

Appendix (19)
The International Academy - Amman

Policy Name:	Assessment Policy, Policy 6.905
Effective from:	May 2011
Last Updated:	13 November 2020

I. PURPOSE

This policy establishes a shared understanding of assessment and its role in learning at the International Academy - Amman (IAA). We view assessment as a tool to reflect on progress; assist in identifying misconceptions; reflect the growth and inform on instructional practices. Assessment is one of the components in the synergistic relationship that exists between the written, taught, and assessed curriculum.

The curriculum consists of three components: (1) the Written Curriculum (Curriculum Policy); (2) the Taught Curriculum (Teaching and Learning Policy); and (3) the Assessed Curriculum (Assessment Policy). Each of these components solidly rests on both the knowledge, skills, dispositions, and experiences students need to have to be successful academically, digitally, emotionally, physically, and socially. The outcome of completing the curriculum is a young adult that can successfully integrate and contribute to any environment they find themselves in, by becoming a successful lifelong learner, confident individual, and responsible citizen.

The assessment provides an opportunity to capture learning and reflect a student's progress. It can be represented as quantitative and qualitative feedback and presented to the student both in a written or oral format. During this continuous process, formative assessments enable teachers to adapt the written, taught, and assessed curriculum to respond to the needs of students and present opportunities to re-teach missed concepts or misunderstandings that became evident from the assessment because it is more flexible and observational. This continuous process creates a positive feedback loop to break the cycle of 'cramming' for tests and see learning and assessments as a continuous process in the cycle of learning. Effective assessment contributes to students' academic and ethical development, along with their intercultural empathy and commitment to the local and global community.

IAA Definitions

Assessment as Learning - Is the use of ongoing self-assessment by students to monitor their learning. This is characterized by students reflecting on their learning and making adjustments so that they achieve deeper understanding.

Assessment for Learning - An approach to teaching and learning that creates feedback which is then used to improve students' performance. Students become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard they should know their work.

Assessment of Learning - Assessments that typically occur at the end of a unit or grading period and can be used to evaluate a student's understanding by comparing his or her achievement against specified assessment criteria.

Assessment strategies- These are different approaches a teacher can employ to collect data about students' understanding, it could be used in a formative or summative setting (ex. Observation, selected responses, open-ended tasks, performance, process journals, portfolios)

Assessment Tools - These are the techniques used to measure a student's academic abilities, skills, and/or fluency in a given subject. It is also used to measure progress toward academic proficiency in a specific subject area.

Feedback - The process in which learners make sense of information about their performance and use it to enhance the quality of their work or learning strategies.

Performance Assessment - The demonstration and application of knowledge, skills, and work habits through a performance task that is meaningful and engaging to students (in relation to interest and personal lives).

II. POLICY

Assessment serves to provide students, teachers, and other stakeholders with well-analysed timely feedback about all aspects of learning. IAA undertakes to provide students with regular and constructive assessments. Students and teachers will aim to use assessment in a way that contributes positively to learning.

Assessment at IAA serves to promote:

- Excellence in learning;
- The joy of learning;
- Self-assessment and peer-assessment with the active support of the teacher;
- Mutual understanding between student and teacher on goal setting, and the pace of learning;
- The interconnectedness between the teaching and learning process;
- Opportunities to show what they know, understand, and can do in relation to the curriculum objectives;
- Fair and inclusive practices to ensure equal opportunity for success and appropriate to the student's level;

- Transparency in requirements, with objectives shared with the student as well as students being made aware of the required expectations;
- The use of criterion based rubrics shared with students and parents where applicable;
- Reflection on the part of the teacher and student;
- Varied ways of learning through learning profiles that include learning preferences, languages spoken, background, experiences, and needs;
- Ongoing, student-centered engagement;
- Monitor students to ascertain development and inform the direction for student learning;
- Acquisition of knowledge and critical skills; and
- Demonstrable skills of the school pillars: duty, leadership, acceptance, and cultural heritage.

Each student is evaluated individually and not ranked or graded to fit into a comparative scale of performance. Assessment is *for* learning, it provides guidance for purposive directed learning, and for meeting programme standards. It is not for producing a rank ordering which compares one student's performance against another student.

