



# ASSESSMENT POLICY

The Secondary Years

St Monica School, B'Kara

## **Rationale and General Principles.**

What do we understand by assessment?

Teachers should strive to view assessment as a process to enhance and promote learning. Thus, School-Based Assessment tasks should be a natural part of the lesson and integrated into the teaching and learning activities carried out in class. While they should be an opportunity for learners to show that they have achieved the desired learning outcomes, tasks should not be a series of standalone activities with the sole aim of ticking broad learning outcomes. Thus, tasks should not be presented as 'special' tasks to be taken in a formal setting and therefore not become an added burden of continuous stress for learners.

Teachers are encouraged to assess learners through different modes of assessment, including presentations, show and tell, book reviews, quizzes, oral and written questions, concept notes, games, learning diaries, discussions, experiments, learning trails, pair and group work etc. Written tests should not be the only or main format of school-based assessment and should not be used more frequently than any other assessment tool. Using various modes of assessment is a fair way to demonstrate the achievement of outcomes by the different learners with different skills and competencies.

The number and type of tasks indicated by Heads of Department for the various year groups and for different subjects are a guide to teachers to help them during their planning.

## **Formative & Summative Assessment**

**Formative** assessment involves gathering ongoing feedback during the learning process to guide instruction and support student growth. It focuses on providing timely feedback, identifying misconceptions, and suggesting areas for improvement. Examples of formative assessment include classroom observations, questioning techniques, peer and self-assessments, and informal quizzes. Formative assessment helps teachers adjust their teaching strategies and assists students in recognizing their learning gaps, promoting continuous improvement.

**Summative** assessment occurs at the end of a unit, term, or academic year to evaluate student learning and provide a summary of their achievements. These assessments often take the form of standardized tests, projects, portfolios, or presentations. Summative assessments provide a comprehensive view of students' knowledge and skills, allowing teachers to make informed judgments about their overall progress. It also helps in monitoring the effectiveness of the curriculum and instructional practices.

As a school we aim to have a balanced approach to assessment and strive to provide opportunities for assessment both of the formative and summative type.

## **Assessment Tasks**

Tasks should be set at level 1-2-3, unless it is otherwise indicated. Teachers are encouraged to consult with the SLT if they notice students who would benefit more from tasks set at level 1-2.

When applicable, it is recommended that students are given a trial task before the task intended for SBA purposes. This would provide an opportunity of learning to students when receiving feedback from their educator.

Tests as a mode of assessment within the SBA should be kept to the minimum. The % weighting of SBA marks derived from tests should not exceed 20% per year. When given a test, students need to be informed at least two weeks before the set date.

A shared calendar amongst secondary teachers will be set at the beginning of the scholastic year. Teachers are to input any assessment or revision tests in the shared calendar to avoid adding unnecessary stress which may result when students have more than one test per day or too many tests within the same week. It is expected that one adopts a balanced and empathic approach towards students when assigning tests or tasks that need a lot of preparation or studying.

Long multi-topic tests, although valuable as a means of practice for exams should not be given for SBA purposes.

Although students need to be informed before if a teacher is planning to give a test, they do not need to be informed when other tasks are given for SBA purposes.

When possible, the teacher should grant the access arrangements accordingly. In the case of students having a reader as an access arrangement, teachers should try to read the task accordingly. This can be co-ordinated and planned beforehand with the LSE present in class.

### **Standardisation of Assessment Tasks**

Coordination amongst teachers teaching the same subject is of utmost importance. This means that teachers coordinate:

- to ensure consistency and continuation when teaching the same subject
- to discuss and work together when assigning assessment tasks in the case that more than one teacher is teaching the same subject and age group.
- discuss and agree upon marking schemes within the group of teachers teaching a particular subject.
- from time to time, to ensure standardisation through marking a particular assessment task sample to avoid subjectivity. This will result in more professionalism and fair marking.
- when giving a task, to share success criteria with students to guide them appropriately about what is expected from them to reach a particular outcome.

### **Class Assessment Task Duration**

A class assessment task should not be set with a duration which takes up the whole lesson time so as to allow time for students who are entitled to extra time to complete the task. Teachers are to be aware of students who have access arrangements in their class or group.

## **Overview of Tasks and Schemes of Work**

A yearly plan outlining a scheme of assessment tasks that the teacher plans to give to students is to be presented to the SLT at the beginning of the school year. This plan should include the modes of assessment used for each specific task and a timeline, as well as tentative mapping of the weighting of marks each task will be carrying.

