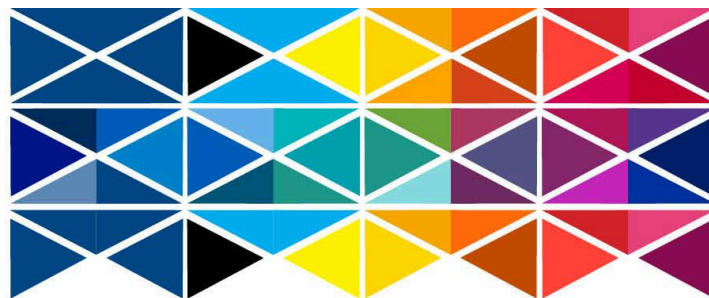




ST ANDREW'S  
INTERNATIONAL SCHOOL



## Assessment For Learning Policy

A Guide to Assessment, Recording & Reporting at St Andrew's International School

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# Principles of Assessment at St Andrew's International School

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The aim of assessment at St Andrew's International School is to support and promote students' learning and their continuing development as lifelong learners.

The purpose of this policy is to develop our consistent framework for assessment, reporting and recording of students' understanding, skills and knowledge.

Students, parents and teaching staff must have a clear understanding of what is being assessed, methods of assessment and criteria for success, as well as a clear picture of how any assessment contributes to the broader learning journey. We expect that this policy will increase the effectiveness and reliability of assessment practices and make these practices explicit to the whole school community through collaboration and consultation.

Our vision at St Andrew's International School relates to assessment, where it promotes *lifelong learning*.

We recognise that teaching, learning and assessment are fundamentally interdependent. Assessment at St Andrew's is geared towards improving rather than simply documenting student performance. We consider assessment as an opportunity for each student to connect their progress with specific achievement criteria that make it clear to the student, their teachers and parents how their learning has progressed in relation to those criteria.

Our use of assessment to judge the effectiveness of both teaching and learning processes is essential to allow teachers and students to identify their strengths and weaknesses and the effectiveness of our whole-school curriculum. Assessment informs instruction and guides curriculum review.

*Assessment for Learning is the process of seeking and interpreting evidence for use by students and their teachers, to decide where students are in their learning, where they need to go and how best to get there.*

Rowe 2007

# THE EARLY LEARNING CENTRE

## Admission Assessments in The Early Learning Centre

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All students are eligible for admission if the administration believes that the school is able to meet students' educational needs.

### Early Learning Screening

In Early Learning, teachers observe children for up to an hour of creative play and determine their level of readiness for school. Screening will ultimately lead to parents being offered advice on the appropriate placement for their child at St Andrew's and potentially, suggestions on any area to work on at home before the child's schooling begins and/or any additional support that may be required.

Specific activities are not prescribed, but different engaging stations are offered, and teachers carry out their observations around whichever activity the child naturally goes towards.

This time is also a chance for teachers to discuss each child's individual development history with parents and to look for any signs that a child might have specific learning differences so that plans can be made for individual arrangements. Screening sessions may take place on an individual or group basis, depending on the time of year.

Teachers complete a consistent and formal observation form, specifically focusing on the following developmental areas:

### Preschool and Pre-Kindergarten 1 & 2

- Social / Emotional
- Language / Communication
- Cognitive (learning, thinking, problem-solving)
- Movement / Physical Development
- Behaviours

Teachers refer to the notes taken during screening throughout the year and particularly on the first two days of school when children attend in smaller, split classes so that early relationships can be more easily built.

## Assessment in The Early Learning Centre

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Early Learning teachers assess student performance and progress in language, mathematics, science, social studies, visual art, music, Spanish and personal, social and physical education. The Primary Years Programme (PK1 and beyond) brings with it expectations for the learning and development of international mindedness through the IB Learner Profile as we seek to develop learners who study issues of local and global concern, gather and use accurate information, understand the mindsets and priorities of different groups of people and who practise and develop attitudes and actions toward solving problems.

