



# Brent International School

## Assessment Policy

August 2018

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## **The BRENT INTERNATIONAL SCHOOL Mission Statement**

The Mission Statement of all Brent International Schools states that, "Brent Schools, in a Christian ecumenical environment in the Philippines, are committed to develop individual students as responsible global citizens and leaders in their respective communities, with a multicultural and international perspective, and equipped for entry to colleges and universities throughout the world."

## **The IBO's Mission Statement**

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

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

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

## The IB Curriculum Model



Source: [http://occ.ibo.org/ibis/occ/img/programmeModelsNov12/DP\\_ENG.png](http://occ.ibo.org/ibis/occ/img/programmeModelsNov12/DP_ENG.png)



## IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<p><b>INQUIRERS</b> We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> <p><b>KNOWLEDGEABLE</b> We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> <p><b>THINKERS</b> We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p><b>COMMUNICATORS</b> We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p> <p><b>PRINCIPLED</b> We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p><b>OPEN-MINDED</b> We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p> <p><b>CARING</b> We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p> <p><b>RISK-TAKERS</b> We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p> <p><b>BALANCED</b> We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p> <p><b>REFLECTIVE</b> We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>
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The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

 International Baccalaureate  
North American Region

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## The Brent Philosophy of Assessment

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At Brent International Schools, the primary aim of assessment is “to educate and improve student performance” (Wiggins, 1998). Assessment policies and procedures stated in the school’s *Student-Parent Handbook* read as follows: “At Brent, assessment is integrated into daily classroom teaching. It is an ongoing process, based on multiple sources of evidence including tests, observations, portfolios, interviews, performances and projects designed to inform the learning of both student and teacher. Regular assessment in which students are active participants allows students to take responsibility for their work and to support their growth as life long learners” (Brent Student-Parent Handbook, 2018).

Assessment involves processes and procedures which provide: 1) goals and educational objectives to attain; 2) feedback concerning student progress towards those goals; and 3) opportunities to gather, record and report information regarding progress to students, parents, and other stakeholder groups.

The Brent Education Philosophy therefore believes that assessments:

- Are part of instruction – not simply an activity done separately by teachers after students have completed an assignment;
- Involve teachers developing with students the expected standard for an assignment and then assisting them to measure the extent to which they have and have not attained the desired standard;
- Seek to be honest, objective, specific and fair;
- Employ a variety of techniques such as grades, rubrics, portfolios, journals, student-led parent conferences and standardized examinations;
- Involve reporting student achievement in relation to known specific and institutional standards and objectives;
- Seek a reasonable and functional level of validity and reliability in measuring student achievement;
- Provide for the involvement of students in recording and communicating progress; and
- Are transparent and clearly understood in method and purpose.

## Assessment Practices

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*From the assessment philosophy, Brent Schools utilize the following rationale and practices:*

### Assessment and Learning

Behaviorist theorists (Thorndike, 1913; Skinner, 1950) suggested that learning is a process of developing connections between stimuli and responses. Learning is therefore motivated by the rewards or punishments that occur as responses to their behaviors. Behaviorist curricula consisted of learning experiences arranged sequentially from least complex to most complex (Gagne, 1968). While effective in explaining some basic behaviors, the behaviorists' limited explanations of learning gave way to theories, such as Bandura's (1989) social learning theory, that contribute to a cognitive perspective of learning.

Cognitive learning theories build on three major tenets (Resnick, 1989). The first is that learning is not the accumulation of knowledge, but the active construction of knowledge (Piaget, 1950). The second is that knowledge construction is built on existing knowledge and is dependent on existing knowledge (Vygotsky, 1978). The third is that learning is both social and context specific (Cobb and Bowers, 1999). Learning is therefore interpreting information based on existing knowledge and the nature of the context where learning occurs.

Later cognitive research on learning moved away from focusing only on the individual cognitive process of constructing knowledge, to the interactions between people in social contexts (Greeno, 1998). The perspective that emerged from the new focus on interactive systems is called the situative perspective (Cobb and Bowers, 1999; Greeno, 1998). Individual learners are participants in a greater dynamic where they make sense of knowledge based on their interactions with other learners within the social contexts in which learning occurs.

As a result of the progression of learning theory, models of assessment have adjusted from measuring the breadth of knowledge students acquire, to considering the performance of students acting on knowledge in specific contexts. The resulting Brent model of assessment is one that focuses on providing students with varied opportunities to perform or act on knowledge in context, and to transfer mastery of knowledge and skills to new contexts.

### Elements of Educative Assessment

Understanding by Design (Wiggins and McTighe, 2005) suggests that "educative assessment" requires a known set of measurable goals, standards and criteria that make the goals real and specific (via models and specifications), descriptive feedback against those standards, honest yet tactful evaluation, and useful guidance. Elaborations for these elements are:

1. Standards-Based
  - Specifications (e.g. 80 wpm w/ 0 mistakes)
  - Models (exemplars of each point on the scale – e.g., anchor papers)
  - Criteria: conditions to be met to achieve goals – e.g., "persuasive and clear" writing.
2. Feedback
  - Facts: what events/behavior happened, related to goal
  - Impact: a description of the effects of the facts (results and/or reactions)
  - Commentary: the facts and impact explained in the context of the goal; an explanation of all confirmation and disconfirmation concerning the results
3. Elements of Evaluation
  - Evaluation: value judgments made about the facts and their impact
  - Praise / Blame: appraisal of individual's performance in light of expectations for that performer
4. Elements of Guidance
  - Advice about what to do in light of the feedback
  - Re-direction of current practice in light of results

### **Defining achievement**

Brent International Schools consider academic achievement to include subject-specific content, thinking and reasoning skills, and general communication skills (Marzano, 2000). The Brent academic standards are the goals of student achievement, and the benchmarks allow for achievement to be measured and reported. Student achievement, therefore, is the amount of subject-specific content students learn, the extent to which students demonstrate thinking and reasoning skills at an appropriate level, and student ability to communicate effectively the content and reasons they have engaged.

