

Brillantmont International School Assessment policy

Introduction

Brillantmont International School uses assessment to promote a supportive environment for high quality teaching and learning. Assessment information is used to provide appropriate individual support so each student can achieve their full academic potential. Assessment techniques are employed to measure student proficiency level in an internationally recognized program. Students are expected to take responsibility for their learning, using assessment information to self-review and set targets for improvement. Brilliantmont's Assessment Policy is integrated into the delivery of our curriculum and reflects the internationally recognized standards for accreditation.

This policy reflects the consensus of opinion of the School's Direction and has the approval of the Board of Administration. The implementation of the policy is the responsibility of all members of staff.

Expectations of the School Administration at BM

The school should:

- Provide adequate time for department / subject meetings to
 - Ensure that all teachers understand and adhere to the school's assessment policy
 - Analyze student assessment results
 - Ensure that student performance is used to initiate refinements to, or changes in, the curriculum and its delivery
 - Review and revise the curriculum
- Produce internal examination and external examination (PSAT, SAT, IGCSE, AS, AL, ALTE, AP) timetables with enough notice for students and teachers to formulate a revision programme.

Expectations of the teacher at BM

Within the departments / subject areas, teachers should:

- Adhere to the school assessment policy
- Accurately record assessment information in accordance to the school assessment policy
- Use a variety of assessment tools
- Analyze student assessment results
- Use student performance to initiate refinements to, or changes in, the curriculum and its delivery
- Support students in establishing clear learning targets.

Expectations of the student at BM

For all subject areas, students should:

- Have a clear idea of the knowledge (what they should know and understand) and skills (what they should be able to do) that are being assessed
- Aim for outstanding or excellent in their attitude to learning
- Ensure their school agenda is used according to the school assessment policy
- Establish clear learning targets.

Expectations of parents at BM

Parents should:

- Support the school's assessment policy
- Support student adherence to set deadlines for work
- Support student organisation and learning through signing the student agenda on a weekly basis
- Respect the school calendar.

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Managing Assessment

Brillantmont International School's proactive approach to ensuring student needs are supported through regular teacher collaboration. Subject Coordinators will chair regular meetings to discuss processes used in formative and summative assessment. Departmental meetings after reports have been written are used to discuss student learning and assessment information. Subject Coordinators meet each half term to analyze the information from the Departmental meetings, this is managed by the Assistant Academic Head. The Deputy Director leads and oversees the entire assessment process and takes the necessary steps to ensure the individual students' needs are being catered for.

Dissemination of information on student performance

Strengthening our partnership with parents relies upon reliable and meaningful reporting. Recording and formal reporting is processed through the school intranet site which can be accessed by students, parents and teachers to monitor progress.

Attitude to learning

After 4 teaching weeks a report on the students' attitude to learning will be published on the intranet site indicating "Outstanding"; "Excellent"; "Good" or "Insufficient", see annex for an explanation of the descriptors.

Written Reports

Written Reports on attainment are published after 10-12 weeks of teaching and learning. The dates can be found on the school calendar. Publishing written reports during the term is designed to enable immediate learning conversations to take place with the students, supporting the development of individual academic targets.

Results from summative assessments such as end of unit tests or mid-term examinations will be reported online at the same time as the written report. A minimum of two summative assessment grades will be used to produce a clear indication of the students' current attainment. Grades will be supported by written teacher comments and an overview of the attitude to learning.

Although there are structured opportunities for parents to meet with teachers or the Direction, Brillantmont operates an open door policy in that teachers and the Direction are always available to meet with parents at a mutually convenient time throughout the year to discuss student progress.

Parents can access their child(ren)'s written report by logging onto the school's intranet system, using their personal password. Students can access their written report by logging onto the school's intranet system, using their personal password. The original written report is sent home, by mail. First term report grades are included in a 12th grade student's school transcript and sent to the colleges to which they are applying. Letters are sent to parents when the written report shows that there is reason for concern – risk of failing the term / year / graduation.