### Formative Assessment

In our Early Learning classrooms, formative data is used extensively to gather information on student learning and progress. Teachers regularly work one on-one or in small groups with students. Observational, anecdotal notes are taken daily to track student progress. Pre-assessments are used to inform instruction and measure student growth. Additional types of formative assessment used throughout the day include process-focused assessments, selected responses, discussions, and class participation. In our ELC, feedback specific to the task at hand is given immediately to help students continually progress.

### Summative Assessment

In ELC classes, summative assessments include performance assessments, open-ended tasks, and end-of-unit assessments. More formal end-of-unit assessments do not typically begin until Pre-kindergarten 2. Summative grades reflect a student's ability to independently meet achievement expectations. When summative assessments are not accessible to students with specific learning challenges, the task will be differentiated for the student, and this will be clearly stated on both the task and the report.

### Assessment tools

Teachers use a variety of assessment tools depending on which will give the most accurate reflection of student progress in that area. For summative assessments, the assessment tool is shared before students begin working through a unit of inquiry.

The assessment tools used most often include:

- standard or objective-based rubrics
- exemplars
- checklists
- anecdotal records
- continuums
- written responses
- oral feedback

- peer and self-reflections and evaluations

## Recording

Records are kept in many ways. These include:

- Teacher's weekly planning as well as PYP planners
- Teacher's notes and observations
- Teacher's records and grade books
- Portfolios
- Student files

## Admission Assessments in The Primary School

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All students are eligible for admission if the administration believes that the school is able to meet students' educational needs. St Andrew's will not admit a student without first receiving a transcript (or its equivalent) from the student's current or immediately past school, with the exception of the ELC. No child may be admitted to St Andrew's who has previously been expelled from another school for an offence which would be a cause for expulsion at St Andrew's.

Students with learning differences may be admitted if it is believed that the learning challenges can be supported by the school's learning support programmes. Students with severe physical, mental or emotional handicaps cannot be admitted unless adequate provisions can be made for them.

Children whose native language is not English may be admitted in Early Learning classes. Admission of such children into subsequent grades is dependent on the views of the Vice Principal of the Primary School as to their ability to be able to access and benefit from the educational opportunities offered by the school. This may involve oral and/or written examinations in English.

### Kindergarten through Grade 5 Screenings

Students applying for admission to kindergarten through fifth grade are more formally assessed in the areas of reading, writing, and mathematics. Teachers administering testing sessions also gather information related to the child's speech development, gross and fine motor skills, social interactions, and anything else that would help inform the admissions decision.

#### Kindergarten and Grade 1

- Language / Communication
  - phonemic awareness
  - reading level
  - writing sample
- Mathematics assessment

#### Grades 2 - 5

- Standardised mathematics assessment
- Standardised reading assessment
- Writing sample

## Assessment in The Primary School

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The primary school assesses performance and progress through the Primary Years Programme in language, mathematics, science, social studies, visual art, music, Spanish and personal, social and physical education. The PYP brings with it expectations for the learning and development of international mindedness through the IB Learner Profile as we seek to develop learners who study issues of local and global concern, gather and use accurate information, understand the mindsets and priorities of different groups of people and who practice and develop attitudes and actions toward solving problems.

### Formative Assessment

Formative data is used throughout the teaching/learning process to offer regular checkpoints and guidance. Formative data is primarily obtained from daily, weekly or bi-weekly tasks. Small group instruction time gives teachers the perfect opportunity to note student strengths and areas in need of development. These anecdotal notes inform instruction and reporting throughout the year. Teachers also assess and track the progress of reading levels and spelling stages throughout the year. Quizzes, classwork assignments and group projects are also used to assess a student's understanding of a skill. Feedback is essential to effective learning and is given regularly. Feedback should be linked to the learning objective and success criteria.

### Summative Assessment

Summative grades reflect a student's ability to independently meet achievement expectations. These grades are reflective of achievement at the end of a unit of inquiry, a unit of study in mathematics and other content areas or specialist subjects. Assessment folders are sent home following assessments to share how a child is currently performing against a set of assessed standards. When summative assessments are not accessible to students with specific learning challenges, the task will be differentiated for the student, and this will be clearly stated on both the task and the report.