Schemes of Work need to reflect the Learning Outcomes Framework and therefore include LOs (Learning Outcomes) and BLOs (Broad Learning Outcomes) together with a differentiated approach to continuous assessment. This should reflect a more authentic assessment that is representative of a student's work and progress.

## **Absenteeism**

When students are absent for a school-based assessment task for a justified reason such as sickness, teachers may use the mark obtained in a trial task or other tasks (when possible, assessing similar outcomes or skills) carried out during the year by the learners to assign an appropriate mark.

No assessment tasks will be done during break / free lessons / other subject lessons to make up for missed tasks.

Some tasks may not be possible to be repeated, for example practicals, fieldwork, learning trails, discussions and site visits and no marks can be given in these cases. When compiling SBA marks for MATSEC purposes, a certain amount of leeway may be allowed to make up for marks lost due absenteeism.

## Recording & Reporting of Assessment

### Years 7 & 8

#### Learning Outcomes

- A selection of Learning Outcomes to be assessed is to be split over 3 Terms. The LOs to be ticked will be collected at the beginning of each Term and a Template is assigned in KLIKKS as early as possible.
- LOs are assessed using the following scheme:
  - Mastered
  - Achieved
  - Working towards achievement
  - Not achieved
  - Not attempted
  - Not applicable (*used in extraordinary circumstances when a student with a profile of needs is not following the entire curricular programme*)

#### School-based Assessment

- School-based Assessment (SBA) tasks may be assigned any Maximum mark.
- SBA marks are to be inputted in KLIKKS soon after marking of tasks so that parents can follow their daughter's progress in real time.
- Feedback in the form of a constructive comment is to be added when considered beneficial to the student.
- The % weighting of SBA in the Global End of Year mark will vary according to subject
- The Total SBA mark will build up from Term 1 to Term 3 until the established Total SBA mark is reached.

#### End of Year Examination

- End of Year Examination Papers are set by the subject teacher/s. The duration of the examination paper should reflect:
  - o The number of lesson entitlement of the subject per week
  - o The % weighting of the Exam in the Global End of Year mark

- The Maximum mark of the Exam paper may vary but should not be less than the % weighting of the Exam in the Global End of Year mark, for example, if in a particular subject the Global End of Year mark is based on 20% SBA and 80% Exam, the Exam paper should not have a Maximum mark of less than 80.
- The mark obtained in the Exam will be inputted in KLIKKS 'as is' and it will be computed to the required % weighting.

There will be 3 Reports issued each year:

1. **At the end of Term 1** (in the first week of December) the Report will show:
  - o First set of LOs assessed.
  - o An SBA mark **(A)**
2. **Mid-Yearly** (in March) which will show:
  - o Second set of LOs assessed.
  - o A second SBA mark added on to the first term mark. **(A+B)**

Example of Mid-Yearly Report:

Subject		English		Track	Track 3
Ongoing School-based Assessment			Max Mark	20	Avg. mark obtained
					15.1
Learning Outcomes				Performance	
1	Listening: I can understand and identify individual words in continuous speech			Achieved	
2	Reading: I can show understanding and react to a different range of genres and age-appropriate texts			Working towards Achievement	
3	Writing: I can write for a specific audience with a purpose			Achieved	
4	Speaking: I can produce continuous speech with some L1 interference but which is generally intelligible.			Mastered	
5	Literature: I can show my personal response to literary texts by speaking and/or writing about the text in a creative and engaging way.			Working towards Achievement	

3. End of Year Report showing:
  - o Third set of LOs assessed.
  - o Final SBA mark **(A+B+C)**
  - o Mark obtained in Exam Paper
  - o Computed Global End of Year mark

## Example of End of Year Report:

Subject		Mathematics		Track	
				Track 3	
Ongoing School-based Assessment		Max Mark	30	Avg. mark obtained	15
Exams		Max Mark	70	Mark obtained	38
				Global Mark	53/100
Learning Outcomes				Performance	
1	I can construct a table of values for linear functions and I can plot the graph of a linear function from its table of values. I know that parallel lines have the same gradient. I can indicate that for the equation $y = mx + c$ , the value of $m$ determines the gradient and the value of $c$ determines the y-intercept. I can write the equation of a straight line given the gradient and the y-intercept.			Achieved	
2	I can calculate the perimeter and area of 2D shapes (rectangles, squares, parallelograms, triangles, trapezia, circles)			Not achieved	
3	I can construct 60 deg and 90 deg angles and triangles involving these angles using ruler and compasses only.			Working towards Achievement	
4	I can calculate mean, mode, median and range.			Not achieved	
5	I can deduce that the probability of all mutually exclusive events adds up to 1. I can construct a possibility space of two independent events and use it to work out the probability of an outcome.			Not achieved	

All Assessment Reports will indicate the Track that the student is following in each subject.