Achievement variables are the focus of the assessment and reporting process. The assessment process should control for achievement variables, isolating them from non-achievement variables. Non-achievement variables include effort, behavior, attendance, etc. In-class participation can reveal true student achievement and can be a part of an achievement grade if measured by a rubric, and anchored to achievement variables such as mastery of content, thinking or reasoning, and communication. Participation grades should not be included based on subjective teacher perception and experience alone.

There is a debate on the validity of late work penalties in the measure of academic achievement. While promptness is not a measure of the mastery of content, it is a necessary component of effective communication and is a part of effective reasoning. The International Baccalaureate (IB) honors the internal deadlines set by schools, and also requires IB internal and external assessments to honor IB deadlines. Consistent with the IB policy and practices, therefore, the non-achievement variable of late submission of work can affect student achievement scores and reported grades.



Brent Schools believe there is a valid basis for providing feedback to students regarding non-achievement variables and will specifically report non-achievement variables in conjunction with achievement variables.

### **Varied Assessments of Achievement**

Assessment is defined within the IB Diploma Programme Assessment Principles and Practice (2004, p.3) as “a term used to cover all the various methods by which student achievement can be evaluated.” Formative assessments lead to reflective practices by both the student and teacher. They direct future student learning as well as further instruction by the teacher. Summative assessments determine the level of knowledge gained through a particular course of study. Formative and summative assessments together provide a picture of what a student has learned up to that assessment date.

Brent assessments provide a variety of methods of formative and summative assessments. “At Brent, assessment is integrated into daily classroom teaching. It is an ongoing process, based on multiple sources of evidence including tests, observations, portfolios, interviews, performances and projects designed to inform the learning of both student and teacher. Regular assessment in which students are active participants allows students to take responsibility for their work and to support their growth as life long learners” (Brent *Student-Parent Handbook*, 2018).

All grades from all classes will be on BASIS (Brent Academic and School Information System) where they are calculated and used to generate grade reports. It is RECOMMENDED during this transition phase to BASIS teachers keep a hard copy or alternate electronic copy of their grades.

Philosophically, grades should not be a surprise to students or their parents. Students projected to earn a D or F at the semester should receive ample warning and opportunities to improve their grade. Their parents should also be notified at the earliest possible time. All students with D's or F's at the semester should also receive explanatory comments on their report cards. At the 2<sup>nd</sup> and 3<sup>rd</sup> quarter all students will receive a citizenship grade and comment explaining their individual progress.

Likewise, individual achievements of stated learning goals are the basis for assigning grades.

1. Effort, participation, attitude, homework completion, adherence to deadlines, and other behaviors are not included in determining a student's grade but are reported separately in the Citizenship grade and articulated either in writing or in person at Parent-Teacher conferences. The exception to this can be when any of these factors are a stated part of a curriculum standard and/or subject learning goal that is taught e.g., cooperative or teamwork skills as a part of a PE unit.
2. Late work (a behavior issue) should also not count against the student by deducting points. This behavior may ultimately catch up to the student, as they are not as prepared as they should be for an upcoming summative assessment. Communication to the student and parents is crucial in helping our community understand the importance of turning in assignments on time.
3. Neither bonus nor extension work should be used to help determine a course grade.
4. Academic dishonesty is punished with a behavioral consequence, not an academic consequence. Academic dishonesty is serious and as such has a serious consequence.

5. Any assessment that is not a reflection of what the student has mastered (because he/she was academically dishonest) is not used to help determine a grade. If deemed necessary by the teacher in consultation with the principal, an alternative assessment task will be given to provide the teacher with sufficient evidence to determine the learning goal mastery level.
6. Only evidence of *individual* achievement is used to determine an individual's grade. Group work is a valid learning strategy, but the product of group work is not an adequate indicator of individual mastery of the stated learning goals.

### **Valid Points of Assessing Achievement**

IB uses the words “latest” and “fullest” to describe the type of assessment that they believe will give the best picture, the best feedback, of student achievement. Both concepts come from sound assessment theory and are most assuredly a part of the Brent assessment process. “Latest” implies that assessment occurs after students have had ample opportunity and time to develop a mastery of content and skills in a conceptual area. “Fullest” implies that varied assessment methods are applied to student experience in order to gain a fuller picture. Jay McTighe explains this concept effectively in the example of a snapshot versus a photo album. A photo album gives us a better and fuller picture of an event or a person because there are multiple pieces of evidence gathered in a variety of ways over a period of time. A snapshot is a one-time glimpse of a person or an event, providing limited exposure to the topic. It is the UbD philosophy to view the assessment process as a photo album, a collection of evidence of student achievement. The Brent academic program has been built on UbD principles.

The Brent assessment practice therefore addresses the fundamental importance of assessment providing feedback about student mastery of specific concepts/content. It is therefore important that meaningful feedback be provided uniformly across subjects and teachers. In this case, the concepts and content are derived from the standards and benchmarks of the Brent curriculum. Brent operates on a unit-based curriculum. Using units breaks down the greater Brent curriculum into smaller concept-based units so that concepts can be sequenced into the best process of learning. Teachers teach individual units that connect to the greater conceptual progression of the curriculum. While connected to the greater curriculum, units stand alone and a unique assessment strategy is developed for each unit. The assessment strategy requires a performance task, and a variety of evidence of students' achievement of standards and benchmarks. The criteria by which students are evaluated are also required in the UbD unit model. The Stage 3 Learning Plan requires teachers to strategically place assessments, content, and learning activities in a unit calendar so that they can shape and track student achievement throughout a unit, and collect evidence of student achievement at valid points of time. Brent does not consider latest and fullest to apply to a semester, but rather to a unit of study.