Within the primary school, the PYP exhibition is a required summative assessment. The exhibition provides the culminating experience of the learner's engagement with the PYP. It unites the students, teachers and parents in an activity that captures the essence of the PYP: transdisciplinary inquiry conducted in a spirit of personal and shared responsibility. It is a celebration which synthesises the programme and shares it with the whole school community. At St Andrew's, the exhibition marks the students' passage to the middle school from the primary school. The PYP exhibition is an extended collaborative inquiry, which is undertaken by students in Grade 5.

### Assessment tools

Teachers use a variety of assessment tools depending on which will give the most accurate reflection of student progress in that area. For summative assessments, the assessment tool is shared before students begin working through a unit of inquiry.

The assessment tools used most often include:

- standard or objective-based rubrics
- exemplars
- checklists
- anecdotal records
- continuums
- written responses
- oral feedback
- peer and self-reflections and evaluations

### MAP Testing

NWEA MAP Growth tests are used to measure and support student growth in the areas of reading, mathematics, and language usage in the Primary School. Students in grades 1 through 5 take three computer adaptive tests, three times each year. Students take MAP Growth tests in September, January, and May. Their scores from these tests reveal areas of strength and weakness compared to their same-age peers around the world and allow us to target intervention, extension, and support to boost their achievement in all areas. The results of these assessments are shared with parents in October and May. Teachers use the January reports internally to adjust instruction to meet the needs of their students and support progress and growth. The parent's guide to MAP Growth tests can be found [here](#).

### Recording

Records are kept in many ways. These include:

- Teacher's weekly planning as well as PYP planners
- Teacher's notes and observations
- Teacher's records and grade books
- Portfolios
- Student files
- Progress tracking spreadsheets (with comparative MAP and CCSS data)



# Reporting on Progress in The Primary School

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## Conferences

In the Primary school, there are three formal conferences throughout the year.

Parent Teacher Conferences are held in late September. This day is set aside for parents to meet with teachers to discuss how a child is settling in and adjusting to the new grade level. Parents and teachers use this opportunity to discuss their goals for each individual child and to address the academic, behavioural, and social well-being of a child. Parents are able to clarify any questions or concerns they may have. Learning support teachers will join the conferences for the children they work with.

Primary School Three-Way Conferences are held at the end of November. This conference provides an opportunity for students, parents, and teachers to meet and discuss material that has been covered so far this year. Portfolios are used to demonstrate learning and growth; however, they are not a complete picture of everything your child has mastered. Students will begin to take the lead as they reflect on what they have excelled at or identify how they can improve particular pieces of work. Conference times overlap, with families scheduled every 15 minutes, so there may be other children and parents in the room at the same time.

Student-led conferences are held at the end of May. The student will lead the conference, using their portfolio as a guide. Each child will plan specific areas to share and reflect on. The classroom teacher will be present to facilitate and support the conferences. This conference provides an opportunity to reflect upon and celebrate a child's learning over the course of the school year.

Parents have the opportunity to speak with specialist teachers on conference days as well.

## Portfolios

A portfolio is a reflection of student progress across the curriculum throughout the school year. It shows academic and personal growth and assists in guiding teaching and learning. For the teacher, it provides evidence of student progress, needs and abilities. For the student, it provides a concrete source of self-assessment, reflection and goal-setting. The portfolio process helps to promote student Voice, Choice and Agency. For the parent, it provides concrete indicators of their child's abilities, growth and areas in need of improvement. It also provides samples of classroom activities.

We employ a collect, reflect, and share process. The portfolio is used for both the Three Way and Student Led conferences. It is not an assessment portfolio. Core subject assessments are kept in a separate assessment portfolio.

## ELC Scrapbook

For each Transdisciplinary theme:

- 1 student selected piece with teacher teacher-recorded descriptor outlining the task and skills used
- Summative assessment and assessment tool used, stating success criteria
- 1 assessed teacher selected piece of PE /Music/Art/Spanish as appropriate, could be visual, etc and must state skill.s These pieces are due no later than 2 weeks after the completion of the unit in the general education classroom.
- 1 piece each to demonstrate fine motor control, gross motor control and overall development...could be arts and crafts, photos etc and descriptors will be teacher recorded.
- 1 teacher-selected piece that demonstrates PSPE elements of the Essential Agreement. Focus on attributes of the Learner Profile that are relevant to each Transdisciplinary Theme.
- As appropriate to the developmental stage, and by the end of the school year to show skills across all taught mathematics strands.