Grading

Grades are reported using a letter indication ranging from A+ to F. Thresholds based on international criteria and standards are used to generate letter grades. Further clarification is given by an indication of the strength of the grade through plus and minus signs for example a student may be awarded a grade A+ - D-. An E represents the lowest grade needed for a credit to be awarded, failing grades are indicated with an F. Grades for assignments count equally when considering the overall grade but the mid-year exam will be weighted.

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Reporting descriptors on student attitude to learning

Brillantmont expects students to be fully engaged in their learning, to work to the best of their ability. This is clearly articulated in our *student expectations of work guidelines*. Students are expected to strive to develop the knowledge and skills necessary for achieving internationally recognized qualifications.

Teachers will provide feedback to students, parents and the Direction in terms of the students' attitude towards learning. An appreciation descriptor (see annex) indicating the extent to which the student meets Brilliantmont's expectations will be reported.

Students are expected to take responsibility for their learning, to show perseverance and the motivation to become lifelong learners. Brilliantmont International School values a mature, diligent and persistent approach to the challenges of learning. The goal is to reduce complacency promoting ambitious, responsible, independent, international students capable of flourishing in the demands of the 21st century. A positive attitude to the learning process empowers students, builds self-awareness and confidence. Through thorough, consistent monitoring and reporting on student application to learning, Brilliantmont can act to provide support for underachieving students as well as recognize and celebrate the efforts of students who are excelling in their learning.

Academic Integrity

The essence of academic integrity in Brilliantmont is that the work produced by students is their own. Work should not be copied from the internet, print materials or other students. Personal responsibility and honesty is expected. Students can benefit greatly from support from peers or adults but they must ensure the majority of the final product accurately reflects what they know, understand and can do.

Cheating - Test / Exam

Examination Board practice: The sanctions applied to a candidate who has been found cheating in an official exam range from:

- a warning being issued
- marks being deducted or no marks being awarded for a component
- the candidate being disqualified from the subject in which the malpractice took place
- the candidate being barred from entering CIE examinations for up to 5 years

Cheating is a serious offence and will be considered a Level 3 concern in accordance with our support and sanctions policy to be dealt with by the Deputy Director.

Plagiarism

Support is provided through Brilliantmont library workshops on the importance of referencing to avoid plagiarism. Plagiarism is defined as the failure to acknowledge sources properly and/or the submission of another person's work as if it were the candidates own, this is considered as cheating, a serious offence.

Defining Formative Assessment: Assessment FOR Learning in Brilliantmont

Assessment for learning takes place during the learning process, it is not testing or grading. Assessment for learning is a process whereby varied strategies are employed to provide meaningful information. The elicited information is evidence of what the students know, understand and can do, it is diagnostic in nature, testing the effectiveness of the learning that has occurred thereby providing direction for improvement. Achievement in assessment for learning tasks will not be graded or reported on because it takes place during the learning process. Effective learning requires a supportive, safe environment, the ability for trial and error to be employed without fear or penalty. Assessment for learning is part of the learning process providing students and teachers with information that may be used to vary instruction from the teacher or the learning strategies of the student.

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Brillantmont aims to nurture a supportive environment empowering students to achieve their full academic potential through a working partnership with teachers. Assessment for learning is integral to this process. The focus is on feedback, oral and descriptive written feedback to inform students of their learning progression. Learning often requires trial and error, learning through our mistakes, fear of failure and error is a barrier to learning. Brilliantmont wishes to encourage students to be risk takers, to consider failure as a learning opportunity. Assessment for learning at Brilliantmont is designed to produce questions about learning, empowering the students to be partners in the learning process with the aim that they become independent expert learners.