### **Standards-Based Assessment**

According to the Brent International School Position Paper on School Improvement (Brent, 2009, p.1),

*“Brent International School Manila has chosen to adopt a standards-based model for its academic program. This means Brent Schools have committed to the following curriculum, instruction, and assessment practices:*

- *Choosing and establishing academic standards that are benchmarked at appropriate developmental periods;*
- *Developing and delivering curriculum from the standards and benchmarks;*
- *Implementing assessments that explicitly and tangibly measure student progress against the standards and benchmarks;*
- *Reporting student achievement through the standards and benchmarks;*
- *Evaluating programs using student achievement data.”*

Brent schools engage the ongoing process of developing, improving, and establishing a standards-based curriculum, instruction, and assessment process. At no point do Brent Schools require or ensure a normal distribution of student achievement scores. It is firmly established that **Brent Schools do not employ a norm-based system in philosophy or practice.** Assessment and reporting are standards-based, and reflect the following practices:

- Students are not competing against each other, but are attaining against the established academic standards and benchmarks.
- Criteria and expectations by which students will be measured are not a secret, but are clearly understood and expected.
- Assessments are designed so that students can achieve proficiency.
- Assessments involve the demonstration of proficiency, not guesswork.
- Performance assessments do not assume a single correct answer.

### **Generating Grade Data and Tracking Achievement**

Brent Schools are committed to generating grade data and tracking student achievement against the established academic standards and benchmarks. Grade generation is determined to meet the needs and expectations of the consumers of grade data, and the type of data they require. For example, up to 70% of students at any Brent campus are pursuing college and university acceptance in North America. A percentage of students at Brent Schools also take IB Diploma or certificate exams. The IB assessment policy and procedures indicate that IB uses a 1 to 7 grading scale. Students in grades 11-12 who are diploma or certificate students, therefore, are provided with predicted grades and regular feedback using the 1 to 7 IB grade scale. Current Brent reporting uses an A to F scale in which a GPA can be determined. With IB courses we also grade using the 1 to 7 scale. Both scales are based on descriptors that represent standards of attained knowledge and skills.

To date, North American university admissions rely greatly on SAT I and SAT II results as well as Grade Point Average. For this reason all grade 11 students and interested grade 10 students sit the PSAT, which provides both preparation for the SAT and a starting point for making college choices. The IB grades are the basis for providing advanced placement or credits. The vast majority of our student body should be able to present strong credentials, reflective of the wholeness of their education and recommendations from teachers and guidance counselors who vouch for their active role in the education process, thus providing US colleges and universities with grades based on A-F and impressive GPA. To serve the vast majority of our student population, we uphold the use of grade reporting using A-F. The IBO, in its website clearly states, **“The IB Diploma is widely recognized by universities around the world. However, it is universities and not the IB that determine admissions criteria and these can vary significantly by country, university, course, and over time. Therefore, you are strongly advised to consult the university directly to ensure that you have the latest, most accurate information.”** This statement is a strong indication that the IBO recognizes and respects the uniqueness of each country and university’s admissions policy. Educators at Brent Schools are then able to use grades A-F while simultaneously using the IB scale

of 1-7 in preparation for the various internal and external assessment requirements that take place at intervals throughout the two-year program.

### **Validity and Reliability of Assessment**

The Brent assessment model seeks to manage the validity and reliability of the assessment instruments/experiences, and the inter-rater reliability of those evaluating the assessment. To address the need for instrument validity and reliability, and inter-rater reliability between evaluators, teachers are charged with developing and implementing common assessments for units, as well as to moderate grading comparing assessment evaluations.

It is the Brent position that the quantity of work assigned to students does not have a direct relationship to student learning. Teachers and administrators must therefore monitor and determine collaboratively the quantity and quality of work required for both summative and formative assessments.

### **FORMATIVE ASSESSMENTS – are assessments for learning.**

All or most formative assessments should be recorded in BASIS, with information to help students and parents understand the purpose and topic of this work, but in all cases, formative assessment will have 0% weighting. This is to ensure our grades reflect the student's own work and achievement. Feedback from formatives should guide instruction.

### **SUMMATIVE ASSESSMENTS – are assessments of learning.**

Summative assessments examine how students measure against the set standards. These assessments can be comprehensive in scope requiring various amounts of knowledge and multiple skill components, or narrowly focused in terms of the information being addressed and skills required for the completion of a task. Students should have ample feedback from formative assessments regarding their learning before summative assessments are carried out.

### **OPPORTUNITIES FOR RE-TEST**

There are situations that students have found an assessment material extra challenging in spite of the frequency of formative assessments before the administration of a summative assessment. Students may request for a re-test to improve their results and after going through the following process:

1. Complete a re-test form that contains the following:
  - a. A brief statement as to why the student achieved an unsatisfactory score (reflective process);
  - b. List any task or remediation activities that will help improve their performance;
  - c. Provide evidence of the completed tasks and or remediation efforts;
  - d. Secure parents' signatures acknowledging the opportunity that will be provided to their children to improve their assessment results;
  - e. Further conversation with teachers who would be approving the re-test.
2. Depending on the reflection and justification of students, a re-test may or may not be awarded.
3. At the upper school, only one re-test is allowed per major assessment.

