicates that the student is **engaged and motivated in lessons and displays a positive attitude towards learning.**

A **G** (*good*) indicates the student is **motivated most but not all of the time.**

An **E** (*expected*) indicates that the student is **occasionally off task with a lack of engagement at times.**

A **U** (*unsatisfactory*) in this area indicates a **consistent lack of engagement and focus in learning.**

- **Attainment** = an attainment grade indicates the level at which the student is currently working at; it is a “snapshot” and only represents the quality of the tests, homework, past papers, projects, etc. that they have achieved in the last reporting period (usually the last six to eight weeks for interims, or the whole term for summative).
- **Target** = a target grade that the (Mock) Exams (e.g. IGCSE) results and background information might be predicted if students work as well as they did for their Exams. It is quite a nebulous grade, because students generally become more mature and develop a stronger work ethic, so the subject teacher might revise this grade as the year goes by. It really represents *the absolute minimum grade that the student should achieve* at the next level (e.g. ‘National Examination, AS’ level).

Target-setting is integral to our assessment, recording and reporting practice. Targets are reported home so that parents and students are able to reference **progress** against 3 measures – potential grade, present grade and predicted grade:

- **Present:** what a student would get today (based on current performance);
- **Potential:** what a student would get on the best of all days (based on key-stage scores, IGCSE & A Level etc. & the teacher's knowledge of the student);
- **Predicted:** what the teacher thinks the student will get as a professional (based on the teacher's best professional estimate of the final grade awarded - within 5% accuracy).

Targets are personalised in terms of being aspirational and achievable for every student provided their behaviour, effort, homework, and overall progress are in line with good grades (**8.5/B or above**) the standard expected in a “high standards, high expectations” school.

Students joining the school mid- key stage are set targets as soon as the teacher responsible is able to gather information for a reliable assessment. Admin staff will, where possible, ensure that appropriate information is collected from previous schools

4. Reporting to Parents

Reporting to parents on their child’s progress is an essential part of the home/school partnership and plays a vital role in raising student’s attainment. Reporting is carefully planned so that contact is made with parents each term. If problems occur, parents are invited to visit the school and discuss concerns with form-tutors, Curriculum/Subject Leaders, Subject Teachers, key stage coordinators or PSHE.

Reporting to parents takes the following forms:

Type of assessment	Engage-MIS data	Parent evening	Parent-teacher conference	Interim student reports	Student assessment report
Purpose of reporting	Instant communication	Diagnostic	Formative	Formative assessment	Summative assessment
Frequency	Daily		At least twice a year or	Before mid-term break	Last week in May - first week in June

			whenever is needed		
Format	MIS tools (e.g. marking sheets)		Conference form	Checklist format	Descriptive/narrative format
			*Student-led conference		

5. Assessment design and practices

Assessment techniques need to be:

- *diagnostic (pre-assessment)* - baseline testing; at the beginning of a unit of study to determine prior knowledge and skills;
- *formative (ongoing assessment and feedback)* throughout the unit of study to support learning; specific, timely and actionable feedback; differentiation and moderation are the key-holders in terms of expectations and accountability;
- *summative* (end of chapter/unit of study/school year assessment) - at the culmination of a unit of study to measure the impact of learning; collaboratively developed; connected to learning goals; providing evidence of application and transfer; differentiated; based on a clear rubric or mark scheme provided ahead of time to students.

Types of assessment

ASSESSMENT TYPE	Assessment tools	Examples
Formative	Rubric and checklist benchmarks	- Diagnostic tests - Placement test - Mock exams
Summative	Test-papers School-based assessment reports	- The Ministry assessment report for YEAR prep - Term papers (middle school); - Cambridge Exam (FCE) or Cambridge Checkpoint for Admission to Avenor International High School

National	National evaluation for YEAR 2, 4, and 8 National evaluation for YEAR 8	- May – June, in accordance with the national evaluation calendar
	Academic or vocational competitions	- External items, external examiners; - Based on selection/testing phase
International	ESOL Examinations Cambridge Checkpoint Cambridge IGCSE Cambridge A LEVEL	- According to the international examination schedule

6. Professional Development needs - school-wide and/or divisionally

Roles and responsibilities

The Learning Leadership Team will:

- be accountable for ensuring that the above school policy is being carried out in accordance with this guidance;
- undertake a regular review of the policy;
- support and monitor the different staff teams in the implementation of assessment, recording and reporting practices;
- ensure that there is a coherent strategy for the effective management of student performance data;
- monitor the extent to which the policy is being met and offer support in place where it is needed.

Curriculum Leaders will:

- support department members in the implementation of the policy;
- plan assessment opportunities into their schemes of work and regularly evaluate their effectiveness;
- establish agreed subject criteria for assessment and marking which conform to whole school guidelines;
- monitor the consistency of assessment and marking;
- ensure that assessment information is systematically recorded and appropriate information provided for the Engage-MIS Assessment Manager;

- analyse performance data, monitoring progress of students towards their targets throughout the year;
- use assessment information for setting students;
- identify the CPD needs of their team;
- ensure that their department meets the report deadlines and standards.