## Kindergarten and Grade One Scrapbooks & Grades Two and Three Binders

For each Transdisciplinary theme:

- Cover Page: Transdisciplinary Theme, Central Idea and Lines of Inquiry clearly stated
- ELA: At least Three Pieces
  - Writing
    - Unaided Writing Piece, with checklist (beginning and ending unit)
    - At least one assessed piece of writing that has feedback from the teacher. Where possible, the writing pieces should link to the transdisciplinary theme.
  - Phonics/Reading
    - One assessed piece showing the reading skills the student has been working on. (include photos and descriptors of the activities)
  - Listening and speaking
    - Evidence of skills being assessed and assessments completed in these areas could be checklist, rubric, photograph, peer assessment (could be linked with Summative Assessment)
- Mathematics: At least Three Pieces
  - 3 Standards-based or unit-related activities that are marked with feedback or a rubric.
- Unit of Inquiry: At least Three Pieces
  - 1-2 Student Choice with reflection/reason chosen
  - 1 Teacher Selected with teacher feedback
  - Summative assessments that are marked with feedback or a rubric.
  - Optional - Photos from field trips and reflections, Photos of student action with reflections
- Personal, Social and Learner Profile
  - 1 teacher selected piece - It could be written, visual etc and should focus on attributes of the Learner Profile that are relevant to each Transdisciplinary Theme. It may be related to the Second Step programme.
- Approaches to Learning

- Student and teacher reflection - could be integrated into summative rubrics/feedback or included as a separate piece with a descriptor and photos.

### Grades Four and Five Digital Portfolios

The teacher directs the selection initially and then releases control to the students. Teachers and students follow the guidelines above, but may include additional pieces selected by the student.

For each transdisciplinary theme, students/teachers should select three pieces of work, photos and/or videos of activities for ELA, Mathematics and Unit of Inquiry. This must include at least one assessed piece of writing that has feedback from the teacher. Where possible, the writing pieces should link to the transdisciplinary theme. Each uploaded piece should include a short reflection from the student and can follow the WWW and EBI format.

Specialists will include photos and videos from lessons for students to post on their specialist pages. Students may also ask to take photos or record an activity in specialist classes for portfolios.

### Report Cards

Formal reports are issued in January and June and contain information on current achievement, grading for curriculum areas, progress, attendance, areas for improvement as well as comments on learner profile and attitudes. Report comments are written to share a clear reflection of a student's level of achievement in the areas indicated. Report cards share a student's progress in the areas of mathematics, literacy, unit of inquiry, art, physical education, performing arts, and Spanish. Report comments provide information on a child's social and emotional development, organizational skills, approaches to learning, and demonstration of the International Baccalaureate Learner Profile. These reports are written to parents or guardians as a formal informational document. The January report is reflective of the first part of the school year. The June report reflects January to June. The exception for the June report is the general comment, which should be a combination of progress made but also act as a concluding statement about the year overall.

### Primary Grading Scale

#### E: Excelling at grade level standards - (95 - 100%)

- The student excels at expectations for grade level work. He or she demonstrates knowledge, understands, applies and extends learned concepts and skills, and produces work of outstanding quality. The student has learned the concept, has already worked through the big ideas, and is able to connect this understanding to other areas of knowledge. The student consistently, independently, and correctly applies this skill or concept when working within given tasks and assignments, and appears to have committed this concept to his or her long term memory.

#### A: Achieving grade level standards - (80 - 94%)

- The student produces quality work that meets grade level requirements. The

student appropriately demonstrates knowledge and understanding of learned concepts and skills. The student actively uses the knowledge gained, has learned the concept, and is currently working with this understanding within the given tasks and assignments. The student grasps the concept, is able to reliably demonstrate an ability to meet expectations and is working to build connections and further understanding.

**P: Progressing towards grade level standards - (65- 79%)**

- The student produces some satisfactory work that meets the requirements for grade level. The student demonstrates knowledge and understanding of learned concepts and skills. However, the student may still need some coaching or minor redirection for clarification and is working to put this concept or expectation into his or her long term memory for future use.