A wide range of assessment tools and strategies will be used and shared among teachers and students, and a shared understanding of the purpose and accuracy of assessment tools will nurture a constructive climate for assessment and the reporting of that assessment. Assessment criteria will be explained to and understood by students prior to learning to enable learners to reflect upon and assess themselves based upon agreed criteria, and thus empower them as learners. It will also enable students to communicate with teachers and peers, to reflect on their own learning, from achievements to analysis of strengths and areas for improvement, and to understand and evaluate trajectories for learning. A comprehensive set of assessment data for each student will be maintained for the benefit of students, teachers, parents, career counsellors, university applications, national committees when appropriate, and other stakeholders. Assessments will be used to review knowledge and skills before advancing to the next unit of inquiry or level of learning. IAA will ensure that assessment is *for* learning and not the other way round.

All assessments will be undertaken according to the principles of the Academic Integrity Policy with the full knowledge of the students. While both formative and summative assessments guide learning, formative assessments are used in daily practice to shape the next steps by informing curriculum planning and are development orientated. Summative assessments occur at the end of a unit of learning and inform the level of mastery of knowledge and skills.

TYPES OF ASSESSMENTS

Diagnostic assessments

Diagnostic assessments precede formative assessments and are a form of pre-assessment to determine students' strengths, weaknesses, knowledge, and skills before the start of a unit of learning. This type of assessment allows for differentiation and inclusion by teachers adjusting the curriculum to meet the needs of students.

Formative assessments (Assessment *for* learning)

Formative assessment is an assessment *for* learning and is ongoing throughout the teaching and learning process. It provides information that is used in order to plan the next stage in learning. It is interwoven with learning and helps teachers and students to find out what the students already know and can do and how well they are learning new knowledge and skills. Formative assessment and teaching are directly linked and function purposefully together to direct and shape curriculum planning.

Formative assessments will be identified in learning engagements. Teachers should give and record feedback on at least one formative assessment per eight lessons. Formative Assessment can be used to determine the teachers' professional judgment using the 'best fit' approach.

Assessment as learning in the classroom involves students in:

- Reflecting on their learning;
- Communicating their learning to teachers and peers;
- Evaluating work produced by themselves and by others against known rubrics;
- Sharing their learning and understanding with others;
- Using a variety of styles and abilities to demonstrate their learning; and
- Analysing their learning and understanding of what needs to be improved.

For the free exchange of evaluative feedback to be possible, an atmosphere of trust and cooperation between teachers and learners must be established not only within the classroom but across the IAA community. Without such an atmosphere, evaluation can be experienced as destructive rather than constructive, and, conversely, poor relationships can inhibit effective communication of information about what needs improvement. To be effective, formative assessment must therefore take place in an environment that is positive and supportive.

Summative Assessments (Assessment *of* Learning)

Summative Assessment (assessment *of* learning) is undertaken at the end of a unit or topic and aims to give teachers and students a clear insight into students' understanding. Summative assessment marks the culmination of the teaching and learning process, but it is not the purpose of the teaching and learning process; it gives students opportunities to demonstrate what they have learned. Summative assessment can and usually should assess several elements of learning simultaneously in order to inform and lead students

to improve their interdisciplinary and transdisciplinary learning skills; it measures understanding of central significant ideas and encourages students to undertake action.

Primarily, summative assessments are intended to achieve the following:

- To allow students to demonstrate their knowledge and skills (rather than to identify what they do not know or cannot do); and
- To help teachers to evaluate the effectiveness of the learning and teaching processes.

Summative assessment will enable students, teachers, and parents (the latter via the reporting process) to gauge the level of student performance and enable greater academic achievement in externally assessed components, as well as reach a more complete understanding of the topic and grasp of the associated concepts.

Self-assessment and peer-assessment

Self-assessment, as well as peer assessment opportunities, are an integral part of developing reflective skills and being engaged in the learning process. Within our school context, the purpose of assessment is to promote positive attitudes to learning. Using backward planning and design, the summative assessment informs the learning that will take place to meet the specified criteria of the task. It also serves as a snapshot in time to provide feedback on the development of the predetermined criteria. The different types of assessments (formative, summative, self, and peer) need to be developmentally appropriate and authentic to assess not only knowledge but also skills, conceptual

Types of Formative assessments

Formative assessment aims to promote learning by giving regular and frequent feedback throughout the learning process. This process helps students to improve knowledge and understanding, foster self-motivation and enthusiasm for learning, engage in thoughtful reflection, to develop the capacity for self-assessment, and recognize criteria for success. Students will grow to engage in self-and peer-assessment opportunities to develop the confidence needed if they are to be stewards of their own learning. Formative is not a graded assessment, it aims to promote student growth and understanding of assessment tasks and rubrics. It is the building block towards a summative assessment task but is **NOT a 'mock-up' of the assessment task** itself. Formative assessment can take make forms that include:

