



ASSESSMENT POLICY

No.	Amendments	Issue date	Issued by
1.	Original document revised, pending approval by Board	Oct 2023	SLT, BoD
2.	Secondary section revised	Feb 2025	HoSec, HoS
3.	<i>Subject to review every 2 years, or as needs dictate</i>		

SCHOOL MISSION

As a student-centered, family-focused community, we will guide learners on their journeys towards fulfilling their individual potential, embracing their own independence and internationalism in a safe, supportive and challenging environment.

IB MISSION STATEMENT

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Renaissance International School is passionate about delivering the IB's Mission through its ten learner profiles, its approaches to teaching and its approaches to how students learn.

Learner Profile

The ten attributes of Learner Profile are as follows:

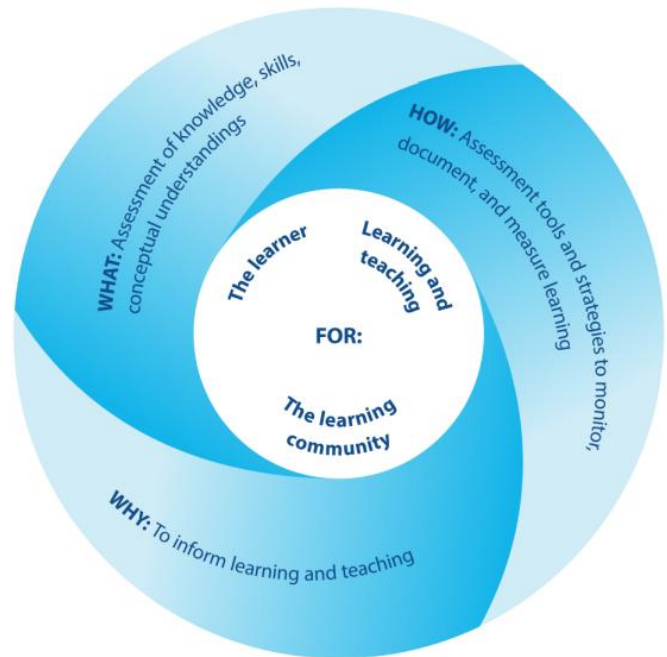


Everything taught at Renaissance International School involves and is delivered through the Learner Profile with the defined intention of helping our students become truly global citizens and a proud Renaissance IB student in the process. These ten attributes help build character and resilience.

Assessment Philosophy

Renaissance International School, Saigon believes that assessment is an indication of student achievement and recognises that teaching, learning and assessment of that learning are fundamentally interdependent. Its focus is not only on what has been achieved but also on how students are learning how to learn.

We view assessment as a continuous and progressive process that is student-driven and guided by teachers' clear understanding of the expected knowledge and developmental milestones. These milestones serve as diagnostic tools and are used meaningfully across different subjects. We believe that thoughtful assessment planning allows us to evaluate our program's effectiveness and measure our students' progress, all while considering their unique interests and learning styles.



Assessment, From Principles into Practice 2019

Purpose of Assessment

Assessment serves the purpose of informing both learning and teaching. It entails the collection and analysis of data regarding student learning, with the intention of informing teaching practices. It helps identify students' knowledge, understanding, and abilities at various stages of the learning journey. Effective assessment that fulfills this purpose offers valuable insights into what defines learning, how to facilitate it, and is meaningful to all participants within the learning community.

Assessment for Students

- Contribute to the enrichment of student learning through a variety of strategies and tools;
- Assist students in developing an awareness of areas for improvement;
- Cultivate students' self-assessment abilities;
- Actively involve learners in assessing and reflecting upon their learning and using feedback from peers and teachers to inform future steps in their educational journey;
- Provide opportunities for students to showcase and communicate their learning and comprehension to peers, teachers, and parents throughout the learning and teaching process

Assessment for Teachers and Administrators

- Assesses the existing level of student knowledge and experience prior to progressing to new learning objectives;
- Offers valuable guidance and feedback to teachers and administrators, facilitating the improvement of students' performance and addressing their individual needs;
- Considers diverse learning styles, needs, and developmental abilities by educating teachers on the various learning styles of their students, under the guidance and supervision of the learning support department;
- Provides valuable insights for future learning planning and curriculum development

Assessment for Parents and Legal Guardians

- Develops an understanding of their child's progress;
- Develops an understanding of the learning goals that their child is working towards;
- Provides opportunities to support and celebrate student learning;

- Provides parents with regular opportunities to engage and communicate with teachers regarding their child's progress.