*Appendix 4 is an example of a request to re-test form of the Science Department.*

## Purpose of Grading

Peter Airasian (1994) identified five purposes for grading. They include, in order of importance:

1. Feedback about student achievement
2. Guidance
3. Instructional Planning
4. Motivation for students
5. Administration

Consistent with Airasian's purposes for grading, the primary goal of Brent assessment is to provide students with feedback about their achievement. Even the Measures of Academic Progress (MAP) tests, which are given in part for guidance in course selection and instructional planning, are primarily to inform students about their overall progress. This goal requires assessment to be connected to the measure of achievement (standard and benchmarks), to target the concepts (big ideas and understandings), to provide students the opportunity for transfer, and to utilize content and skills that support the above elements.

## Brent Grade Reporting

### *Point Method*

According to Marzano (2000, pp. 42-43), "...the point method makes sense if a teacher addresses **only one topic** within a grading period..."

#1 – 20pts.	#2 – 35pts.	#3 ---10pts.	#4 – 50pts.
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Assessment #1 measures twice the information and skill in the topic as #3. Assessment #4 measures five times the information and skill in the topic as #3.

An example of how the assessments measure the topic might be:

<b>Assessment #1</b>	<b>=</b>	<b>13/20</b>
<b>Assessment #2</b>	<b>=</b>	<b>19/35</b>
<b>Assessment #3</b>	<b>=</b>	<b>6/10</b>
<b>Assessment #4</b>	<b>=</b>	<b>41/50</b>

**Total:** = **79/115** which is **68.7%**.

Seventy-nine out of 115 points, or 68.7 percent, is probably a fair representation of the student's achievement in the topic."

The use of the point method depends on how a grading period is defined. In the Brent curriculum, a grading period can be defined primarily as the length of a unit. Grade reporting occurs on a semester and annual basis. Semester and annual grades can be derived from the accumulation of unit grades.

It is important to note that the following guidelines must be practiced if using the point method:

- Units must be clear about the topic/concept they are teaching and assessing.
- Assessments must not be weighted according to type, but according to the content/concept and skill they are assessing.

- Assessments must be clear about the depth and quantity of content and skill they are assessing, and be weighted accordingly.
- Units must be weighted in significance, based on the topic, in order to derive a semester or annual grade.
- Raw data can be produced from teacher defined possible scores as well as rubrics.
- Letter grades can be assigned, based on Rubrics, rather than raw numerical scores.
- Grade reporting includes content specific feedback, as well as an overall grade.
- Non-achievement data is reported separately from achievement data.
- Grades are ultimately reported as an A to F letter grade (also +/-) where each number represents a category of achievement, A+ being the highest.

Using the point method a teacher's grade book report might look like the example in Appendix 1: The **BASIS** Teacher Grade Book showing breakdown of weighted topics.

Non-achievement data is reported via citizenship scores using the rubric below, and through comments written on progress reports.

### **Citizenship Evaluation**

Citizenship grades are given on a scale from 1 = Not Meeting Expectations to 4 = Exceeding Expectations and reflect the students' conduct in relation to the standards of behavior required of Brent International School Manila students. Students receive a quarterly grade for citizenship according to the following scale:

- 4 = Exceeding Expectations - Behavior which indicates consistent compliance with the vast majority of standards.
- 3 = Meeting Expectations - This is the expected minimal norm and indicates usual compliance with the majority of standards.
- 2 = Approaching Expectations - This indicates that the student frequently fails to meet the standards and should be undergoing some self-examination as to citizenship deficiencies.
- 1 = Not Meeting Expectations - The student with this grade is rarely/never meeting standards and is demonstrating little or no effort to improve.

## Citizenship Standards and Rubric

Brent International School Manila students are expected to exhibit self-management, social, and thinking as part of the Brent ESLRs of Responsible Citizenship, Tolerant Individuals and Life-long learners:

Approaches to Learning		Brent's Expected School-wide Learning Results (ESLRs)	NA	1 - Not Meeting Expectations	2 - Approaching Expectations	3 - Meeting Expectations	4 - Exceeding Expectations
<b>SELF MANAGEMENT SKILLS</b>  SCORE: <input type="text" value="0.0"/>	Exercises leadership	<input type="text"/>					
	Is punctual for classes and in meeting deadlines						
	Is independent in completing assigned tasks						
	Applies technology ethically and productively						
	Completes his/her share of the work conscientiously						
<b>SOCIAL SKILLS</b>  SCORE: <input type="text" value="0.0"/>	Avoids or resolves conflicts productively and peacefully	<input type="text"/>					
	Works effectively with others						
	Is actively engaged						
	Demonstrates honesty and integrity						
<b>THINKING SKILLS</b>  SCORE: <input type="text" value="0.0"/>	Uses a range of learning strategies to demonstrate learning	<input type="text"/>					
	Is resourceful and resilient in the face of challenges and change						
	Demonstrates intellectual curiosity						
	Reflects on his/her learning in order to integrate and apply feedback for self improvement						

In the red box input the number of NA checks for the ATL section

\*A student who commits academic dishonesty does not qualify for a score above a 2 in the class in which the infraction occurred.

\*Quarterly citizenship grades reflect the student's behavior for that quarter only.

**Clear Form**

A sample of the Progress report is in the Appendix, labeled as Appendix 2.

