



Eerde International Boarding School Netherlands

Assessment Policy

This policy is written to reflect the Eerde vision and mission, which are as follows:

Learn, live and develop

At Eerde we inspire students to reach their full potential academically, athletically, artistically, and ethically. Through inquiry-based and experiential learning within an international community, students acquire knowledge and understanding and develop skills to empower them to make a difference.

Last reviewed	Reviewed by	Role
4 October 2021	R. de Bruin	IB Coordinator





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Overview

Assessment and reporting are integral to all teaching and learning at Eerde International Boarding School and are central to the goal of thoughtfully and effectively guiding students through the key elements of the learning process. They require teachers to identify, gather and interpret information about student achievement to provide feedback on the learning process.

All students across the school are assessed for learning using a variety of assessment strategies and tools that include both summative and formative approaches. Diagnostic assessment tools such as CAT4 and NGRT and progression tests like Cambridge Checkpoints and IELTS, are also used to determine the particular needs of students at various points.

Assessment and reporting are monitored by the relevant program coordinators to ensure that they are responsive to external and internal requirements.

Responsibilities

It is the responsibility of the Principal and Coordinators to oversee assessment and reporting across the school. It is also the responsibility of the IB DP and IGCSE Coordinators to establish Assessment Calendars at the beginning of each school term.

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It is the responsibility of each teacher to implement appropriate assessment procedures, meet reporting deadlines, and follow Eerde International Boarding School report writing procedures.

Overview of Formative Assessment

Each time a student completes work and receives feedback on it, the student is completing formative assessment work. Therefore, formative assessment will naturally take place on a regular basis throughout the school year. In general, teachers should assign formative assessment work with the following aims:

- To provide opportunities for students to develop mastery over course skills and concepts
- To guide further teaching and learning
- To inspire in students an enthusiasm for and love of learning

The last bullet point is of particular importance. In order to prevent classes from becoming monotonous, teachers should assign formative assessment tasks that are creative, varied, and challenging, while still clearly targeting course learning objectives.

Teachers may provide feedback on formative assessment in written or verbal form. At times, it may be appropriate for the teacher to provide no feedback, and instead allow students to self-assess or peer-assess. It is left to teachers' judgement to determine the best method of providing feedback for particular formative assessment tasks. In general, no grade should be put on formative assessment work.

No specific format is required of teachers when they provide feedback. However, they should ensure comments are constructive and helpful in facilitating student learning and improvement.

Effective formative assessment consists of four elements:

1. Sharing learning goals
2. Effective questioning
3. Self and Peer evaluation
4. Effective feedback

Sharing learning goals

It is fundamental that at Eerde IBS, learners have a clear understanding of what they are trying to learn, how they can recognise achievement, what 'good' looks like and why they are learning it in the first place.

Learning goals:

Must be shared with students at the start of learning sessions and visually displayed on Managebac

Must be referred to throughout the learning session

Should be clear, and not confused with context or outcomes





Learners need time to understand and engage with the learning goal
Learners should be given the bigger picture and the next steps to their learning using
Assessment for improving learning

Success criteria:

Must be shared with students throughout their learning sessions
Summarises the key steps learners need in order to fulfil the learning intention –the main things to do, include or focus on.
Can be differentiated to meet the needs of the learners

Effective questioning

Learning should be recognisable as knowledge based, skills centred or developing understanding, and questioning should be adapted to suit this.
A range of questioning styles are used to help students's understanding

Self and Peer evaluation

Students are encouraged to use a range of strategies to evaluate their own learning during learning sessions
Student's rubrics are used so that pupils can assess their own learning
Cooperative learning structures are used to support peer evaluation

Effective feedback

Verbal feedback should be used throughout learning sessions to all students
Written feedback should be given for tasks and assignments in Managebac
Students need to be given time to read learning facilitator comments and to reflect on their learning in their portfolio

Overview of Summative Assessment

Summative assessment occurs when students complete complex, demanding tasks which are marked and which will contribute to their report card grades. Teachers should ensure that summative assessment items are meaningful; clearly test relevant assessment objectives; and are focused on topics and skills students have previously had the opportunity to master in formative assessment items.