PRIMARY SCHOOL

Assessment for the Primary Years Programme (PYP)

PYP assessment has four dimensions:

- Monitoring
- Documenting
- Measuring
- Reporting on Learning

Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching. Although the four dimensions of assessment are not weighted the same; each dimension has its own importance and value. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner.

Monitoring Learning

Monitoring serves as our primary approach to gathering information on the progress of learning, aligning it with the established success criteria. It is an ongoing process that takes place on a daily basis, employing a range of strategies such as observation, questioning, reflection, and engaging in discussions with peers and teachers.

Documenting Learning

Documenting serves as a tangible record of a student's learning journey, allowing us to share their progress with the entire school community. Both students and teachers document learning goals, questions, reflections, and evidence of learning.

At Renaissance International School, we employ a diverse range of methods and approaches to gather information about a student's learning. We then utilise a variety of tools and strategies to record this information, which include:

Rubrics: Rubrics are a well-established set of criteria used for assessing learners in all areas. These criteria provide detailed descriptions of desired outcomes, guiding assessors on what characteristics to look for in learners' work and how to rate it on a predetermined scale.

Exemplars: Exemplars are sample pieces of learners' work that serve as concrete standards against which other samples are judged.

Checklists: Checklists consist of lists of information, data, attributes, and criteria that indicate whether they are present or met in the presented work.

Anecdotal Records: Anecdotal records are brief written notes based on observations of learners, capturing key observations and behaviors.

Portfolios: Portfolios are more than just collections of learners' work. They are a strategy and tool for documenting learners' involvement in the learning process and their active engagement. Portfolios provide a comprehensive picture of learners' progress and growth over time. They enable learners, along with teachers, peers, and parents, to identify strengths, areas for improvement, and track personal development. Each student has their own physical portfolio, which is shared with parents throughout the year.

Observations:

Observation serves as our primary strategy for gathering information, providing us with valuable insights into learners' progress. It is a continuous process that can be quick, easy, and highly effective, particularly when conducted intentionally. Through observation, we can capture valuable data and generate anecdotal records on a regular basis.

We employ two forms of observation:

- **Incidental observations:** These informal observations occur as teachers navigate the classroom while learners actively engage in various tasks and activities.

- Planned observations: These observations are conducted when teachers purposefully observe students' performance in specific tasks and activities. Regular notes are recorded, enabling us to track growth and development over time.