**Article 13 of the General Regulations: Award of the IB Diploma** © International Baccalaureate Organization 2016

**The IBO provides guidelines in the award of the IB Diploma and the details are as follows:**

- 13.1** All assessment components for each of the six subjects and the additional IB Diploma requirements must be completed in order to qualify for the award of the IB Diploma, except under the conditions stipulated in articles 23 and 24 of these regulations.
- 13.2** The IB Diploma will be awarded to a candidate provided all the following requirements have been met.
- a. CAS requirements have been met.
  - b. The candidate's total points are 24 or more.
  - c. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
  - d. There is no grade E awarded for theory of knowledge and/or the extended essay.
  - e. There is no grade 1 awarded in a subject/level.
  - f. There are no more than two grade 2s awarded (HL or SL).
  - g. There are no more than three grade 3s or below awarded (HL or SL).
  - h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
  - i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
  - j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.
- 13.3** A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.



**Mapping: IB Scale to Approximate Brent Grade**

IB	Descriptor	Brent	Percentage	GPA
7	Excellent	A+	97-100	4.0
6		A	93-96	4.0
	Very Good	A-	90-92	3.7
		B+	87-89	3.3
5	Good	B	83-86	3.0
		B-	80-82	2.7
4	Satisfactory	C+	77-79	2.3
		C	73-76	2.0
3	Mediocre	C-	70-72	1.7
		D+	67-69	1.3
	Poor	D	63-66	1.0
2		D-	60-62	0.7
1	Very Poor	F	59 and below	0.0

IB or IB style assessments are graded using the IB assessment criteria and may be converted to letter grades after carefully referring to subject reports to establish consistency between the Brent letter grades awarded vis-à-vis the IB grade scale of 1-7.

## Summary of Brent Assessment Practice

In summary, the Brent model of assessment utilizes the following practices. Brent assessments:

In theory:

- are based on recent learning theory including cognitive theories and situative theories;
- are consistent with the practices of Understanding by Design; and
- follow the elements of educative assessment.

In practice:

- assess both achievement variables and non-achievement variables, but *isolate* them as separate reporting categories;
- utilize assessment strategies for each individual unit so that the latest and fullest measure of student achievement can be measured for conceptual areas;
- are directly linked to the Brent academic standards and benchmarks;
- are checked for validity and reliability using collaborative processes and moderation; and
- are designed to balance the quantity of work required for students in both formative and summative assessments.

In reporting:

- prioritize assessment as a method for providing students with feedback about their achievement; and
- report student achievement in specific conceptual areas that are derived from the Brent standards and benchmarks.

## Assessment Policy

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### I. General Policies

- A. Brent Education Alignment: Consistent with the Brent Schools, Inc. board mandated alignment of all Brent schools, any Brent School delivering the Brent Education will implement a common assessment policy.
- B. Grading Period: An assessment strategy should be developed for each grading period. A grading period is defined as the length of a concept-focused curriculum unit, developed in the format of Understanding by Design (UbD).
- C. Student Achievement: For the purposes of Brent assessment, student achievement is defined as subject-specific content, thinking and reasoning skills, and general communication skills.
- D. Achievement Variables: The assessment process must control for achievement variables. Non-achievement variables may also be reported, but are isolated in a separate reporting category.
- E. Standards-based: Assessments are explicitly to assess student achievement against the Brent academic standards and benchmarks.
- F. Assess Understandings: Assessments are to assess students on the Understanding by Design concept of Enduring Understandings.
- G. Transfer: Assessments are to assess students' capacity to apply concepts and skills in new situations, in appropriate ways.
- H. Quantity Regulation: Determining the appropriate quantity of work covered on an assessment is important because it can affect student achievement.

### II. Classroom Assessment Policies

- A. Varied: The assessment strategy for a unit must utilize various assessments that include diagnostic, formative, and summative assessments.
- B. Differentiated: The assessment strategy must incorporate differentiation strategies to accommodate different learning styles and language needs.
- C. Weighting: Grade weighting will only be applied to how the assessment relates to the depth or quantity of content and skills which it will address.
- D. Evidence: All items that are assessed must be assessed using a tangible instrument, i.e. a rubric or a scale.
- E. Common: All courses where multiple sections exist must deliver at least one identical diagnostic, formative, and summative assessment for each unit that is taught. One of these assessments should be a performance-based transfer task.
- F. No Norms: Teachers must not norm student achievement scores. This includes the use of curving grade distributions.
- G. Validity and Reliability: The performance task for every unit will be moderated by common teaching teams to ensure validity/reliability, and consistent marking. Self-assessment, peer-assessment, and self-reflection of student learning are incorporated in every IB course.

### III. Reporting Policies

- A. Student Feedback: The primary reason for grade reporting is student feedback.
- B. Timely: Feedback for assessments must be provided in a timely manner. In addition to semester and annual grade reports, students will receive a timely grade for each unit of study, and each component of a unit.
- C. Content Specific: Overall grade reporting will include disaggregated reports of student achievement in specific content areas.
- D. Standards-based: Grade reports are to explicitly report student achievement against the Brent academic standards and benchmarks. This may be done by reporting on the big ideas (concept and content areas) of the standards and benchmarks chosen for a unit of study.
- E. IB Diploma Courses: Grade reporting for IB diploma courses will include both the Brent grade and an IB grade based on the IB 1 to 7 scale or the IB assessment criteria for the specific assignments that contribute to the IB Diploma grade, and for assessments that mimic or approximate the official IB assessments.

### IV. Homework Policies In the Upper School

School work done regularly at home needs to support learning in the classroom. Reasonable quantities of homework are part of the learning process and considered an important component of our overall learning program. In assigning homework, teachers need to be aware of deadlines in all curriculum areas, of what other teachers are doing, and what is happening in other classes. The IB Coordinator produces a calendar of major due dates that should be consulted and followed.

