High School Assessment Policy

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Mission and Guiding Principles

Within the rich cultural context of Austria, AIS Vienna:

- Nurtures an inclusive learning community
  - In partnership with families, we support healthy social, emotional, physical, and intellectual development.
  - We differentiate instruction to accommodate diverse interests and needs.
  - We cultivate active and creative students.
- Challenges students to strive for personal excellence and to explore their passions
  - We balance an academically engaging program with co-curricular opportunities to empower students for success now and beyond AIS.
  - We motivate students to explore new and existing passions through guidance and opportunities.
- Fosters respect through compassion for others and our world
  - We encourage empathy, honesty and kindness towards others.
  - We embrace diverse values and perspectives with an aim to act with an open mind.
  - We strive to have a positive impact on others and our environment

Core Values

NURTURE | INCLUDE | CHALLENGE | RESPECT

AIS PHILOSOPHY OF ASSESSMENT

The American International School Vienna is committed to its core values: *nurture, include, challenge and respect.* In order to demonstrate their learning, students must be able to recall, adapt and apply knowledge and skills to new questions and contexts. As such, we believe that on-going assessment facilitates a clearer understanding of the strengths and weaknesses of our students, which leads to more individualized instruction and enhances student metacognitive and academic growth. Guided by our mission and vision, this assessment policy has been created by the faculty and administration to ensure consistency and best practice that will challenge our students to strive for personal excellence, explore their passions, and empower them to have a positive impact on the world.

PURPOSE OF ASSESSMENT

At AIS, we believe effective assessment should:

- *nurture* growth to support, guide, improve and motivate learning for all students
- *include* assessment methods that are varied, valid, reliable, and consistent, and that yield meaningful results
- *challenge* learners through clearly articulated learning outcomes
- *respect* learners by communicating achievement consistently and transparently

SHARED UNDERSTANDINGS

ASSESSMENT is the process of gathering information on student learning from a variety of sources to understand how well students are meeting identified curricular standards.

EVALUATION is the process of judging the quality of student work based on identified criteria and assigning a value or grade to represent the level of achievement relative to established benchmarks.

FORMATIVE ASSESSMENT (assessment **for** learning and assessment **as** learning) is the process of gathering information during the learning process. Formative tasks, including homework, provide students with the opportunity to practice working with the content, concepts, and skills necessary for success on a given learning objective or standard. Completion of formative tasks demonstrates engagement as it allows both students and teachers to receive feedback about where the student is going (success criteria), where the student is at this very moment in time, and what the student needs to do in order to close the gap between the two.

PEER ASSESSMENT is a collaborative educational activity in which students analyze, evaluate and provide feedback on the work of their peers for the purpose of improving upon their work.

SELF-ASSESSMENT is an individual educational activity that assists the learner in analyzing and evaluating the extent of their abilities for the purpose of improving upon them independently.

REFLECTION is a metacognitive strategy that allows learners to think analytically and evaluatively about the processes, actions, and outcomes in a given learning engagement with the purpose of making meaning of the experience.

SUMMATIVE ASSESSMENT (assessment **of** learning) denotes student learning as well as skill attainment at the conclusion of a topic, unit, or marking period. It takes into account coursework that reflects the culmination and/or compilation of a sustained achievement level over a significant period of time. Evidence from summative assessments forms the basis for establishing levels of achievement and report card grades.

ASSESSMENT PRINCIPLES and PRACTICES

AIS Vienna has the responsibility of reporting student learning accurately and fairly, based on evidence obtained and measured from a variety of contexts and applications. As such, a balance of formative and summative assessments at regular intervals throughout the semester allows students and teachers to monitor and evaluate progress and plan ways to close the gap between expectations and current achievement levels.

Assessment _for_ learning	Assessment _as_ learning	Assessment _of_ learning
Intended to provide feedback to both the student and the teacher about a student's progress throughout the learning process.	Intended to equip students with the tools to take the lead on their own learning through greater awareness of themselves as learners and their engagement with the process of learning.	Intended to provide evidence of achievement against subject-specific standards.
Includes, but is not limited to:		
❏ anecdotal notes, checklists ❏ proposals and/or outlines ❏ rough drafts of written/creative work ❏ individual or group presentations ❏ homework ❏ quizzes, both oral and written ❏ warm-up/cool-down activities, exit cards	❏ self-assessment ❏ peer-assessment ❏ checklists/check-brics ❏ goal-setting ❏ reflection	❏ end of unit tests (written, oral, practical) ❏ final draft essays, lab reports, research papers, other comprehensive written assignments ❏ individual/group projects, exhibitions, presentations, performances ❏ IB external exams

FEEDBACK

Grading
At AIS, student achievement is evaluated against the standards and/or IB assessment objectives identified in each subject and are addressed in the context of the AIS assessment categories.

Feedback
Assessments are designed to allow students to demonstrate their understanding and reflect on their progress, which is often made clearer through descriptive feedback (oral or written) rather than a letter grade. Therefore, there is no expectation that every assessment is given a letter or number grade, particularly for formative assessments. Likewise, there is no expectation that feedback is given on a summative task other than a final grade.

Teachers provide timely feedback on formative tasks, ideally within six blocks, and summative tasks, ideally within three blocks. This timeline can be extended in the case of in-class assessments that have required extensive writing.