The number of summative assessment items a teacher assigns each term will depend upon the subject, the length of the term, and the style of the teacher. However, as a general guideline teachers should aim for two summative assessment items each term. This will allow the tasks to be





meaningful, while still providing teachers with sufficient evidence on which to make an overall judgment about student attainment for report card purposes.

All assessment items should be placed on the class calendar on ManageBac. They should be placed there at least a week in advance.

When grading and giving feedback on summative assessment tasks, teachers must adhere to the following guidelines:

- A rubric or mark scheme must be used. This rubric or mark scheme should be one designed by the relevant examination board (IB, Cambridge, IPC/IMYC).
- Feedback—typically written—must be given. This feedback should be constructive in nature and clearly articulate how students can further improve their performance. Formal oral feedback can be an acceptable substitute for written feedback in particular circumstances. Teachers should use their judgment to discern when this might be a more effective option.

Teachers with questions about where to find rubrics or mark schemes appropriate to curricula should consult the relevant Coordinator. Professional Development on effectively providing students with feedback is typically provided throughout the year; however, should teachers have informal queries about the topic, they are welcome to approach the relevant curriculum Coordinator.

Teachers should ensure that, when designing their summative assessments, they provide an accurate measurement of student progress. Unrealistically inflated grades—for instance, because only the least challenging assessment objectives are being tested—are not in the students' best interests, because they lead to them developing inaccurate impressions of their own progress, and therefore to disappointment when final, externally verified, grades are released.

Portfolio assessments

Portfolio assessments and exit point presentations in IMYC happen after each unit of work. This is where students can show their understanding of the concept and their learning. Portfolio assessment will be marked with a pass or fail. Students are responsible for keeping a portfolio of all learning and work following the criteria provided. They keep track of the achievement of learning goals and teachers are to make sure a student is maintaining the portfolio to the standards asked. When a student fails the portfolio assessment or presentation they get a second chance to enhance their portfolio presentation with extra learning advice (See portfolio guidance).





Externally Marked or Moderated Assessment

Some curricula (for instance, the IB DP, Cambridge IGCSE, and Cambridge Primary and Lower Secondary) require work to be submitted to an external body for marking or moderation. A schedule of due dates for these assessment items will be established collaboratively for each cohort at commencement of the program. Teachers must ensure they adhere to these due dates, as divergence from them could lead to student workload being unequally distributed throughout the programme.

Teachers should hand internal assessments or portfolio tasks to the relevant coordinator. Prior to this, teachers must run them through Turnitin to ensure that no plagiarism has occurred. When a piece of work is run through Turnitin, a report is generated. Teachers must submit this report along with each internal assessment item or portfolio task.

Reporting on Student Progress

Every term, teachers must assign a report card grade to each student. Students' grades should be determined by their performance on summative assessment tasks throughout the term teachers are reporting on. Teachers are free to weight summative assessment tasks as they wish, but these weightings should be communicated to students at the beginning of each term.

IB DP subjects are graded 1-7, with 7 being the highest grade. The exceptions are Theory of Knowledge, which is grade A-E; and Extended Essay and CAS, for which only a comment is provided.

Foundation IB students are graded 1-7, in accordance with school created rubrics designed to reflect the specific and unique learning goals of their program.

Cambridge subjects are graded A-U in the lower secondary and A*-U in the IGCSE years.

IPC and IMYC subjects are graded A-E for knowledge based items and beginning developing, mastering or innovating for skills based assessments

Students in all levels are also given a grade for their effort. Effort is graded A-E.





