



International School of Lusaka

ISL Assessment Policy

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1. Background Information

The International School of Lusaka offers the International Baccalaureate Primary Years Programme (IBPYP) for students from 2-11 years, the International Middle Years Curriculum (IMYC) for 11-14 years, International General Certificate of Education Programme (IGCSE) for students from 15-16 years and the International Baccalaureate Diploma Programme (IBDP) for students from 17-19 years.

Our students generally fall into the following categories: native English speaking students, students who speak English and additional languages, and beginners.

The diversity of the school is reflected in the different languages spoken at ISL.

English is the main language of instruction. French and Spanish are offered as Modern Foreign Languages.

Students may study their mother tongue as a self-taught language.

2. School Mission Statement

ISL is committed to the development of internationally-minded citizens who aspire to make the world a better place.

3. School Philosophy

The International School of Lusaka seeks to forge a unified and caring community which exhibits mutual respect and understanding, wherein each individual feels welcome, safe and valued as part of a greater whole. Through internationally accredited educational programmes, ISL aims to develop in all students a genuine desire to learn and the conviction that education is lifelong and open-ended. ISL does not align itself to any political or religious creed.

Our learning environment is characterized by inquiry, creativity, action and reflection. We experience

interculturalism through the nurturing of attitudes and values, which permits us to appreciate our diversity.

Internationalism at ISL recognizes differences and embraces what we have in common, for the benefit of all.

4. School Aims

4.1 To provide a holistic educational programme which supports the development of each student in a safe and inclusive environment.

4.2 To ensure purposeful and engaging learning experiences, which foster a genuine desire to continually learn about ourselves, others, and the world around us.

4.3 To develop the habits of mind necessary for independent, creative and critical thinking, and effective communication.

4.4 To nurture an appreciation for self and others within the diverse ISL community and beyond.

4.5 To provide opportunities, which develop an awareness of individual, community and global rights and responsibilities.

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Assessment Policy

Perspective

Assessment is an ongoing process to provide balanced, authentic, and meaningful information, to improve instruction and student learning, and to enhance the curriculum.

Purposes

The purposes of assessment are to:

- provide feedback to students, teachers and parents
- identify students' strengths and weaknesses and provide meaningful support
- enhance the curriculum
- monitor effectiveness of the teaching methods and resources
- provide data to support the admissions process and placement

Principles

Assessment should:

- be meaningful to students, teachers and parents
- be measurable
- be balanced by using a variety of assessment strategies and by differentiating assessment
- be continuous and lead to improving teaching and learning
- accommodate different learning styles, multiple intelligence types and learning environments
- be based on, but not restricted to, understanding the written curriculum
- include divergent thinking and creativity
- encompass knowledge and skills gained, understanding and attitudes
- be monitored, evaluated and reviewed by teachers and the department
- provide students with motivation and encouragement
- provide the basis for reporting, based on supportable evidence and practices

Balanced Assessment

A comprehensive, balanced assessment system includes classroom assessments (formative and summative), benchmark assessment (summative), and external assessment (summative). Each component is important and should be valued for what it contributes.

- Formative assessment is on-going and interwoven into the instructional process. It is implemented to inform students and teachers about student learning in order to plan the next stage of instruction.
- Summative Assessment takes place at the conclusion of a period of learning (ie. end of unit/year) and is implemented to give students the opportunity to demonstrate what has been learned.
- External Assessment also takes place at the conclusion of a period of learning, but is standardized by an outside organisation. It provides individual and whole-school educational information and compares students internationally.

Different forms of assessment used

- Classroom tests, Quizzes, Assignments, and Oral responses
- Portfolio: showcase of growth and development, reflection, goal setting, self- evaluation, and the development of critical thinking skills
- Performance: students' ability to show learning outcomes and collaboration
- Self-assessment
- Peer assessment
- Coursework
- Diagnostic and external examinations (standardized tests, norm-referenced tests, criterion-referenced tests)
- Observation, Questioning students
- Interviews

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- Conferences
- Discussions

Department assessment outlines are shared with students and parents via ManageBac.

