

HIGH SCHOOL ASSESSMENT PROCEDURES

The **Multinational School - Riyadh** is committed to providing quality educational opportunities for students to reach higher achievement levels. To help achieve this aim students' work is regularly marked to enable formative feedback and developmental advice to be given.

MARKING

1. Frequency

- a. All books to be marked every two weeks.
- b. Not everything needs to be marked.
- c. One piece of work or a section of work which demonstrates the students' progress in the skills taught should be graded.

2. Star and next step

- d. All teachers need to use star and next step to show what the student has done well and what the student needs to work on.
- e. Feedback should relate back to success criteria for that lesson and should provide meaningful feedback.

3. Pen Colours

- o Red pen – Teacher marking/ assessment
- o Blue Pen – Peer assessment
- o Green pen – Teacher moderation
- o Black pen – Student work

4. Peer and Self-assessment

The High School recognises the importance of peer and self assessment to enable students to learn how they are assessed, how to correct their own mistakes and see examples of other students work.

- a. Students should peer and self assess at least once every two weeks.

ASSESSMENT

The High School believes in using a wide variety of assessment methods to accurately reflect a student's progress. In line with the schools inclusive nature, students are assessed: orally (drama, presentations, group work, during experiments), in written format (mathematical problems, experimental reports, essays, comprehensions, analysis) and creatively (posters, cartoons, mind maps).

1. Informal assessment

- a. Any activity or task completed within class or for homework in an informal manner.
- b. This can include any work completed in the students' books
- c. This is completed at the individual teachers discretion
- d. Year 6 – 8 the informal assessment counts 40% towards their IPC and/ semester grade.
- e. Year 9-12: the informal assessment counts 5% towards their semester grade.
- f. Year 11 and 12 Diploma: the informal assessment counts 30% towards their semester grade.

2. Formal assessment

- a. Any work completed in formal conditions such as tests, essays, experiments, mind maps etc.
- b. Group work can be formally assessed as long as it is completed under controlled conditions and can include projects, science practicals, drama performances and presentations.
- c. Teachers within the year group need to set formal assessment tasks together and ensure students complete them at the same time.
- d. Formal assessments must be moderated within the year group.
- e. A top, middle and bottom grade from each class must be moderated.
- f. Year 6 – 8: the formal assessment counts 60% towards their IPC and/ semester grade.
- g. Year 9 -12: the formal assessment counts 15% towards their semester grade.
- h. Year 11 and 12 Diploma: the formal assessment counts 40% towards their semester grade.

3. Examinations

- a. Year 6 -7 will not write exams.
- b. Year 8 will complete a mid-year exam in preparation for the Checkpoint exam.
- c. Year 9-12 will write exams twice a year.
- d. Exams must be decided upon by all teachers in the year.
- e. All exams must be handed into the HOD with a cover sheet and mark scheme attached.
- f. Exams must be moderated by teachers in the year.
- g. A top, middle and bottom grade from each class must be moderated.
- h. Year 9-12: the exam counts 80% towards their semester grade.
- i. Year 8: the exam counts 60% towards their semester grade.
- j. Year 11 and 12 diploma: the exam counts 30% towards their semester grade.

4. GOOGLE CLASSROOM

- a. A great deal of our work is done in Google Classroom. Students should print off marked assessments to stick in their copybooks or A4 folders as appropriate.
- b. Staff should have a 'peer' buddy on all their Google Classrooms.
- c. Staff must follow our Cybersafety Policies at all times.