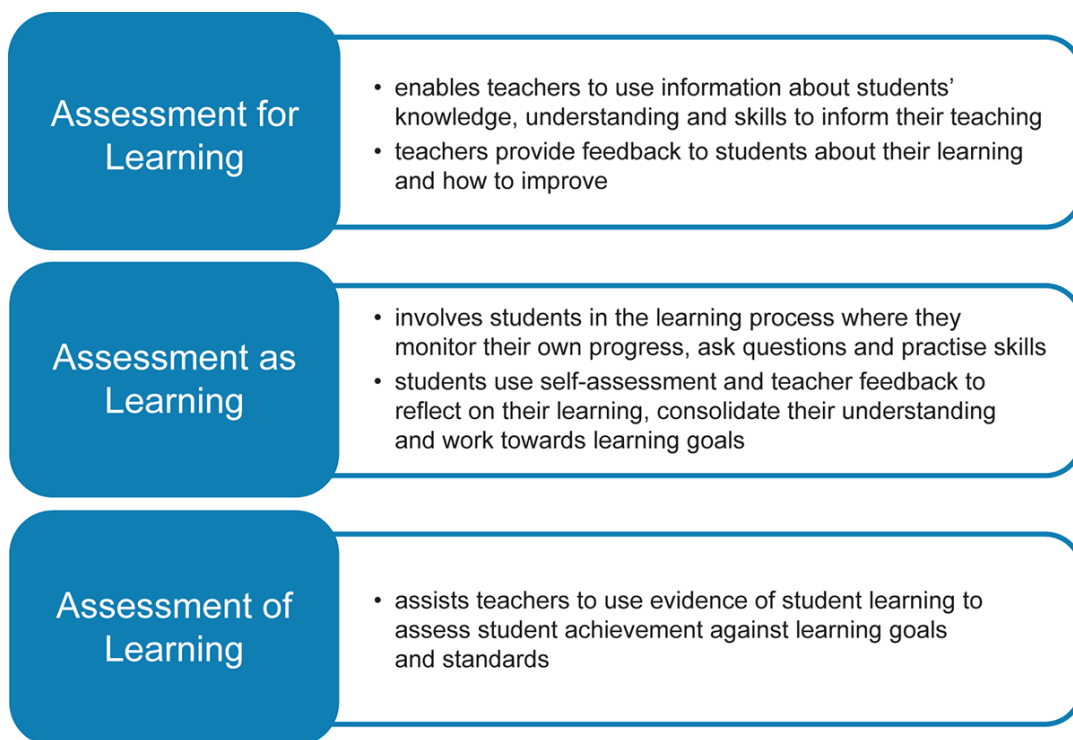
Selected Responses: This information gathering strategy involves pre-determined measurement tasks, such as quizzes and tests, that provide a one-dimensional assessment of learners' performance.

Open-Ended Tasks: In this assessment strategy, students are presented with a stimulus or prompt and asked to provide an original response. The response can take various forms, such as a drawing, chart, or display, accompanied by clear assessment criteria. Learners are given the freedom to generate diverse responses, allowing for individualized expression that aligns with their unique learning style.

Measuring Learning

The focus of measuring learning is to assess a student's understanding and knowledge at a specific "point in time." Each measurement provides valuable information about the learner's grasp of the overarching concepts.

Renaissance employs various types of assessments to support students' learning process:



Examples of Assessments in a PYP Classroom



Assessments FOR Learning	Assessments AS Learning	Assessments OF Learning
<ul style="list-style-type: none"> KWL chart Class discussions Provocation activities Graphic organizers Pre-test Observations 	<ul style="list-style-type: none"> Classroom observations and spontaneous learner responses Group discussions Learners' projects, drawings, and journals Quizzes and tests Peer assessments Venn diagrams and other graphic organizers 	<ul style="list-style-type: none"> Multimedia presentations Creating models Oral presentations to the class Written reports Conducting debates Crafting persuasive essays Self-assessment and reflection

Reporting on Learning

Comprehensive written reports are given at the end of December and June each year. Parents can access report cards on our ISAMS Parent Portal. If there is a concern regarding academic progress or anything that might be affecting a child's ability to learn, the teacher will contact the parent directly to arrange a meeting.







Reporting in the Early Years'

Student **Progress** is linked to domains and skills within developmentally appropriate age-bands.





Abbreviation	Value		Description
S	Secure		A child is achieving each statement independently and is moving onwards in their learning to the next age group section.
D	Developing		A child is achieving most of the statements consistently without teacher support, unless otherwise indicated in the statement.
E	Emerging		A child is meeting some of the statements from any given area, some of these will still be with support, if this is indicated in the statement itself.

Reporting in Primary

Student **Progress** is reported on a 1-6 Achievement Scale, related to skills and concepts associated with the subject.

Abbreviation	Value		Description
6	Mastered		Demonstrates a greater depth of understanding and application of the skills and concepts associated with the subject.
5	Mastering		Demonstrates a secure understanding and application of the skills and concepts associated with the subject.
4	Developed		Demonstrates an age-expected understanding and application of the skills and concepts associated with the subject.
3	Developing		Demonstrates a developing understanding and application of the skills and concepts associated with the subject.
2	Beginning		Demonstrates an emerging understanding and application of the skills and concepts associated with the subject.
1	Forming		Demonstrates a basic understanding and application of the skills and concepts associated with the subject.