## Years 9, 10 & 11

### School-based Assessment

- School-based Assessment (SBA) tasks may be assigned any Maximum mark.
- SBA marks are to be inputted in KLIKKS soon after marking of tasks so that Parents can follow their daughter's progress in real time.
- Feedback in the form of a constructive comment is to be added when considered beneficial to the student.
- The % weighting of SBA in the Global End of Year mark will be 30%
- The Total SBA mark will build up as follows:
  - o Maximum mark of 30 at end of Term 1
  - o Maximum mark of 70 mid-yearly
  - o Maximum mark of 100 at end of year



## End of Year Examination

- End of Year Examination Papers are set by the subject teacher/s. The duration of the examination paper for Year 9 & 10 should be between 1h and 2h – depending on the subject. For the Mock Final Examinations, papers should be as per MATSEC syllabi.
- The Maximum mark of the Exam paper may vary but should not be less than 70.

There will be 3 Reports issued each year:

1. At the end of Term 1 (in the first week of December) the Report will show:
  - o An SBA mark out of a maximum mark of 30
2. Mid-Yearly (in March) which will show:
  - o An SBA mark out of a maximum mark of 70

Example of Mid-Yearly Report:

<b>Subject</b>	<b>Physics</b>		<b>Track</b>	3
<b>Ongoing School-Based Assessment</b>	<b>Max Mark</b>	70	<b>Mark obtained</b>	58
<b>Comment:</b> xxxxx xxxxxxxx xx xxxxx				

3. End of Year Report showing:
  - o A Mark obtained in the Exam Paper out of a maximum mark of 100
  - o A Mark obtained in the Exam Paper out of a maximum mark of 70
  - o Final SBA mark out of a maximum mark of 100.
  - o An SBA mark out of a maximum mark of 30
  - o Computed Global End of Year mark.

Example of End of Year Report:

<b>Subject</b>	<b>German</b>		<b>Track</b>	<b>3</b>
<b>END OF YEAR EXAM</b>				
<b>Section</b>	<b>Max Mark</b>	<b>Mark obtained</b>	<b>Mark / 100</b>	<b>Mark / 70</b>
Paper 1: Speaking	20	10	61%	43
Paper 1: Listening	30	24		
Paper 1: Language	28	22		
Paper 2: Reading & Writing	100	53		
<b>TOTALS</b>	<b>178</b>	<b>109</b>		
<b>SCHOOL BASED ASSESSMENT</b>				
<b>Mark obtained / 100</b>	83	<b>Mark obtained / 30</b>	<b>25</b>	
<b>GLOBAL MARK</b>				<b>68%</b>
<b>Comment</b>				

All Assessment Reports will indicate the Track that the student is following in each subject.

Three SBA marks out of 100 will be passed on to MATSEC, one each for Years 9, 10 and Year 11. 10% from each of these marks will be added together to make up the 30 marks allotted for SBA in the SEC Report.

#### **Students following an alternative programme**

- Students who are following an alternative programme might have different LOs, depending on the level of attainment. LOs need to be identified according to the level of the student and agreed upon by both teacher and LSE.
- Students following an alternative programme will have exam papers set accordingly, depending on the programme they are following. Such papers need to be discussed and set collaboratively between LSE and subject teacher.
- In the case of adapted work, any adaptations need to be discussed with parents, SLT, teachers and LSE involved. Ideally, these are identified in the

IEP during the first term. Such adaptations can be changed accordingly, depending on the progress of the student throughout the year. Nonetheless, any changes to the original decision need to be communicated with the parties involved.

- Students sitting for adapted papers will follow the exam procedures set for the year group. However, the mark obtained needs to be taken in the light of the Track / Level that the exam paper was set at. This Track / Level will be indicated in the Assessment Report.