**B: Beginning to meet grade level standards- (50 - 64%)**

- The student is beginning to demonstrate knowledge of learned concepts and skills. The student is learning this concept, is aware of expectations and is working to make meaning within given tasks and assignments. The student needs more support and redirection to fully grasp the concept and to consistently meet grade-level expectations. This student has a basic understanding of the concept and will need more time and/or exposure to develop full conceptual understanding and/or an ability to act appropriately according to expectations.

**N: Not achieving grade level standards - (49% and below)**

- The student struggles to meet the requirements for grade-level work and demonstrates minimal understanding of concepts and skills. Assistance is necessary to produce work. He or she needs continued support and time to begin to develop an understanding of concepts and other expectations. The student needs to build on other current understandings before taking ownership of this concept and may also need to begin to take action toward meeting the expectation.

## Assessment on Admission in The Secondary School

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### Cognitive Ability Tests (CAT4)

Upon admission to the Secondary School in whichever grade, students undergo CAT4 testing. This suite of tests is used to support our understanding of students' developed abilities and likely academic potential. Results from these tests help us with intervention, monitoring progress and setting targets for future attainment.

Each test assesses a student's ability to reason with and manipulate different types of material through a series of Verbal, Non-Verbal, Quantitative and Spatial Ability tasks. Together, these four tests provide individual subject teachers with a comprehensive profile of a pupil's reasoning abilities, and as such the core abilities related to learning. These assessments will evaluate a student's cognitive ability, and therefore require no revision.

The resulting data can then be used to identify a potential student's strengths, weaknesses, and learning preferences, providing accurate and reliable information that is essential for personalised learning. The more we know about a student, the better position we will be in to offer a learning environment and ways of teaching and learning that allows that student to maximise their potential.

## Classroom Assessment in The Secondary School

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Middle Years' and Diploma classroom teachers utilize a wide range of assessment strategies. Based upon the principles of Assessment For Learning where students and teachers are engaged in the process of improvement together, we consider assessment to be an integral part of the learning process and seek to incorporate some form of assessment into all aspects of academic work.

ManageBac is our main teaching software and allows for real-time communication between teachers, parents and students as tasks are recorded, material shared and assessments graded.

Homework and classwork assignments are generally set on ManageBac with a rubric clearly defining what success will look like and a gradebook linked to a wide range of skills allowing students to develop at their own pace.

### Formative Assessment

Formative assessment strategies regularly employed in Middle Years' and Diploma classrooms would include self- and peer-assessment of group and individual tasks; reflection statements; worksheets and quick quizzes as well as ad hoc class discussion. Our emphasis is on whole student development and real-time reporting.

### Summative Assessment

Examples of summative assessment strategies include the production of portfolios; essays and end of unit tests. As our students progress to examination classes in Grades 9-12, assessment begins to mirror the exam questions and content the students will face at the end of their periods of study.

Accordingly, Progress Tests are set across subjects which reflect, as much as possible, the content and rigour of the final examinations. These are taken under examination conditions with a diagnostic emphasis. Students, teachers and subject leaders use the data from these exams to analyse progress and target learning in order to enable improvement.

Since our Middle Years' and Diploma students also take external examinations in Grades 10, 11 and 12, preparation for these include: mock examinations; BJC, BGCSE, IB examinations; practical work (using examination assessment rubrics); past paper questions and extended written answers under timed conditions

### Secondary School Learning Support Assessment

At the secondary school level, diagnostic assessments for students with educational needs are carried out by licensed psychologists. These assessments are carried out at the expense of the parents and the school encourages them to forward a copy of the report to the school. The administration of the school, in addition to the special services team, reviews the recommendations in the assessment and implements an IEP covering the recommendations which are available within the resources of the school. An IEP is then created only for students who are withdrawn from regular classes for additional learning support. Students who receive additional learning support in class are assessed according to the requirements of the subject area.

## Formal Assessment in The Secondary School

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### The Bahamas Junior Certificate (BJC)

The Bahamas Junior Certificate (BJC) is a government-developed national test programme administered at the end of Grade 8 and takes place in May and June. St Andrew's does not teach to this assessment. However, St Andrew's students may opt to sit the BJC examination in any or all of the following: English; General Science; Mathematics; Religion, and Social Studies.