Student **Engagement** is categorised in four ways:

CE	Consistently Engaged		The student is consistently engaged in her/his learning and: Actively and willingly offers ideas and insights; Always has a positive and enthusiastic attitude; Always produces high quality work; Always come to class fully prepared and uses class time effectively; Always meets deadlines both in class and as home learning; Sets appropriate goals, where applicable, and takes action towards achieving them; Demonstrates an exceptionally positive attitude to learning.
FE	Frequently Engaged		The student is frequently engaged in her/his learning and: Often offers ideas and insights; Usually has a positive and enthusiastic attitude; Usually produces high quality work; Usually comes to class fully prepared and uses class time effectively; Usually meets deadlines both in-class and as home learning; Usually sets appropriate goals, where applicable, and takes action towards achieving them; Demonstrates a positive attitude towards learning.
SE	Sometimes Engaged		The student is sometimes engaged in her/his learning and: Sometimes offers ideas and insights but generally only when directed; Usually has a positive and enthusiastic attitude; Work is sometimes untidy, careless and does not reflect a great deal of pride; Usually comes to class fully prepared but often uses class time ineffectively; Sometimes meets deadlines both in-class and as home learning; Usually sets appropriate goals, where applicable, but may need encouragement to act towards achieving them; Usually demonstrates a positive attitude towards learning.
NE	Not Engaged		The student is not engaged in her/his learning and: Only offers ideas and insights but generally when directly called upon; Rarely has a positive and enthusiastic attitude; Work is often untidy, careless and does not reflect a great deal of pride; Rarely comes to class fully prepared and often uses class time ineffectively; Rarely meets deadlines both in-class and as home learning; Rarely sets appropriate goals, where applicable, but may need encouragement to act towards achieving them; Demonstrates a negative attitude towards learning.

Parent Teacher and Student-Led Conferences

Parent-Teacher-Student conferences are held in October, to give an opportunity to report face-to-face, on progress and goals. Student Led Conferences are held in March which allow the child to demonstrate their learning and understanding to their parents; There are no classes for students for the day when these are taking place.

Please note that parents are always welcome, and encouraged, to communicate with their child's teacher at any time. If you would like to meet with the teacher outside of the scheduled conference times, please contact the teacher directly to arrange an appointment.

SECONDARY SCHOOL

Definition of Assessment in the Secondary School

Assessment in the Secondary is both continuous and cumulative and takes a variety of forms – both formative and summative. Students must be aware of the purpose of the assessment and understand how it will impact their reported grade whilst teachers must ensure that the assessment is authentic and in line with the respective programme.

Principles of assessment:

Formative assessments are defined as teaching and learning activities that are designed to provide anecdotal feedback on a student's capability, learning, knowledge, skills and understanding of a unit of work. They are not graded.

Summative assessments are defined as tasks that are graded and included in reports to parents. These mark bands are prescribed by the respective programme. Each MYP subject's assessment criterion strand must be summatively assessed twice per year.

- Assessment supports and encourages effective teaching and learning.
- Assessment demonstrates the learners' age-appropriate levels of understanding through a balance of formative and summative tasks.
- Assessment provides meaningful feedback and informs future learning for teachers, parents and students.
- Assessment is essential to effective planning, teaching, and learning.
- Assessment practices are clear to all members of the community [teachers, parents, and students].
- All students are clear about how to succeed in assessments through shared student specific rubrics and clear assessment guidelines
- There are opportunities for both peer and self-assessment which gives students an opportunity to reflect on their own learning.
- All stakeholders are entitled to the open and transparent application of assessment principles, have the right to request a better understanding of assessment practices, the right to question the interpretation and application of internal assessment, and the right to school support in all interactions that involve external communication with the IBO or IGCSE.

Assessed Components in Secondary

Renaissance International School Saigon at the Secondary level is comprised of three different components

1. The International Baccalaureate Middle Years Programme (MYP) in Years 7 to 9.
2. The International General Certificate of Secondary Education (IGCSE) in Years 10 and 11.
3. The International Baccalaureate Diploma Programme (IBDP) in Years 12 and 13.