A summary of the reporting schedule is below:

Reporting Period	Foundation IB	Grades 10 and 12	All Other Grades	Tutor
Autumn	200 word comment only	Grade and 50 word comment	Grade and 50 word comment	Approximately 50 word comment
Winter	Grade and 150 word comment	Term grades, mock exam grades, and 50 word comment	Grade and 50 word comment	None
Spring	Grade and 50 word comment	Grade and 50 word comment	Grade and 50 word comment.	Approximately 50 word comment
Summer	Grade and 150 word comment	None	Grade and 150 word comment	None

Results of diagnostic testing, such as Cambridge Checkpoint tests, are released separately.

When required to write comments, teachers' comments should

- highlight the students' strengths
- offer constructive suggestions for improvement
- make reference to specific assessment items to substantiate claims
- be written in fluent English, and in a formal register
- address the student in the third person
- use the student's preferred name

In comments, teachers should avoid

- Overly negative or emotive language
- Informal or overly familiar language
- Wild speculations about the causes of student behaviour or performance
- Attributing achievement to immutable characteristics such as intelligence
- Addressing the student in the second person (that is, writing directly to the student)

At the end of term 4, teachers should report a year grade for each student. Each term should be weighted equally in the calculation of this grade.





Submission

In order to develop students' time management and organizational skills, it is important that work be submitted on time. Teachers may refuse to mark formative assessment items that are submitted late, and, in the case of repeated instances of this, the Coordinator may meet with the student to discuss and reflect on the reasons behind the student's difficulties in meeting deadlines. In rare cases, further disciplinary action may be required. This disciplinary action will be in accordance with the Eerde Behaviour Policy.

The failure to submit a summative assessment item by the deadline is considered a serious matter. If students feel that they may have difficulty meeting a deadline, they should communicate this to the teacher at least three days in advance. The teacher will then, in consultation with the Coordinator, determine whether an extension is warranted. If a student fails to meet a deadline and has not been granted an extension, the teacher should record a zero for the assignment and inform the Coordinator, who will take appropriate action. Such action might include a reprimand, a reflection session, or a suspension, depending upon the circumstances.

If students are absent on a day on which a class-based summative assessment item is scheduled, teachers should award a zero for the assessment item unless the student has a valid excuse, such as illness. Students who present such an excuse must take the assessment item at the first possible opportunity upon returning to school.

Students who repeatedly submit summative work late or not at all, or who are absent without a valid excuse on days on which a summative assessment item is scheduled, risk having their enrolment cancelled.

Examinations

Students sit practice or mock examinations twice during the Diploma Program and the Cambridge IGCSE program: in June of Year 1, and in January of Year 2. The purpose of these examinations is as follows:

- To give students, teachers, and parents insight into students' progress in their academic courses
- To provide students with experience in sitting full length Diploma Program and IGCSE examinations

January mock examinations should where possible be composed of one whole past paper. Where this is not possible, a combination of parts of several past papers is acceptable. January mock examinations should consist of past papers in all components students will take in their final examinations. One again, whole papers are preferable, but amalgamations of several past papers are an acceptable substitute.





If students are ill on the day of a practice or mock examination, a doctor's note or other official documentation will be required in order for them to be allowed to sit the examination at a later date. Students who are granted permission to sit the examination at a later date must take it at the first possible opportunity upon returning to school.

June practice exam grades count for 50% of students' term 4 grade. January Mock examination grades are reported separately from students' main report card grades.

Promotional Standards

At Eerde International Boarding School, students must achieve a particular standard in each class in order to gain promotion to the next grade. The minimum level a student must achieve at each grade is below:

Primary:

Teacher observation with individual testing results will form the base of a continuous learning process in primary.

Grade 6

Students should achieve at minimum the following:

- 4 Cs (Developing-Innovating level)
- 3 Ds
- 1 D-/E
- Pass all portfolio assessments

Grade 7

Students should achieve at minimum the following:

- 4 Cs (Developing-Innovating level)
- 3 Ds
- 1 D-/E
- Pass all portfolio assessments

Grade 8

Students should achieve at minimum the following:

- 5 Cs (Developing-Innovating level)
- 2 Ds
- 1 D-/E
- Pass all portfolio assessments





Grade 9

Students should achieve at minimum the following:

- 5 Cs
- 2 Ds
- 1 E
- 2 successfully completed Individual Challenges.