- Observations
- Journals
- Projects
- Pop quiz
- Individual whiteboards
- Discussions

- Admit/Exit tickets
- Thinking routines
- Graphic organizers
- Simulations and games
- Written questions (multiple-choice, short response, and extended response)
- Presentations
- Visual representations
- Individual feedback
- Group or class feedback
- Self-assessment
- Peer assessment
- Meaningful homework
- Immediate corrective feedback to remedy misconceptions and misunderstandings

Feedback can take the following forms:

- Oral feedback
- Written feedback
- Peer feedback
- Group feedback

Assessment in the classroom involves teachers in:

- Developing clear rubrics in advance of starting teaching so that the basis of assessment can be made known to students before learning commences as part of the strategy of giving shape to the learning objectives;
- Using representative samples of students' work or performance to provide information about student learning;
- Collecting evidence of students' understanding and thinking;
- Documenting learning processes of groups and individuals;
- Identifying exemplary student work; and
- Keeping qualitative as well as quantitative records of test/task results.

Assessment for learning is closely linked to assessment as learning. Students use their formative assessments to reflect on and monitor their progress to help inform their future goals.

Assessment tools and strategies

There is a wide variety of assessment tools and strategies that can be used to promote assessment *for*, *as* and *of* learning. These include, but is not limited to:

Assessment strategies:

- Observation
- Selected responses
- Open-ended tasks
- Performance

- Portfolios
- Process journals
- Graphic organizers (such as KWL charts);
- Socratic discussions;
- Visual thinking strategies;

Tools for recording assessment:

- Anecdotal notes;
- Exemplars of student work;
- Observation checklists;
- Question and Answer format;
- Checklist rating scales and rubrics;
- Research logs;
- Reflective Journals

Feedback

Regular reporting of student progress and attainment will be offered during the academic year, taking account of both formative and summative assessment and teachers' professional judgment.

Feedback strategies:

- 3 P's (pause, prompt, and praise);
- Two stars and a wish;
- Glow and grow; and
- Value, Clarify, Suggest.

Assessment data

Assessment data (both internal data, standardised assessments for determining mathematics and literacy proficiency as well as external standardised assessments such as MAP) provides valuable feedback to (1) Provide curriculum feedback about prior learning and student progress in terms of concepts, context, skills, knowledge, and understandings; (2) Inform on students' current level of academic performance; (3) Monitor the implementation of intervention strategies and plans at an individual and class level; (4) Enhances and identifies professional development opportunities for staff, particularly in terms of teaching and learning; and (5) Reframe assessment as diagnostic and formative and not as a punitive to ensure the continuity of the use of data.

Internal Assessments

For many DP and MYP subjects, a part of the final grade is determined by performance in internal assessment tasks done by the students throughout the programmes. These tasks contribute to overall grades and are subject to strict regulations on how they can be completed and the assistance that can be provided for students in completing the tasks. Each course will have its regime and weighting for internal tasks and assessments

which will be communicated by the class teacher. Students will be provided with clear timelines for the completion and submission of these tasks and should ensure these are not breached.

External Assessments

Primary students will undertake internationally benchmarked evaluations (ISA) in grades 3-5. In Secondary, MYP students in grades 6-9 will sit the ISA and will sit IB MYP e-assessments and develop e-portfolios in grade 10. DP students sit for the DP exams in May of 12th grade. Teachers are expected to refer to the guidelines published by testing organisations and follow directives given by the school to assure that assessments are administered correctly.

Assessment Standardization

If more than one teacher is involved in one subject for a single year group the teachers involved must ensure that standardization of internal assessment is carried out to provide a common system for the application of the assessment criteria to each student.

Standardization of assessment is best achieved through these methods:

- the use of common assessment tasks
- shared assessment between the teachers involved
- regular contact between the teachers.

There are different ways to standardize assessments. Below is the best practice that is required at IAA. When standardizing grades, each teacher should select at least five samples of an assessment task from each grade level. The samples should be chosen from three different levels:

- Two comparatively good
- Two average
- One comparatively weak

After completing the initial standardisation, teachers individually grade the assessments and complete the standardization form for each of the three samples. The teachers should indicate the level achieved and write in the comments space why such a level was achieved. Next, the teachers review samples and grades together. The teachers must come to a consensus on the final grade. If the teachers are unable to resolve any discrepancies, the Head of Department makes a final decision that is binding to all concerned and must be applied to all student work.