Homework should also be monitored carefully and started in class with adequate teacher direction. Homework is a formative assessment and thus students should be given adequate feedback before a summative assessment is given. Faculty needs to coordinate through their HOD and department colleagues the amount, schedule, and type of homework assignments so that students taking the same course from different teachers will have comparable experiences.

### V. IB Diploma Programme Assessment Policy

**(Lifted from the Diploma Programme Assessment: Principles and Practice. Appendix B**  
© International Baccalaureate Organization 2004)

- A. “All assessment in Diploma Programme subjects should relate directly to the course of study and its objectives via a policy, as far as it is practicable, of discrete testing within each assessment environment (written papers/internal assessment and so on). A full range of assessment techniques should be used that reflect the international breadth of the IBO. The same assessment methodology should apply to related subjects but any substantial difference in the nature of higher level and standard level in a subject should be mirrored in their respective assessment models.” (Appendix B. p. 54)
- B. “Diploma Programme assessment and grading procedures should ensure parity of treatment for all candidates irrespective of school, subject, response language or examination session. All grading and assessment judgments should be based on evidence and should not be subject to any form of bias.” (Appendix B. p. 54)

- C. “All courses should normally have either three or four separate assessment components. Where appropriate, these components will include internal (school-based) assessment as well as external assessment. No individual assessment component should normally be worth less than 20% or more than 50% of the overall assessment, and internally assessed components should in total contribute no more than 50% of the overall assessment. The balance between internal and external assessment must be such as to ensure that all the objectives of the course are adequately and appropriately assessed.” (Appendix B, p. 54)
- D. “The duration of written examinations must not exceed five hours in total at higher level and three hours at standard level. No single written examination paper should be longer than three hours. Wherever possible, examination paper durations should be less than the prescribed maximum, as long as the examinations still provide for valid and reliable assessment. This restriction on duration is particularly relevant in those subjects where internal assessment or other externally marked components form a significant part of the overall assessment model.” (Appendix B, p. 54)
- E. “The marking of teachers and examiners will be moderated using a mark/re-mark model followed by a statistical comparison to generate a moderation equation. There will be no cross-component moderation. All such re-marking will be based on identical assessment criteria to the original marking and will be based on sample work sent to an examiner acting as moderator.” (Appendix B, p. 54)
- F. “Internal assessment should primarily address those skills and areas of understanding that are less appropriately addressed through external examination papers; it should not be treated as another means for candidates to demonstrate, in a different context, what they could also do in an examination. There should be no undue duplication of skills assessed in both internal assessment and external examination.” (Appendix B, p. 54)
- G. “Internal assessment should not be used as a tool for monitoring syllabus coverage, but should be focused on assessing student learning of particular skills. Where necessary, breadth of syllabus coverage should be assessed within external examinations.” (Appendix B, p. 54)
- H. “Internal assessment tasks should not duplicate the kind of work that is carried out for extended essays in the same subject.” (Appendix B, p. 54)
- I. “Wherever possible, internal assessment tasks should become an integral part of normal classroom teaching (and/or homework) for that subject. They should not be “add-on” activities. The work carried out for internal assessment is meant to be part of each student’s learning experience.” (Appendix B, p. 54)
- J. “For internal assessment marks to make a reliable contribution to a candidate’s subject grade, the work that contributes at least half of the total internal assessment mark must be susceptible to moderation. This is a minimum, it being preferable wherever possible for all

of the work that gives rise to the internal assessment mark to be available for moderation.” (Appendix B. p. 54)

- K. “Where different internally assessed tasks are carried out over a prolonged period within a Diploma Programme course (to make up a portfolio of work, for example) allowance must be made for student improvement over this period. Thus the final internal assessment mark should reflect a student’s best level of performance during the course and not be merely an average of performance over the whole course.” (Appendix B. p. 55)
- L. “Although the internal assessment may contribute from 20% to 50% towards any single subject result, the higher values in this range should only be used where there are particular grounds for giving a high weighting to internally assessed work.” (Appendix B. p. 55)
- M. “Internally assessed work must be produced under conditions that are well documented and common to all schools for each course. In particular, the role of collaborative work, the degree of assistance that teachers can provide, the extent to which students can use external resources, and the permitted amount of redrafting of work, must be fully described.” (Appendix B. p. 55)
- N. “The quantity of internally assessed work specified for a course must be no more than the minimum needed to satisfy its aims. Defined word limits should be given where possible for internally assessed tasks. The maximum word limit should be no more than is necessary to complete the task” (Appendix B. p. 55) (IBO, 2004).