All three programmes' curriculum will be vertically aligned, which allows instructors to create assessments that align with preparing students to be successful when sitting for the externally invigilated exams i.e. IGCSE in Year 11 and IBDP in Year 13 external exams. There are no formal internal exams at the end of MYP in year 9 and this is taken into account in the assessment practices. The manner in which instructors assess reflects the school philosophy of students "having different learning styles". Where assessment is similar in Secondary is as follows:

- The manner of assessment in both components is clear to the student as either formative (feedback but not graded) or summative (feedback and assessed to inform a reporting period).

- In IB and IGCSE Programmes there are differing criterion(s) for each subject matter that express the goals of academic achievement.
- Feedback to students is offered in both numeric, letter, and anecdotal commentary depending on programme
- Formal conferences with students and parents are included in the school master calendar to occur once in an academic year
- Teachers engage in routine moderation of assessed work either as an ongoing process, or during the calendarized moderation periods.
- Teachers reflect on internal and external assessment data in order to inform planning for teaching and learning.

When appropriate these assessments may take the form of mock examinations where the instructor either models a released exam or uses a past paper from the IB. All students in the DP and IGCSE component will sit in mock exams at the end of Year 1 (i.e. end of year 10 and 12) and full mock exams prior to the May examination session of their final exam.

Scoring for these assessments will align with either the released mark scheme of the IB and IGCSE for released assessments or using the criteria rubrics based on the relevant subject or core guide.

Secondary Assessment Practices

While each programme (MYP, IGCSE, DP) will use various assessment tools that facilitate the gathering of information about their age groups, there are a few practices that span the secondary school.

Such Tools may include multiple forms of assessment that meet the differentiated needs of students including but not limited to:

- Lab reports, experiments, investigations
- Live and digital presentations
- Creative representations
- Research papers
- Visual Art portfolios and exhibition pieces
- Assessments of receptive and productive skills in both the literature and acquisition courses for English, Mandarin, and French
- Analysing and evaluation of various multimodal texts
- Writing texts and text types
- Design projects and exhibition
- Anecdotal notes and commentary
- Use of IB, IGCSE and teacher made rubrics to speak to level of mastery
- Reflection forms
- Formal conferences
- Scheduled conferences via Head of Secondary

Reporting in the Secondary School

During a school year, four formal reports will be issued. Comprehensive reports will be issued in January, April and June whilst an interim progress report is issued in October. The final MYP report in June is a culminating end of year grade taking into account all assessments up to that point, using the IB MYP 'best fit' model to determine criterion grades.

For reporting purposes, teachers must formally assess and report on all MYP criterion twice by the end of the year for the final MYP grade. All programmes will base their reported grades on at least three assessment pieces per reporting period. These tasks must include a combination of formative and summative assessment, and the details of each task must be made known to students in advance.

Individual departments have summarised how, when and what they assess. This is important because students and parents should know how a grade is determined and what is being assessed. Specific assessable aspects of a particular course are supported by specific rubrics in individual department subject guides.

Prior to the release of any formal reports the relevant Assistant Head / Coordinator must be informed of any potential failing grades. This communication must be supported by relevant evidence including what measures have been taken to address the student's difficulties.

IGCSE Students are graded on an A*- G scales. The descriptors of each level vary from subject to subject and are included in each department handbook.

MYP and DP Students in the Secondary School at Renaissance are graded on a 1-7 scale in line with the achievement descriptors outlined below and as per each individual department's criteria. MYP grades are awarded on a best fit 1-7, based on criterion scores.

IB Achievement Descriptors

- 7 A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
- 6 A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
- 5 A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
- 4 Some understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is sometimes evidence of the skills of analysis, synthesis and evaluation.
- 3 A limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
- 2 A very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
- 1 The course requirements have not been met.

Engagement Descriptors

An important component of assessment at Renaissance International School, Saigon is making informed comments about the level of student engagement which includes effort, preparation, in class and at home learning, the level of involvement and preparation.

Student engagement is rubric based and categorised in four ways.