Subject Teachers will:

- gain the necessary expertise and knowledge about data analysis through training;
- ensure that students have a clear understanding of the assessment criteria (NC levels, IGCSE and A Level);
- Regularly assess and mark students' work employing a range of assessment styles;
- Use the results of all assessments to monitor progress and plan future learning tasks which match student capabilities;
- Motivate students by giving them a clear picture of their level of performance, what they have done well and what they need to do better next time.

Form Tutors will:

- Ensure that academic mentoring files are kept up-to-date (student portfolios);
- Undertake mentoring interviews following the school's guidelines or working collaboratively with the linked academic mentor to ensure this is happening;
- Be responsible for ensuring that the different types of report for their tutor group are correctly completed;
- Monitor progress on a regular basis (including the regular checking of students' learning toolkits).

Students will:

- Regularly review their work and negotiate learning targets with their subject teachers and group tutors and record the information in their learning toolkits;
- Ensure that targets are recorded in their exercise books as appropriate;
- Seek advice about what to do to improve;
- Immediately act upon the advice given by their teachers.

Parents will:

- Be involved in regular communication with the school in order to understand the learning needs of their son/daughter;
- Assist their child in achieving progress milestones;

- Regularly monitor the use of the learning toolkit;
- Attend parent-teacher conference.

ADDENDA

Performance Grade Descriptors - (Parent Reference)

Student Reports: Performance Grade Descriptors

Behaviour	Effort	Homework	Progress
<p>OUTSTANDING</p> <p>Can be relied upon to co-operate, work hard, be polite, friendly and truthful. Committed to doing well in this subject.</p>	<p>OUTSTANDING</p> <p>Well-prepared and motivated to make good progress. Leads others by example and shows a willingness to help them.</p>	<p>OUTSTANDING</p> <p>Meets deadlines. Uses homework to make extra progress. High standard of presentation. Clear evidence of care and concentration.</p>	<p>OUTSTANDING</p> <p>Making excellent progress and very likely to achieve or exceed their potential grade. Clear, substantial improvements in what the student knows, understands and is able to do.</p>
<p>GOOD</p> <p>A good standard of behaviour; helps towards a calm, orderly atmosphere for teaching and learning.</p>	<p>GOOD</p> <p>Effort in line with what we expect of students. Responds well to teacher and shows some initiative.</p>	<p>GOOD</p> <p>Homework up to date; diary is organised; work is completed.</p>	<p>GOOD</p> <p>Good progress is being made towards achieving the potential grade and this is in line with what we expect of this student. Clear gains in knowledge, understanding and ability for the subject.</p>
<p>CONCERN</p> <p>Although not one to badly misbehave, there are some concerns about behaviour and attitude affecting progress.</p>	<p>CONCERN</p> <p>Shows signs of commitment and good organisation, but this is not consistent enough for good progress.</p>	<p>CONCERN</p> <p>Not all homework completed. Standard of work varies greatly. More time needed for homework.</p>	<p>CONCERN</p> <p>There is some evidence of progress but, overall, more needs to be done to show consistency in the range of improvements expected.</p>

<p>SERIOUS CONCERN</p> <p>Bad behaviour. Sometimes rude, uncooperative or causes trouble. Damaging hopes of progress and enjoyment of this subject. Little self-control.</p>	<p>SERIOUS CONCERN</p> <p>Shows little interest, motivation or care. Relies upon teacher or other students too much, too often. Not taking responsibility for own progress.</p>	<p>SERIOUS CONCERN</p> <p>No evidence of any commitment to improving own performance through work completed at home. Rarely completes homework properly.</p>	<p>SERIOUS CONCERN</p> <p>A cause for serious concern as the evidence suggests that this student has made few gains in terms of knowledge, understanding or ability in this subject. Unlikely to achieve their true potential without changes.</p>
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Performance Grade Descriptors - (Student Reference)

BEHAVIOUR	EFFORT	HOMEWORK	PROGRESS
<p>A – Excellent</p> <p>A winning attitude and a real credit to yourself.</p>	<p>A – Excellent</p> <p>You are hard-working and well-motivated.</p>	<p>A – Excellent</p> <p>High quality work all of the time.</p>	<p>1 – Excellent</p> <p>Better progress than expected. Be proud of yourself.</p>
<p>B – Good</p> <p>Friendly and co-operative. Good relationships.</p>	<p>B – Good</p> <p>Keep up the effort. You are succeeding.</p>	<p>B – Good</p> <p>Work completed and up to date.</p>	<p>2 – Good</p> <p>Good progress. You are working at the right level. Well done.</p>
<p>C – Concern</p> <p>Your teacher has concerns about your behaviour.</p>	<p>C – Concern</p> <p>You need to increase your efforts and be consistent.</p>	<p>C – Concern</p> <p>You need to do more – not good enough at the moment.</p>	<p>3 – Concern</p> <p>You are making some progress, but you should be doing better.</p>
<p>D – Serious Concern</p> <p>We are very worried</p>	<p>D – Serious Concern</p> <p>You are showing little</p>	<p>D – Serious Concern</p> <p>Your homework is</p>	<p>4 – Serious Concern</p> <p>You are not making</p>

about the way your behaviour is disrupting your education.	interest in your work.	hardly ever or never done.	progress.
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