Examples of formative assessment:

Quiz:

- A formative piece of assessment on a small part of a unit, or through an informal class activity, after the completion of a particular topic

Lesson reviews:

- Short verbal or written questions to assess student understanding
- All material reviewed should have been taught

Investigation:

- A piece of structured work not necessarily linked to specific course content
- Problems are often open-ended with students achieving results through investigative work

Formal essay:

- Extended piece of independent student work
- Can reflect a student generated title, a teacher-set title, be open or closed in nature and may have guiding questions
- As student progress in age, this activity will move from a descriptive to analytical or evaluative and increasingly have a formal structure dependent upon the subject area

Research project:

- Involves both teacher guided and / or independent student work done in class and / or as homework
- Require appropriate referencing of research
- The product may be in any defined medium : oral presentation, written work, video, computer presentation or appropriate combinations

Journal writing:

- A continuous-assessment activity, which can be part of class work or homework
- Criteria, guiding how student performance will be determined, should be made available prior to the beginning of the activity

Practical / experimental work:

- Involves both teacher guided and / or independent work
- This activity is usually in a lab involving specialist equipment

Performance / PowerPoint presentation:

- Part of a continuous activity
- Clear criteria, stating how student performance will be measured, should be available prior to the activity

Group work / class activities:

- Part of a continuous activity or a part of other assessment tools
- Individual student performance must be acknowledged as well as the group performance

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Short exercises and discussion:

- Work usually done in class and / or as homework
- They should be part of larger assessment mode and reinforce taught material and / or develop specific skills

Summative Assessment: Assessment OF Learning in Brillantmont

Assessment of learning takes place at the end of the learning process, it is testing and grading. The information from assessment of learning is used for reporting and certification. Assessment of learning will not take place until the teacher is confident the majority of students will pass with proficiency. To ensure each students' individual needs are met, individual support systems are put in place if a student is failing. Assessment at Brillantmont places the student at the heart of learning. Processes to outline and explain this support are outlined in our "individual student support policy."

Brillantmont International School uses summative assessment data to determine certification and predict student preparedness for external internationally recognized examinations such as DELF, IELTS, SAT, IGCSE, AS and A Level etc. Systems exist to ensure assessment of learning produces valid data, that the knowledge and skills assessed are appropriate for the grade level. Reliability is also important, moderation within departments ensures consistency and accuracy of grading and reporting. The following steps are taken to secure valid and reliable assessment data:

- The assessment reflects an appropriate learning objectives which are clearly stated in Brillantmont's written curriculum documentation.
- The assessment represents sufficiently challenging learning objectives identified in Brillantmont's written curriculum providing an accurate measurement of where the student is performing against the stated expectations for their grade level.
- There is evidence that all of the material assessed has been taught using formative assessment practices to support learning, enabling students to act on feedback.
- The assessment has clear written criteria supporting grading accuracy. A comprehensive written mark scheme together with grade thresholds can be used to explain the grade given.
- The criteria for success must be shared with the students before the assessment is given.
- For external certification the format, mark schemes and grade boundaries used by the accrediting board will be implemented.
- Collaboration with faculty colleagues takes place to discuss student progress together as well as possible reliability and validity issues before grades are reported formally.
- This process is managed by the Subject Coordinators.

Homework

Homework is integral to student learning, it seeks to consolidate knowledge and skills whilst nurturing independent self-directed initiative. Homework is an opportunity to apply what has been learnt and build confident learners. Brillantmont supports the use of technology to reinforce and broaden learning opportunities whilst maintaining academic integrity.

Homework should be relevant and purposeful, providing opportunity for reflection or the development of new knowledge through independent research. Parents/guardians and the boarding department are encouraged to support students in the completion of homework, providing a suitable study environment.

As students enter the 9th Grade it is expected that they will become more independent in their study habits and will manage their time effectively to ensure they are learning outside the classroom. Middle School students will have a homework timetable and should have no more than 2 hours per week per subject. In the 9th and 10th Grade students are expected to spend 2.5 – 3 hours per week on each subject area. For each subject studied 11th and 12th Grade

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students are expected to spend a minimum of 5 hours per week of independent study. Self-study periods (SDG's) in particular should be used for focused learning.

Students are expected to write detailed information of their homework in their student agenda, teachers must ensure this takes place. Homework will also be placed online but this is to support teachers and the Direction's ability to monitor homework not to substitute the student writing in their agenda. If a homework is not placed online the student is still expected to complete the homework.

Teachers will use homework as part of their formative assessment practice, promoting student ownership of their learning. Time is needed to facilitate this and teachers should avoid setting homework requiring more than 45 minutes work for the next day.