Standards of achievement are graded as Distinction (A), Special Credit (B), Credit (C), Pass (D), and Fail (F).

### International General Certificate of Secondary Education (IGCSE)

IGCSEs are accredited by Edexcel, a UK based programme administrator and which we consider to be the most focused form of academic preparation for the International

Baccalaureate Diploma. It is administered at the end of Grade 10 in May and June and requires two years' study.

Results are available in mid August and the numbered grading scale runs from 1-9 with 9 being the highest grade attainable. Our ManageBac assessment levels are set according to the latest IGCSE grade boundaries with a 7 being the highest grade (roughly 68%).

Satisfactory attainment in a number of subjects (particularly the experimental sciences) dictates admission to those subjects at IB level.

### The Bahamas General Certificate of Secondary Education (BGCSE)

The Bahamas General Certificate of Secondary Education (BGCSE) is modeled on The General Certificate of Secondary Education (GCSE) exams taken in England and Wales and is the most popular examination in the Bahamas.

Accordingly at St Andrew's, we offer our students the opportunity to sit these examinations in Grade 11 to add to their IGCSE portfolio.

Students are afforded the chance to take at least 5 BGCSEs, since 5 or more A-C passes would see them recognised and celebrated at the National Awards Ceremony and would also entitle them to a scholarship at The University of the Bahamas.

Classes will be delivered over courses of ten one-hour lessons for each subject. In order to offer as many subjects as possible, classes will be every two weeks, with different subjects being offered in the week in between (see table below). The main focus of these classes will be to equip students to cope with the demands of the specific BGCSE examination papers for that subject. Students should already be well-versed in the general content and skills of the subject area. The only exception is Art which, due to the number of coursework pieces which need to be produced, would happen every week for all 20 weeks.

Results of these examinations are distributed to school in mid-August. The grading is on a scale of A to G as these examinations are designed to demonstrate a broad range of achievement.

### SAT I and SAT II

At St Andrew's students are able to sit for both SAT 1 and SAT II. There are four sittings held at St Andrew's each year. Students may sit for any of the tests offered by The College Board. In recent years students have taken the following SAT II tests: Writing, Mathematics, French, Spanish, Biology, Chemistry, Physics and the English Language Proficiency Test.

The SAT I is a standardized test that measures the verbal and mathematical skills needed to succeed in college. It is designed to help colleges predict first year (freshman) grades in college.

The SAT II are subject based tests and fall into five general areas: English, history and social studies, mathematics, sciences and languages. They help colleges compare academic

achievements of students from different schools where course preparation and academic backgrounds may vary widely.

### The International Baccalaureate Diploma

The IB Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations that prepares students, normally aged 16 to 19, for success at university and life beyond. The programme is normally taught over two years and has gained recognition and respect from the world's leading universities.

IB Diploma Programme students study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 5.

In addition the programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

- The extended essay is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.
- Theory of knowledge is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).
- Creativity, Activity, Service requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

Assessment for the IB programme includes written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the creativity, action, service requirement. The highest total that a Diploma Programme student can be awarded is 45 points.



Teacher collaboration is essential in the Diploma Programme. Final internal assessments will be moderated within each subject, with guidance, where appropriate, from the DP Coordinator. Teachers are expected to moderate a sample of high, medium and low scores across each subject group.

Teachers will use exemplar student work on their subjects “Teacher Support Material” on the IBO’s website to help standardize grades where appropriate.