Grade 10

To pass into the IB DP an absolute minimum of 6 Cs in exam subjects is required. One of these Cs must be in English (English First Language or World Literature), and another in Mathematics. Though not a criteria we strongly advise a grade B or above for the Higher Level subjects in the IB DP.

Foundation IB

To pass into the IB DP, Foundation IB students must

- Achieve a score of at least 6 on an official IELTS examination, with scores of at least 6 in reading and writing.
- In term 4, achieve a grade of at least 5 in English
- In term 4, achieve a passing grade in all of their subjects

Grade 11

To pass into Grade 12 as a DP candidate, students must achieve at minimum the following:

- 24 points for the 6 DP subjects, with a total of 12 for the three HL subjects
- Satisfactory progress on the Extended Essay (that is, having met all deadlines as set by the Extended Essay Coordinator)
- Satisfactory progress in CAS

Should a grade 11 student not meet these conditions and wish to remain a DP candidate, he or she must repeat Grade 11. If a student does not wish to repeat Grade 11, he or she may continue to Grade 12, but will not be registered for the full IB Diploma (he or she may still qualify for the Eerde High School Diploma, depending upon final results.)





Eerde High School Diploma

The requirements listed below are those necessary to qualify for a diploma from Eerde International Boarding School. These are the minimum requirements, and Eerde International Boarding School believes that students should strive to exceed these requirements. University entrance requirements often exceed Eerde International Boarding School diploma requirements.

Students should achieve at minimum a total of 24 credits in the last four year of high school, from grade 9 to grade 12. If a student completes the Foundation IB Program, then this counts as one of the final years of high school (grade 9 does not.) One credit is awarded for achieving a final passing grade in a course. The exception to this is Theory of Knowledge in the IB Diploma Program, for which students receive half a credit per year. To pass a subject in the IGCSE a grade of G or higher is required and in the IB DP a grade of 3 or higher is required. Additionally, students must complete several programs the school considers key to fulfilling its mission. Graduation requirements are outlined in the table below:

Subject	Credits Required
English	4
Mathematics	3
Foreign Languages*	3
Humanities	3
Natural Sciences	3
Theory of Knowledge	1
Electives**	7
Creativity, Activity, and Service	Successful Completion
Weeks Without Walls	Satisfactory Participation in All

*Two of these credits must consist of consecutive years of study of the same language.

**To count as an elective for credit purposes, a class must meet at least twice a week. It may be graded on a comments only or pass/fail basis. At least two of these credits must be from Physical Education, and at least two must be from Arts & Technology (music, visual arts, ICT, and design technology.). In the IB students must achieve at least one elective point each year.

Students only qualify for the High School Diploma if they maintain an overall attendance record of 90% or above.

Students who transfer to Eerde International Boarding School during the course of high school will be eligible for transfer of credit upon presenting transcripts from their previous school(s).