The goal of standardization is a shared understanding of programme criteria, including MYP and DP.

Extenuating Circumstances

At the discretion of the school and the IB (if it is an external assessment), a student may be deemed to have suffered from extenuating circumstances in completing an

assessment. In this case, adequate arrangements will be made to ensure that the student has a reasonable time in which to complete the assessment, or, in cases where an assessment is incomplete or missing, for other assessments to be used in determining a student's attainment. Such adjustments will always be made in strict adherence to the prevailing IB regulations.

Late Submissions

In line with a positive philosophy of education, and guidelines provided by the IB, students will not lose marks for their work on account of late submission. However, depending on the nature of the task and situation, the grade for a piece of work not to be recorded formally is a possibility. Remedial plans regarding students' learning skills will be put in place during these situations.

Academic Integrity

The school is committed to maintaining the utmost academic integrity throughout assessments, as outlined in the Academic Integrity Policy

Grading/Marking and Reporting

Grading/marking of student work will be completed according to the requirements of the respective programmes. All the summative assessments are criterion-based. There are general principles for assessment:

- All formative assessments need to provide feedback to students;
- All summative assessments need to provide a level descriptor and feedback to students;
- Summative assessments will be assessed using the predetermined rubric and/or learning outcome which has been shared with students; and
- For semester reporting purposes, an overall 1-7 scale will be used in grades 1-12, however, for Ministry of Education grades, the 1-7 scale will be converted into a percentage.

Teachers will constructively mark work, marking for what has been demonstrated as opposed to what has not been included. Marks or levels will not be subtracted for material that is irrelevant or incorrect. Marking is criterion-based and does not norm reference (comparing students' work to each other).

The “**Best fit approach**” is used when determining the final achievement level for each criterion to give an accurate indication of student performance level. Based on the IB guidance, all the IB programmes design assessments that are based on command terms (refer to From Principles into Practice). In Primary School, marks are cumulative across the semester. In the IB MYP (grades 6-10) marks are cumulative across the year; in IB DP (11-12), marks are cumulative across the two-year course.

Reporting Formats

Reporting at IAA takes different formats; these include report cards and Parent Conferences.

Reports Cards

The report card is one of the most important documents that a school produces. It is not just a record of a student's academic progress it is also how a school can communicate with parents and students about effort and academic and social issues. The report card is also a document that other institutions may request before admitting a student. With the above in mind, a school's report card indicates much about the institution that the student is at or has come from. Subsequently, any report card will be at all times professionally completed and presented in a way that is readily understood and which can provide the basis for student improvement and information for parents and students on student achievement and effort. It will also be the basis by which teachers and parents can begin discussions at the Parent-Teacher Conferences.

The report card should adhere to the following guidelines:

- Be constructive in its comments;
- Ensuring that parents are given an accurate and true picture of student achievement;
- Providing ongoing learning goals and/or set targets for further student development;
- Indicating student achievement according to criteria;
- Providing validated information on student progress;
- Be written clearly and professionally, avoiding idioms and colloquialisms; and
- Be completed according to the published internal reporting schedule.

Reporting Schedule

Reports will be issued according to a predetermined schedule as shown on the Academic Calendar issued at the beginning of each year. Mid-semester reports are intended as an indicator of student achievement at that date. Semester reports indicate the final grade awarded for that semester based on ongoing assessments and tests/exams.

Primary School

Timing

- Report 1 (November): Target setting during a parent conference.
- Report 2 and 3 (End of Semester 1 & 2): Students receive a mark of 1-7 and a comment.

Content

- Early Years (Pre-K and Kindergarten): Reports consist of comments that describe how students perform in relation to programme objectives.

- Grades 1-5: Standardized assessments are given a criterion-based mark of 1-7 on formative reports (December) and summative reports (June) for Grade 1 and upwards.

Secondary School

Timing

- Grade 12: Three full reports in November, February, and April, progress report at end of Semester 1
- Grades 6-11 will receive four reports a year: two each semester.

Content

- End of Semester I and II reports will include a grade, ATL skills, tutor, and generic subject comment
- Mid Semester I and II reports will include a grade only as well as feedback on ATL skills and an individual subject comment.

Parent Conferences

Formal Parent-Teacher Conferences will be held as appropriate to grade level and as determined by respective schools. Parents and teachers may request meetings during the year to discuss student progress. Parents are required to make an appointment and teachers are required to make themselves available. Ideally, at Parent-Teacher Conferences, students may be included. It is hoped that students will take an active role in the Parent-Teacher Conference, especially in the upper grades. All Parent-Teacher Conferences should be conducted professionally. Teachers should refrain from using idioms and colloquial expressions. Any conferencing with parents, either scheduled or not, should be documented with date, time, topic, discussion, and follow-up.