Reporting

Reporting provides feedback on students' progress for parents, children, teachers, school management and external educational organisations. These stakeholders are all valued contributors to the reporting process and share in the responsibility for learning and accounting for progress. Communication is most effective when everyone has the opportunity to participate by asking for clarification, examining particular examples, and knowing that they've been heard by others involved. Regular dialogue (written notes, telephone calls, etc) between parents and teachers, builds the rapport necessary for effective communication in subsequent meetings and conferences. Since children are at the centre of all reporting, it follows that they should be part of the reporting procedure. In order for them to participate in this procedure effectively, children will need help in learning how to self-evaluate and report on their progress. This can be done in a number of ways, including allowing children to participate in parent conferences, and asking them to reflect on their own learning.

What makes a good report?

School reports should communicate information about students based on evidence. Effective communication depends on mutual understanding of the school reports. Parents are informed of what knowledge, skills, and aptitudes the student has acquired. The reports must reflect teachers' expectations and concerns. A good report is one that promotes this vital communication between home and school.

ISL reporting:

- reflects what the school community values
- is comprehensive, honest, fair and credible
- is clear and understandable to all parties

Our aims in reporting are to:

- convey, through the teacher's comments, a clear impression of personal knowledge of the student
- provide a description of progress, achievement, and effort
- comment on personal and social development
- keep a record of attendance and punctuality
- comment on strengths and development needs
- encourage motivation through a constructive approach
- provide a focal point for dialogue between home and school
- address students, parents, and teachers as the primary audience
- encourages teachers to incorporate what they learn into their future teaching and assessment practice

Primary Assessment and Reporting

What do we assess?

- Five Essential Elements: Knowledge, Concepts, Approaches to Learning (ATLs), Action, Learner Profile in the Programme of Inquiry
- The Units of Inquiry, English language, Mathematics, Modern Foreign Languages, Information and Communication Technology, Physical Education, Music, Art, Zambian Studies, Library and Learning Support and ESOL(if applicable)

The Written Report

The Primary report card reflects students' progress against the philosophy, principles and practices of the PYP along with the school's Mission Statement.

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Primary Reports

- Two reports are issued per semester on ManageBac.
- Specialist reports should be completed on ManageBac with adequate time (2 weeks) allowed for review.
- After the class teacher completes reports they are to be proofread by the year group colleague.
- The Principal will review all reports before they are published on ManageBac.

Conferences

Our conferences include parents, children and teachers. This is a way to ensure all stakeholders are informed and involved.

Teacher-student conferences

These are usually informal, ongoing and individually designed to give children feedback so they can reflect on their work and further refine and develop their skills.

Teacher-parent(s) conferences

These are usually formal and designed to give the parent(s) information about the child's progress and needs, and about the school's programme. Teachers should use this opportunity to answer the parents' questions, to address their concerns, to help define their role in the learning process and communicate if any additional support is required. The parents should take the opportunity to provide the teacher with the cultural context of the child's learning.

Student-led conferences

These conferences are formal ones where children are responsible for discussing their work and their progress with their parents whilst the teacher is on hand if needed. The children with the support and guidance of the teacher select the work to be discussed. The format of these conferences depends on the age of the child. During the conference, students share evidence of learning through portfolios and cross curricular learning engagements. The participants must understand the format and their roles prior to the conference. Student-led conferences allow children to reflect on work, consolidate their progress and share the responsibility of informing their parents.

Primary Reporting Dates

August: After school re-opens, a **parent information morning (Open House)** is held where the Year Group teachers in the primary faculty inform parents of the PYP curriculum their children will be following, classroom procedures and share expectations for the year ahead.

Mid-October: Parent / teacher conferences are held for all students in the year group.

December: A full first semester **written report** on each student's progress is issued. An optional **formal parent/teacher conference** will be scheduled for the week following the issuance of this report.

April: A whole day in the school calendar is devoted to **student-led conferences**. This is a non-teaching day on which each student spends one or two hours guiding their parents through the learning engagements they have been involved with in the year to date. The presentation is supported by a **student portfolio** which is authored by the student and constitutes a record of progress for the year.

June: At least one week prior to the last day of school a final full second semester **written report** of student progress will be issued. This report will be followed by a parent/teacher **conference** accompanied by the student in the last week of the semester.

New students- Regardless of the time in a school year a new student joins the Primary school, a conference will be held after six weeks.

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Secondary Reports

- The subject reports are designed to be similar, in order to make them easily understood by parents and students.
- All draft reports must be proofread by the agreed reviewer, seen by the HOD and passed to the Form Tutors by the agreed deadline.
- Heads of Department are expected to be active in ensuring that report entries for their subject are made by the agreed completion date.
- After this, all teachers must be available in order to make any further corrections.
- Class Tutors (Homeroom Teachers) should proofread reports for errors or omissions, and add their comments prior to passing completed reports for final view by principal and coordinators.
- The principal and coordinators will review all reports before they are published on ManageBac.