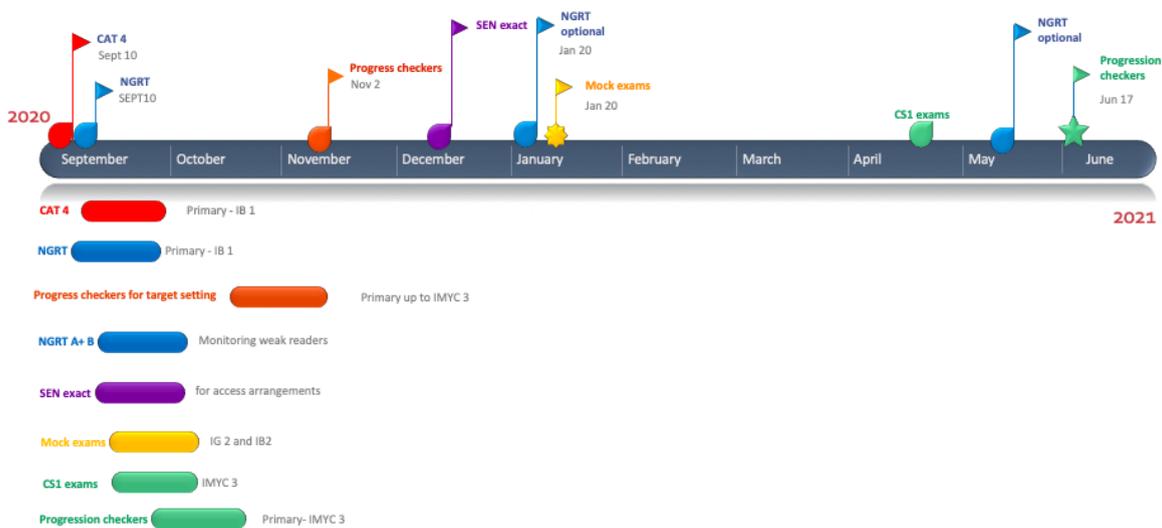


Diagnostic assessments

Diagnostic testing of developed ability is used for goal setting and becomes a preventive way to gain more insight in the way students learn (this is valuable information for class teachers) but also where we as a school can intervene in the areas that are not as well developed yet.

Timeline for standardised testing and target setting

The timeline for standardised testing and target setting helps to screen and track students, to analyse their learning styles and follow up on areas where students struggle to prevent not meeting targets set..



CAT4: Cognitive ability test

Cat 4 can help map out where students are in their learning (compared to schools world wide) , how they learn best but also gives a good indication for future study results.

NGRT: New group reading test

The NGRT which is a reading test especially suitable for ESL students. It provides information on where students struggle, eg in comprehension, vocabulary etc.which might not always be noticeable in class but could be why students fail.

Progress checkers November and June:

Benchmark progression tests are used in October. This is a benchmark to set target and goal grades and is used for further improvement. Progress can be measured at the end of the year when students sit the actual end of year progression test in June.

Mock exams: IGCSE 2 and IB DP 2





Checkpoints in April: Year 6 primary and IMYC 3

SEN Screening for access arrangements: When students perform under average in the above tests and intervention is not enough :

Exact: 11-24 years: Exact is used for screening and for assessment for exam access arrangements.

It screens :

- Word recognition/reading accuracy
- Reading comprehension
- Reading speed
- Spelling
- Writing to dictation
- Keyboarding to dictation

Use of whole school testing data

Progress Conferences

Progress conferences are held twice a term. The purpose is to bring the teaching team together to discuss individual students and their progress. This may cover academic progress, learning support or welfare needs and enables staff to share strategies for supporting students.

Termly Review

Once per term, Coordinators are invited to a meeting with the Principal and key members of the Management Team and/or the Link Governor. The purpose of these meetings is to discuss all elements of how courses are running including individual student progress, overall course success and progress, analysis of student progress data, school development planning, curriculum review and teaching standards.

Annual Results Review

Ultimately, the best way of assessing the success of the curriculum and its delivery, is by looking at student outcomes. On an annual basis, during the Termly Review, Coordinators and the Principal discuss overall results and analyse successes, weaknesses, trends and insights. This process allows for a comprehensive look back at how effectively the curriculum has been delivered and should form the basis of strategic planning for the coming years. Annual data review, as a minimum, should include:

- Year on year data - to allow for analysis of progression as a school
- Comparison with world averages and trends
- Subject analysis

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- Student analysis
- Cohort to cohort analysis - to allow for review of how differing cohorts have achieved across their school careers, transitioning from one course to another

Whole school testing data is used to identify areas for improvement at school and student level for preventive measures and interventions

It also provides teachers with targets and goals for each student to make student profiles and IEP's for teachers to work with.