Teaching staff should have these items available at Parent-Teacher conferences:

- grade/mark books and/or tracking documents such as reading and writing levels. These should indicate how and why the grade was awarded;
- samples of student work or the Primary Assessment Portfolio as applicable;
- Overviews of the curriculum including assessments for that semester

Teaching staff should also note which parents arrived, and what, if any, issues or concerns were raised. The Home Room Tutor and/or Grade Leader should be alerted to any general areas of concern raised by parents such as peer issues; homework etc.

Record Keeping

All teachers are expected to maintain clear and accurate grade records according to the format set by the school. All teachers will be expected to maintain these standards with regard to recordkeeping:

- maintain records which must include levels and/or standards of summative assessments;

- maintain formative records and (in the case of secondary) of student homework including completion and attainment (if graded);
- maintain records in a clear and organized manner taking care to indicate the date of assignments/tasks/homework and/or any MYP and DP criteria covered lateness or not submitted;
- maintain documentary evidence for effort and/or grades (e.g. samples of work);
- be prepared to share mark books and records with supervisors and senior academic staff;
- be prepared, upon request, to share individual student records with the parents and the student concerned in the request

In general, it is expected that when teachers record grades, especially for summative pieces of work, they record the name of the task, date, criteria applied, and final grade.

All Grade books must be kept up to date in electronic format in the appropriate area of the Shared Area. Teaching staff must exercise due care and attention to keep them confidential.

Access to records

Parents have the right to view the assessment record of their child; however, they do not have the right to a copy.

Homework

Learning outside of class time is an essential part of good education and leadership skills. Regular homework is important since it provides students with the opportunity to practice the tasks done during class time at home, which ultimately results in the student's improving both vital educational and life skills. Homework provides continuity for good study habits; fosters independence, responsibility, and self-direction, and deepens skills and knowledge. It also helps children to become confident and independent in their learning, which will help throughout their time at school, and in adult life. The teaching staff abides by the "Homework policy" when planning for homework.

Planning for Assessment

Primary School

The Primary school will use the school's e-platform to notify families of assessments for which the children need to specifically prepare. Assessments intended to measure children's skill development will also be given as needed.

Secondary School

Secondary summative assessments will be posted electronically.

There may be occasional times when more than one assessment will be due at the same time; students are expected to plan accordingly.

At the Secondary level, students should be informed for summative assessments:

- at the beginning of each semester when a task will take place
- through the provision of a task sheet what will be the nature of the task, the criteria, and strands that will be graded

There will be a minimum of two summative and a maximum of three summative assessments per reporting period per subject. Secondary teachers are required to give a minimum of two summative assessments per quarter (8 annually) and 1 documented formative assessment per eight lessons. If necessary, a clear breakdown of the dates significant parts of the task is required if the assessment spans a long period of time.

Secondary end of year final assessments:

- Students will be informed of secondary exams periods well in advance.
- Exams will be conducted using the standards and procedures as outlined by the IB Exam protocols (see attached).
- Students in grades 6-11 are allowed to leave school after exams are complete.
- Exams will not be administered in advance due to student absences.

Data Recording and Analysis

Data from summative assessments will be stored systematically. In line with our Data Protection Policy, this data will be made available to those with wider responsibility for students, to provide useful information about individual student needs, and will provide an opportunity for students to reflect on their progress. The data will also be analysed at department and school levels, to identify areas of progress, inform the direction of future teaching, and facilitate the development of staff.

III. APPLICABILITY

This policy and its content applies to every staff member that is employed in a teaching and learning capacity and includes teachers, TA's, Programme Coordinators, and Senior Leaders within the school.

IV. LIMITATIONS / APPROVALS / RESPONSIBILITIES / ETC.

Limitations

This policy is a review of the previous policy to include new approaches to assessment. This policy will be subject to a yearly review and update as new information about effective assessment practices becomes available.

Approvals

The Deputy Director for Curriculum and Instruction recommends all assessment updates and changes. The final decisions are subject to the approval of the Director.

Responsibilities

Senior Leaders

Senior Leaders collaborate on these responsibilities:

- Building a culture of learning and sharing best practices for assessment;
- Organizing and developing professional development to enhance the implementation of best practices;
- Providing teachers with collaborative planning time to discuss and plan the written, taught, and assessed curriculum;
- Ensuring that staff updates and completes their written, taught, and assessed curriculum.