## APPENDIX

## SAMPLE OF REPORTING TOOLS

## Appendix 1. BASIS Teacher Grade Book Samples

## Sample 1

Summative Original Score (0%) SA1RSP1 (20) On 2/28/19	Summative Original Score (0%) SA1RSP2 (31) On 3/3/19	Major Summative (60%) SA1 (100) On 3/3/19	Formative Assessments (0%) MockP1 (40) On 3/17/19	Formative Assessments (0%) MockP1IB (7) On 3/17/19	Formative Assessments (0%) MockP2RawScore (95) On 3/17/19	Formative Assessments (0%) MockP2IB (7) On 3/17/19	Summative Original Score (0%) IARS (24) On 4/22/19	Major Summative (60%) IA (100) On 4/22/19	Summative Original Score (0%) SA2P1RS (19) On 4/23/19	Summative Original Score (0%) SA2RSP2 (33) On 4/23/19	Major Summative (60%) SA2 (100) On 4/23/19	Summative Original Score (0%) P3RS (45) On 4/29/19	Summative Original Score (0%) P3 IB score (7) On 4/29/19	Major Summative (60%) SA Paper 3 (100) On 4/29/19
15	17	74	20	3	33	3	16	85	9	8		18	4	75
17	24	87	31	6	73	7	18	91	15	23		32	7	93
18	28	94	33	6	74	7	19	91	19	30	96	31	6	
15	22		34	7	73	7	17	87	16	28	91	33	7	93
17	25	85	32	6	55	5	14	80	15	20	80	27	6	87
9	7		14	2	31	3	11	73	8	8	56	9	2	50
19	23	87	32	6	74	7	15	83	14	16		32	7	92
17	23		30	6	47	4	19	91	19	28	94	35	7	95
20	24		32	6	78	7	21	94	19	24	90	35	7	95
11	23		35	7	66	6	22	96	18	31	95	42	7	98
16	24		37	7	79	7	19	91	18	22	88	42	7	98
13	13	63	13	2	29	3	15	83				9	2	50

## Sample 2

summative assessments (60%) test (100) On 4/5/19	summative assessments (60%) major summative (100) On 3/25/19	summative assessments (60%) major summative 1 – re-test (100) On 2/12/19	formative assessments (0%) major summative 1 (100) On 2/7/19	Written summative assessments (30%) lab 2 (10) On 2/7/19	Written summative assessments (30%) lab 1 (10) On 2/1/19	formative assessments (0%) lab 1 (5) On 1/24/19
93	92	93	76	10	10	5
69	77	79	59	10	9.5	5
85	84	77	62	10	10	5
53	68	55	51	10	9	5

## Appendix 2. Progress Report



**BRENT INTERNATIONAL SCHOOL MANILA**  
Brentville Subdivision, Mamlasan, Bifan, Laguna

These are progress grades. Official grades for the semester will be given at the end of the semester.

### PROGRESS REPORT

School Year 2018 -2019

2nd Semester

<b>STUDENT</b>	:	
<b>GRADE/SECTION</b>	:	<b>12E</b>
<b>CONTACT ADVISOR</b>	:	

<b>LEGEND:</b>	A+ = 100 - 97	B = 86 - 83	C- = 72 - 70	F = 59 and below	S = Satisfactory	4 = Exceeding expectations
	A = 96 - 93	B- = 83 - 80	C+ = 69 - 67	INC = Incomplete	U = Unsatisfactory	3 = Meeting expectations
	A- = 93 - 90	C+ = 79 - 77	D = 66 - 63	ND = No Data	SD = Insufficient Data	2 = Approaching expectations
	B+ = 89 - 87	C = 76 - 73	D- = 63 - 60	P = Passed		1 = Not meeting expectations

SUBJECT	TEACHER	PROGRESS GRADE
<b>IB English A Lang Lit HL 2</b>		<b>A-</b>
<b>CITIZENSHIP GRADE</b>		
A. Self-Management Skills: 4 B. Social Skills: 4 C. Thinking Skills: 4  IB predicted grade: 6  In my most recent summative _____ showed strong knowledge of the text and was able to weave both primary and secondary sources into his argumentative research paper. His writing argument was articulate and he was well-versed in his subject matter. I would like to see him continue looking for elements of an author's writing style and discuss their overall importance and impact on the reader, using critical lenses, and give focus to his writing by providing thesis statements with specific terminology covered in class. He needs to continue practicing and applying the vocabulary used in class within his academic-based papers. The application of critical theory will also be needed in their academic writing for the remainder of the school year and will be an expectation in English university classes.		
<b>IB Math HL 2</b>		<b>A-</b>
<b>CITIZENSHIP GRADE</b>		
A. Self-Management Skills: 3 B. Social Skills: 3 C. Thinking Skills: 4  IB predicted grade: 6  Hey buddy! IB Math HL began taking practice IB exams last month in preparation for the actual IB exam in May. We are only days away from completing the entire syllabus, allowing us ample time to review prior to May. Thankfully, Internal Assessments have been submitted by every member of the class. These will be marked and discussed with students in the upcoming couple of weeks. This semester I have noted that many students struggled to balance the homework assigned in this class with the many internal assessments and projects of their other classes. We all hope that with the internal assessments now behind us, we can begin to focus on preparing for the IB exam. _____ scored as predicted, roughly speaking, on the mock test taken last month. A clear weakness in recent testing was our optional topic, statistics. Having fallen behind in completing the assignments for this topic is a likely a factor in this situation. With renewed focus, I am confident _____ will perform as predicted in May. Please note that this prediction does not reflect the yet-unknown Internal Assessment score. I am available Mondays for tutorials as needed.		
<b>IB Physics HL 2</b>		<b>B+</b>
<b>CITIZENSHIP GRADE</b>		
A. Self-Management Skills: 4 B. Social Skills: 4 C. Thinking Skills: 4  IB predicted grade: 6  During the third quarter, we finished our study of the IB curriculum. The current grade is mainly indicative of _____'s performance on a summative cumulative exam covering the entire IB Physics HL syllabus. Our main goal for the rest of the semester will be to cover the optional topic and review for the IB exam in May. Review packets for individual topics are being provided to each week. At this point, the task is to build cognitive recall of content knowledge, practice the application of formulas, and help build reasoning skills. The amount of proficiency in each area will directly determine the IB score in Physics HL for _____. _____'s current predicted grade is a B. _____ has demonstrated proficiency at all levels of content, application, and reasoning. _____'s academic progress, in part, comes from his excellent self-management and thinking skills. I've been impressed with _____'s consistent active engagement, preparedness for class, self-initiative, and productive use of class time. Encourage _____ to hang		

Progress Report of:

as of 5/22/2019

Page 1 of 2



in there. He is almost there!