Teachers will identify any students of concern. These students are discussed during Student Concerns meetings, which take place once a month in section meetings. Any appropriate interventions which might include contacting parents or guardians are taken.

Parent / Student / Teacher Conferences

These are usually formal and designed to give the parent(s) information about the child's progress and needs, and about the school's programme. Teachers should take this opportunity to answer the parents' questions, to address their concerns, to help define their role in the learning process and communicate if any additional support is required. The parents should take the opportunity to provide the teacher with the cultural context of the child's learning. These conferences take place four times in a year: mid-term of the first and second semester and at the end of the first and Second Semester.

Secondary Reporting Dates

Mid-October: Mid-Semester 1 reports are published which is followed by the Student-Parent-Teacher Conference (SPTC) for all students.

December: A full first semester written report on each student's progress is issued. This is followed by an optional/as needed SPTC.

March: Mid-Semester 2 reports are published in the first week of March for non examination classes - Years 7, 8, 9, 10 and 12. This is followed by a SPTC for all students.

End of Year reports are published in the last week of March after mock exams for examination classes- Year 11 and 13.

June: A written report for students of non-examination classes will be issued a week before the last day of school in the second semester. This is followed by an optional/as needed SPTC.

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Guidelines for Students of Concern (Academic)

Primary

Timeline for Struggling Primary Students

<u>AUGUST</u>	Child starts School.
<u>SEPTEMBER</u>	Meet with parents to discuss problem areas, suggest and implement interventions. Consult with the Student Support Services.
<u>OCTOBER</u>	Meet with parents at Parent Teacher Conferences
<u>DECEMBER</u>	Full report goes out outlining concerns. Meet for Parent Teacher Conferences.
<u>End of JANUARY</u>	Discuss concerns and interventions with Parents, Student Support Services, counselor and Early Years/Upper Primary Coordinator. Request observations to be conducted by EYC/UPC and SSS teachers. Recommend additional interventions and possible educational evaluations as necessary.
<u>FEB – MAY</u>	Review interventions monthly with Parents, EYC/UPC and SSS.
<u>JUNE</u>	Full report and Parent Conference. Give a list of expectations and/or guidelines a child must meet by August and a letter identifying reassessment if necessary before being accepted and placed in August. The student support services with the receiving teacher will be responsible for the reassessment.

- For new students this timeline may need to be modified, but it should still serve as a guideline.

Secondary

The Secondary school uses the IB 1-7 grading system for all academic reports. A grade of 3 has been determined as a pass and gains a credit in the High School toward the ISL Diploma. Although any students can be considered to be of an academic concern, based of a difference between what their achievement potential as and what they are achieving, the procedures for reporting, monitoring , and follow for students of academic concern is usually targeted at those students not passing; that is , achieving a 1 or a two in any subjects. The exception to this general guideline that IB Diploma students will be deemed students of concern if they are not achieving a grade of 4.

Teachers are required to enter their concerns after any assessment on a common spreadsheet. Tutors monitor the spread sheet and inform the student, parents, other teachers, Counselor, Coordinator and the Principal as appropriate, as each non-submission takes a student to a different consequence involving different levels of administrators.

Every effort is made to support each student fulfill their academic potential and movement to the next year level. For Middle School students of academic concern, promotion to the next year level is normally based on age and maturity considerations, and retention in the same year level is only done under exceptional cicu,srances.

In the High School, students have the opportunity to take advantage of the “exam-for-credit” system whereby students advance to the next year level in a subject but are required to re-write the end of year exam in order to achieve the required grade of 3 for the credit. Students have 3 chances to achieve a failed credit over the course of the academic year.

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Absences and Lateness

A student who misses more than 27 days or 15% of the academic school year may be subject to disciplinary action which may include not being promoted to the next year level. The Tutor or class teacher will notify the respective coordinator when a student has missed 9 days of the academic school year. The coordinator will take appropriate action as described in the school's behaviour policy.

Attendance registers are taken every morning in the Tutor Group. Students who arrive late are required to report to the Secondary Office. Lateness records are maintained and students will receive disciplinary action depending on the frequency of lateness as described and in line with the school's behaviour policy.

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