Deputy Director for Curriculum and Instruction

- Collaborates with the Director, School Principals, Deputy Principals and Subject and Programme Coordinators in organizing professional development related to assessment practices;
- Develops systems for sharing best practices and materials; and
- Reviews and shares updates and information on the profession as a whole.

Principals/Deputy Principals

- Collaborate with the Director, Assistant Director for Curriculum and Coordinators and Middle Managers to identify areas for development within the curriculum related to assessment;
- Help identify overall needs of section programmes;
- Ensure staff are familiar with and have updated information on the programme Standards and Practices;
- Responsible for providing time to staff members for work and development on the three aspects of the curriculum; and
- Oversee the effective implementation of assessment to inform teaching and learning.

Programme Coordinators

- Help identify needs and areas for development within the relevant section programmes;
- Liaise with Heads of Department/Grade Level Leaders on procedures related to assessment; and
- Develop and provide training for staff concerning assessment practices.

Heads of Department/Grade Level Leader

- Help identify needs and areas for development within each grade level/department and liaise with programme coordinators and Assistant Director for Curriculum;
- Liaise with staff members on the procedures related to assessment; and
- Provide feedback and input for the written, taught, and assessed curriculum responsible for.

Staff

- Actively contribute to the written, taught, and assessed curriculum in the school;
- Update an area of the curriculum as and when changes are made in terms of formative assessment;
- Plan for the effective teaching and delivery of the assessed curriculum following best practices and students' IEPs;
- Standardized assessment (as per the guiding principle above);
- Announce summative assessments on the school's e-learning platform;
- Provide timely feedback to students and parents on in-class work and homework;
- Provide for a range of assessment tasks that are valid, meaningful, and reliable to facilitate student learning;
- Identify student areas of need and provide remediation strategies;
- Ensure that any external requirements for assessment are met in a timely and professional manner;
- Ensure that feedback on formative and summative assessments includes a comment which indicates what the student did well, where they need to improve, and a strategy for improvement as well as reference to any criteria and/or descriptor;
- Use assessment data to identify patterns in student performance and needs;
- Provide for differentiated assessments according to Grade level and student needs;
- Ensure that the standardisation process is followed by all involved;
- Ensure that criteria and/or descriptors are included on all assessment tasks including tests;
- Set and design assessment tasks according to programme criteria, including MYP and DP;
- Ensure that all marking is based on programme criteria, including MYP and DP criteria, for summative assessments and DP Internal Assessments;
- Adhere to the principles as outlined in this document; and
- Ensure that assessments of content are administered at the same time and under identical conditions to all students.

Students

- Be fully prepared for assessments and classwork;
- Consult the electronic homework calendar to ensure assessments are handed in on time;

- Submit required work (homework, classwork, assignments, and projects) on time and with due diligence;
- Follow IAA's Academic Integrity Policy with references to Wikipedia not acceptable;
- Present work neatly and appropriately and if requested by the teacher;
- Analyse formal and informal assessment feedback to monitor your personal growth;
- Work with teachers to identify challenging goals for their learning;
- Act upon feedback given; and
- Reflect on your own learning either formally or informally.

Parents

- Provide for quiet space at home and allow for adequate time for students to complete their schoolwork;
- Ensure that students have internet access on a home computer;
- Offer constructive and positive support to their children; however, this support will not go as far as compromising the integrity of the work submitted;
- Follow up on homework/assignments by checking the school's e-learning platform; and
- Respect the school's commitment to equal and fair treatment of all students concerning school assessment methods, schedules, and grades.

V. REFERENCES

Garrison, C., Chandler, D. & Ehringhaus, M. 2009. Effective Classroom Assessment. National Middle School Association.

International Baccalaureate Organisation. 2017. MYP: From principles into practice.

International Baccalaureate Organisation. 2015. DP: From principles into practice.

International Baccalaureate Organisation. 2010. Guidelines for developing a school assessment Policy in the Diploma Programme.

International Baccalaureate Organisation. 2011. Candidates with special assessments need International Baccalaureate Organisation. 2013. Diploma Programme assessment: Principles and practice.

VI. KEY DOCUMENTATION SUPPORTING IMPLEMENTATION

Teaching and Learning Policy
 Curriculum Policy
 Language Policy
 Homework Policy

Professional Development Policy
Academic Integrity Policy