---

**IB Computer Science SL 2**

**A**

This semester focused on finalising the internal assessment for the subject and reviewing for the upcoming exams in May. A few new topics were introduced and several others were revisited to see how much        had retained from last year. Much of the topics focused on concepts, data structures and codes. I am pleased to mention that        has submitted a complete internal assessment with both documentation and a final working program. Moving forward, time to revise will be provided before the final submission to IB. Further,        continues to do well during review sessions as evident in various formative assessments he has already taken. Summative tests will be provided later on as part of his final Brent grade.

**CITIZENSHIP GRADE**

- A. Self-Management Skills: 4  
B. Social Skills: 4  
C. Thinking Skills: 4

IB predicted grade: 6

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**IB History HL 2**

**A+**

**CITIZENSHIP GRADE**

- A. Self-Management Skills: 4  
B. Social Skills: 4  
C. Thinking Skills: 4

IB predicted grade: 6

It has been a pleasure to teach        over the last two years, he is a very conscientious student who puts a great deal of effort into his written work. Although a little quiet he contributes well in class and has demonstrated a good understanding of the subject. I was very pleased with his internal assessment in History which showed some very good research and good well developed arguments. If he prepares fully he has the ability to do very well in the final examination and I wish him the best of luck.

---

**IB Chinese B SL 2**

**A+**

The third quarter in Chinese we have concentrated on one of IB option topics: Leisure.        is a conscientious student. He demonstrates excellent comprehension of the lesson. Efforts need to be pursued in the next quarter.

**CITIZENSHIP GRADE**

- A. Self-Management Skills: 3  
B. Social Skills: 3  
C. Thinking Skills: 4

IB predicted grade: 6

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**C.A.S.**

**P**

Congratulations, you have completed CAS! You did great work to get your requirements completed by this time, nice job. You are now that much closer to graduating in May!

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08/07/2018 - 5/22/2019

ABSENCES	1.5
TARDIES	1.0


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Guidance Counselor

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Principal

### Appendix 3. Report Card (including the separated non-achievement data that the school refers to as Citizenship Grade-cross-reference)



**Brent International School Manila**  
Upper School

RUNDATE: June 01, 2018

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**GRADE REPORT**  
School Year 2017 - 2018

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Student :  
Grade and Section : 12H  
Contact Advisor :

COURSE TITLE	TEACHER	1ST SEMESTER		2ND SEMESTER		FINAL GRADE
		Grade	Citizenship	Grade	Citizenship	
IB English A Lang Lit SL 2		A	4	A+	4	A
IB Math HL 2		A+	4	A+	4	A+
IB Chemistry HL 2		A	4	A	4	A
IB Physics HL 2		A+	4	A+	4	A+
IB Economics HL 2		A	4	A	4	A
IB Chinese B SL 2		A+	4	A+	4	A+
C.A.S.		P		P		P
Grade Point Average		4.33		4.33		

**ATTENDANCE**

	1st Sem	2nd Sem	Total
School Days	81.00	92.00	173.00
Days Present	79.00	89.50	168.50
Tardies	0.00	3.00	3.00
Absences	2.00	2.50	4.50

**CITIZENSHIP**

4 = Outstanding  
3 = Satisfactory  
2 = Needs Improvement  
1 = Unsatisfactory

**LETTER GRADE POINTS**

A+ = 100 - 97    C+ = 79 - 77  
A = 96 - 93    C = 76 - 73  
A- = 92 - 90    C- = 72 - 70  
B+ = 89 - 87    D+ = 69 - 67  
B = 86 - 83    D = 66 - 63  
B- = 82 - 80    D- = 62 - 60  
F = 59 and below

NOTE: The GPA is calculated over all subjects and weighted according to time.  
IB Higher level courses (for Grades 11 and 12 only) receive an additional weighting of 0.5.

PROMOTED TO: COLLEGE

Inc = Incomplete    ID = Insufficient Data  
ND = No Data    NG = No Grade  
\* = Indicates modified curriculum  
Please see attached academic evaluation

\_\_\_\_\_  
Sonia Bustamante  
Principal

\_\_\_\_\_  
Jason J. Atkins  
Headmaster

## Appendix 4. A sample of the Request to Re-test form



### Request to Retest – Science Department

This form needs to be completed within 2 weeks of getting the results of the assessment back from the teacher.

#### Information

Course: \_\_\_\_\_

Name: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Assessment Topic(s): \_\_\_\_\_

Original Score: \_\_\_\_\_

#### Reflection

Brief statement of why you earned an unsatisfactory score.

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List the three most important tasks you will complete to improve your performance and improve your understanding of this concept.

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#### Evidence of Remediation - Attached to this form

In addition to showing me the assessment, with explanations of why your answers were incorrect and what the correct answers are and why they are correct, share two more pieces of evidence that prove you are now more prepared to take the assessment. You must also show that you have done all of the HW assignments related to the topic.

1. Original assessment with corrections made as outline above.
2. All of the completed HW assignments related to the topic.
3. Your choice of evidence
4. Your choice of evidence

As you can see from the evidence I have provided, I have worked hard to improve my understanding of this concept and am requesting an opportunity to demonstrate my new and improved understanding.

Student Signature: \_\_\_\_\_

Approved. Date to Retest:

\_\_\_\_\_

Teacher signature: \_\_\_\_\_

Declined. Reason declined:

\_\_\_\_\_

\_\_\_\_\_

Teacher signature: \_\_\_\_\_

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