The standardization process will be as follows:

- The class teacher collects and grades their students’ internal assessment tasks.
- The assessment outline, rubrics, grades and comments of a high, medium and low graded piece of work are given to the other teachers in the department.
- Teachers who have received the work have got two weeks (unless a quicker time is mutually agreed in special cases such as work needs to be graded quicker due to reports) to grade and comment on the work they have been given, ready for moderation.
- All teachers meet in a department meeting, (or at a mutually agreed different time if there are report deadlines to be met / national holidays) and go through the grades they have given, justifying their reasons. It is every teacher's responsibility to print any work that will be discussed at the meeting before it starts.
- Teachers agree on a final grade for each piece of work.
- If disagreement over a grade occurs: Teachers can check the subject guide which gives clear advice for what to expect for each rubric. Teachers can also look at the teacher support material to find exemplars from the IB
- A one grade difference within the same level is acceptable.
- If the class teacher has been found to be over/under marking on a rubric(s) he/she will look at how other students have been marked against the rubric and make any relevant changes.
- Completed IA work will be put in the relevant folder and shared with the DP Coordinator.
- During the moderation process the class teacher will not give his/her initial grades to the students.

Teachers will not discuss any changes to the grades that occurred during the process with the students. Staff meetings and subject meetings will be dedicated to giving professional development on the moderation process. Teachers will collaborate by sharing ideas in subject meetings and observing each other’s classes within the subject.

## Reporting on Progress in The Secondary School

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### ManageBac and Assessment Scales

Assessment Scales for the Middle Years (Grade 6,7,8) are applied to all summative and formative tasks, recorded in each students' gradebook and reflected in their Grade Point Average. This Assessment Scale (set out in each subjects' schoology page) is set out below:

Grade	Percentage %	GPA
7	90	4.0
6	80	3.7
5	65	3.0
4	50	2.3
3	40	1.7
2	30	0.7
1	0-29	0

Once students begin their IGCSE examination studies, the Assessment Scales are linked to examination levels and are accordingly amended regularly as grade boundaries differ from year to year. Each Assessment Scale is linked to a specific subject and can be found on that subjects' schoology page in the blue Course Information folder. As an illustration, an Assessment Scale for IGCSE English Language is set out below

Grade	Percentage %	GPA
7	68	4.0
6	62	3.7
5	56	3.0
4	49	2.3
3	38	1.7
2	26	0.7
1	0	0

It is important to bear in mind that due to the rigour and difficulty of the external exams our students will study, it should be rare that our students achieve the higher grades. The possibility of achieving 8s and 9s in the final exam will also be taken into consideration when assessing performance and may form a conversation when reporting on progress.

### Weighted grades

All courses that meet for three hours or more per-week attract a credit rating of 1. Courses that meet for less than three hours per week e.g. PE attract a credit rating of 0.5. Top set Math in Grades 9 and 10 receive an additional 0.7 towards the GPA calculation.



### Promotion and Retention

Students shall normally be promoted when they successfully accomplish the minimum expectations of the course or the grade level in which they are enrolled. In the Secondary school, a grade point average of 2.0 should normally be maintained for promotion to the next grade level and for graduation.

### Formal Reports

For Secondary School students, a summary of their progress is available in real time on Schoology with all assessments visible once they have been graded and uploaded. A summary is issued electronically after each semester (January and June).

### Parent-Teacher Conferences

Parent-teacher conferences are held in early November and March/April. If students or parents wish to discuss progress at any other time during the school year, an appointment can be made with the appropriate teacher. Usually, a request for such a meeting will be honoured within three school days.

### St Andrew's Graduation

The St Andrew's upper school programme extends over three years: Grades 9, 10 and 11, with an additional Grade 12 for those students who opt to complete the International Baccalaureate Diploma Programme. The following constitute the minimum requirements for graduation from St Andrew's. In addition, the minimum requirements for graduation are a cumulative GPA of 2.0 and 80% attendance over Grades 9 through 12.

*For our current Grade 11, our graduation requirements are as follows:*

English Language & Literature	3 years (3 hours/wk)
Modern Languages	2/3 years (3 hours/wk)
Individuals and Society	2/3 years (3 hours/wk)
Science	2/3 years (3 hours/wk)
Mathematics	3 years (3 hours/wk)
Arts	2 years (3 hours/wk)
IT / Computer Literacy	3 years (3 hours/wk)
Physical Education	3 years (2 hours/wk)
Guidance	3 years (3 hours/wk)
Theory of Knowledge	1 year (3 hours/wk)

The above requirements may be amended on an individual basis with approval from the principal. Exemptions will normally be granted on the basis of students who have learning differences, are English as an Additional Language (EAL) students, or who are students who are unable to meet the modern language component.