CE	Consistently Engaged
FE	Frequently Engaged
SE	Sometimes Engaged
NE	Not Engaged

Consistently engaged: The student is consistently engaged in his / her learning and:

- Actively and willingly offers ideas and insights
- Always has a positive and enthusiastic attitude
- Always produces high quality work
- Always comes to class fully prepared and uses class time effectively
- Always meets deadlines both in-class and as home learning
- Sets appropriate goals, where applicable, and takes action towards achieving them.

Frequently engaged: The student is frequently engaged in his / her learning and:

- Often offers ideas and insights
- Usually has a positive and enthusiastic attitude
- Usually produces high quality work
- Usually comes to class fully prepared and uses class time effectively
- Usually meets deadlines both in-class and as home learning
- Usually sets appropriate goals, where applicable, and takes action towards achieving them
- Demonstrates a positive attitude towards learning.

Sometimes engaged: The student is sometimes engaged in his/her learning and:

- Sometimes offers ideas and insights but generally only when directed.
- Usually has a positive and enthusiastic attitude
- Work is sometimes untidy, careless and does not reflect a great deal of pride.
- Usually comes to class fully prepared but often uses class time ineffectively.
- Sometimes meets deadlines both in-class and as home learning
- Usually sets appropriate goals, where applicable, but may need encouragement to act towards achieving them
- Usually demonstrates a positive attitude towards learning.

Not engaged: The student is not engaged in his/her learning and:

- Only offers ideas and insights but generally when directly called upon.
- Rarely has a positive and enthusiastic attitude.
- Work is often untidy, careless and does not reflect a great deal of pride.
- Rarely comes to class fully prepared but often uses class time ineffectively.
- Rarely meets deadlines both in-class and as home learning
- Rarely sets appropriate goals, where applicable, but may need encouragement to act towards achieving them
- Demonstrates a negative attitude towards learning.

Assessment and Inclusion

Our Inclusion Policy states that an inclusive classroom at Renaissance is “committed to providing an accessible education to all students in the school”. As an inclusive school we work with various exceptional students and are committed to providing an accessible education to all students.

In order to achieve this aim, teachers provide:

- open and respectful communication with their students
- opportunities for students to advocate for their needs
- a variety of materials and equipment to meet the different learning styles and needs of their students
- flexible and cooperative groups in which students can work
- instructions and assessments differentiated for their students
- support for students in their classrooms with appropriate activities and guidance
- an emotionally and physically safe environment to learn in
- clear and consistent routines to follow
- clear, high expectations for themselves and their students
- accommodations to help students with mild to moderate learning needs to access the regular curriculum
- modifications to the curriculum for those students with significant learning difficulties and who require more intensive support

There are 4 areas of accommodations in assessments outlined in Individual Education Plans (IEPs).

They are:

1. Content: (how do we adjust what we teach?)
2. Process: (what can we adjust how we teach?)
3. Product: (how can students show their learning?)
4. Environment: (how does the classroom support their learning?)

This 3rd accommodation gives teachers directive as to how assessment can be adjusted to meet the needs of different students in their classroom. Adjustments can include type of assessment, offering a scribe or reader, shorter/longer responses, shorter/longer prompts.

EAL Grades

Students on EAL support, either inclusive or withdrawal, are assessed against the Renaissance **EAL Steps/ Grades**. **The EAL Steps/ Grades** are based on a combination of the Common European Framework of Reference (CEFR) and the NASSEA Framework 2015 which is mapped to the mainstream curriculum grades in both Primary and Secondary.

Depending on the Year Group, EAL students will be expected to achieve elements of the mainstream curriculum grades. Similarly, students achieving 1 or 2 on the mainstream grading scale in a particular subject will share elements of the **EAL Steps/ Grades**.

Students in the PYP or MYP programmes are assessed using the **EAL Steps/ Grades** until they meet the required graduation criteria for each year group. The process of graduation is based around a combination assessment tools and discussions amongst EAL specialists and class/subject teachers. The final decision is made by the EAL co-ordinator and subject/class teacher.

Students in Key Stage 4 are assessed using the **EAL Steps/ Grades** until the end of Year 10, after which point mainstream grades are awarded. Once a student graduates from EAL or moves into Year 11, EAL grades should not be given. However, under some circumstances this decision may be reviewed *e.g.* a long period of absence due to illness.