Online register

Teacher are to keep an up to date online register for their records as well as to provide information for the parents/guardians, students and Direction. Absences will be recorded together with issues such as punctuality, organization, homework. Issues are dealt with in accordance with Brillantmont's *Academic Support and Sanctions Policy*.

Exceptional performance in learning activities may also be recorded as a form of positive reinforcement of student efforts. For example a particularly impressive assignment or performance in class discussion.

Student agenda

Students are expected to make detailed notes on their homework including the expectations of content and due date. Agendas are to be placed on the student's desk in every class.

Agendas are also an excellent form of communication, parents/guardians and boarding staff can communicate with teachers through the planner. This is informal communication and may refer to a reason why homework could not be completed or problems with the homework. Teachers may also wish to give information about the student.

Each week parents/guardians or boarding staff are expected to sign the student agenda.

Formative Assessment Online

Formative assessment is part of the learning process and as such, only the teacher and the Direction will have access to this information. Students should not be made aware of the recording of this information as it may inhibit the desired formative learning outcomes.

Information is to be registered as a letter grade, the teacher can use their professional judgement to decide the appropriate letter grade indication of the quality of the work. This is designed to replace paper registers.

Drop down box indicators will be:

- Challenging
- Difficult
- Grade Level
- Easy

Teachers are requested to ensure there are clear descriptors of the task and expectation for example:

An easy factual test on the Treaty of Versailles. Students expected to get full marks.

An in-depth test on the ability to add, divide and multiply fractions. Very challenging.

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Summative Assessment Online

Grades and descriptors from summative assessments will be recorded when the teacher has completed the assessment but will only be released to the parents with the written report.

Dissemination of information on student performance

Transcript:

- A school transcript is written for every student who leaves the school to attend another school or go on to college / university
- This is an official document and is sent directly from one school to another or from school to college / university
- The school transcript outlines the student's end of year grades in each subject area, official examination results, extra-curricular activities, dates for which a student was on the honor roll

Graduation requirements :

Brillantmont International School offers a traditional college preparatory curriculum leading to a High School Diploma. To graduate a student must complete at least 20 academic credit courses including :

4 English	2 Social Science
3 Mathematics	1 Fine Arts
3 Science	Proficiency in one Foreign Language

A sufficient number of electives must be followed in order to obtain at least 20 credits in all. In addition to the 20 academic credits, a minimum IBT score of 79 or an IELTS score of 6.5 is required of all foreign student who wish to receive a graduation diploma. The students whose IBT (or equivalent) score lies between 60 and 78 (IELTS 6.0) will receive a graduation certificate.

Up until June 2015:

A "diploma with distinction" is awarded to a student who has met all graduation requirements and has maintained, throughout their High School

- A pass in all subject areas
- A minimum overall year average of 8.0 or above

A "diploma with merit" is awarded to a student who has met all graduation requirements and has maintained, throughout their High School

- A pass in all subjects
- A minimum overall year average of 7.0 or above
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From September 2015:

A "diploma with distinction" is awarded to a student who has met all graduation requirements and has maintained, throughout their High School

- A pass in all subject areas
- A minimum overall year average of A-

A "diploma with merit" is awarded to a student who has met all graduation requirements and has maintained, throughout their High School

- A pass in all subjects
- A minimum overall year average of B-

School profile:

- The school profile includes for the previous academic year, an overview of the official examination results; graduate college/university acceptances; and, a list of colleges/universities in which Brillantmont students have enrolled in the previous three years
- The school profile is included in the package that is sent to another school, when a student transfers or to the colleges/universities to which they apply

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Open day:

- An Open Day is held on the first Friday in November. On this day, parents can attend their child(ren)'s classes, speak individually with the teachers and the Direction
- Individual meetings at any time during the school year can be arranged to discuss student performance and progress. Parents are asked to contact the Deputy Director who will arrange a suitable time when the teachers are available

School assessment policy monitoring and evaluation

At the end of the 2015/2016 school year a full staff meeting will be held to discuss and evaluate this School Assessment Policy.