Feedback is provided within a time frame that allows students to integrate, process and make improvements. As such, teachers should not give a new similar assessment if the previous one has not been returned with feedback in enough time for the student to take action.

APPROACHES TO LEARNING (ATL)
The approaches to learning identify many of the dispositions that students need to develop if they are to cultivate a growth mindset and become independent lifelong learners. The assessment of academic achievement is separate from the assessment of our approaches to learning; for example, when a student submits work late, it is reflected in the ATL report rather than in the student's final achievement grade for the task.

Students will be assessed on the ATLs at regular intervals throughout the semester. ATL scores are included in the semester reports but not on college transcripts.

Collaboration	Engagement	Self-management
A student's ability to utilize social and emotional skills to build meaning by listening, comprehending and supporting multiple perspectives. In a variety of contexts, students will demonstrate an ability to consider, evaluate and synthesize the ideas of others while also being able to invite and support others in building their knowledge and understanding.	A student's ability to respond to learning opportunities through focussing on the task at hand, meaningfully participating in learning activities and appropriately completing tasks.	A student's ability to take responsibility for their organization, time management, and self-discipline. Personal and academic growth can be demonstrated through reflections on strengths and areas for improvement leading to personal accountability in developing independence.

BALANCE
In order to support our students' self-management skills in approaching their work in a balanced way, AIS schedules major assignments/assessments with intention so that students can focus their efforts on specific major tasks.

For students enrolled in IBDP courses, the Internal Assessment calendar is published for first-year students on the AIS IB webpage to coincide with parent-teacher conferences.

If a student sees a particularly busy period of time on their calendar, they are encouraged and expected to advocate for themselves by meeting with the teacher at least one week in advance to discuss the possibility of an alternate due date, either moving the task forward *or* back. The teacher and student should consider the student's other academic and extracurricular obligations when making this adjustment. For clear and transparent communication, it is then the responsibility of the student to write to the teacher with a summary of the agreements; in the case of Internal Assessments in the IBDP, the student should also cc the IBDP Coordinator/ Dean of Curriculum.

For major assessments not part of the IB Internal Deadline calendar, the limit is 3 per day in grades 11 and 12, and two per day for grades 9 and 10. If a student notes an assessment schedule that is in conflict with this policy, he or she should communicate with the relevant teacher to request an adjustment. If a solution is not possible, then the Principal should be used to help identify a resolution.

As part of balance, AIS also expects that students use their holidays and weekends to spend time relaxing. However, if students are behind in their work, they may need to use this time to complete tasks.

HOMEWORK
Learning does not only occur during class time, and students will be assigned extensions to their learning to complete at home. Some are connected to summative assessments, e.g. working on projects, and some are related to practice, reinforcement, reflection, etc. which are types of formative assessment.

The purpose of homework is to instill positive work habits and promote independent, self-directed learning. For students in grades 9 and 10, students typically will complete approximately 90 minutes of work per day, including study time available in their lab block. In grades 11 and 12, students will spend approximately 3-4 hours on average outside of class completing their work, including time available in their lab block and/or study block. In both cases, this includes formative work, long term tasks, and general review.

MISSED DEADLINES
At AIS, students are responsible for their own learning and are expected to meet the deadlines set by their teachers as part of developing their time-management skills. As such, students should be aware of their educational, extracurricular and personal commitments and communicate with the teacher at least one week in advance when they expect they will be unable to meet a deadline. Teachers are expected to use professional judgment if they feel an exception is necessary.

Extension Procedure
Extension requests are student-initiated. If deemed appropriate, the student, along with the teacher, should agree upon an extension of the original deadline that takes into consideration the student's other academic and extracurricular commitments. While there is no academic penalty in the evaluation of work submitted after the deadline, it is expected that if a student does miss or extend a deadline, they seek the support of the teacher, counselor and/or Dean of Curriculum to put a plan in place to meet the extended deadline. This may include the student being assigned to HOT (Homework Opportunity Time), the IB/Counseling office, or the Principal's office after school each day until the work is completed.

Late Work Procedure
When a student fails to submit a major piece of work (including a major piece of formative work that will contribute to the final summative task) on time, the teacher will contact the parents and *cc* the Dean of Curriculum and the counselor. If this does not prompt the student to complete the work independently and promptly, the Dean of Curriculum will make additional contact with the student and/or parents and assign the student to HOT (Homework Opportunity Time), the IB/Counseling office, or the Principal's office after school each day until the work is completed. If the student submits the work after the teacher has returned common feedback to other students, the teacher may decide not to accept the work for credit as it may no longer be a valid

assessment for that student.

Additionally, the student will work with either the teacher, the Dean of Curriculum, or the counselor to put together an action plan for submitting the completed task in a reasonable amount of time, as agreed upon between the student and teacher and taking into consideration the student's other academic responsibilities. Extracurricular commitments may be put on hold while the student catches up.

IB Assessments and Late Work
In the case of assessments that are submitted to the IB as part of the final qualification for the Diploma or course certificate, a missed deadline with no communication from the student may result in the student not receiving feedback from the teacher and/or any work previously completed on the task being submitted directly to the IB, even if it is an incomplete or early draft.

Illness On The Day An Assessment Is Due
If a student is ill on the day an assessment is due, he or she must communicate with the teacher as soon as possible to inform them. If the assessment is a project that was assigned in advance, the student is still expected to submit the work the day it is due, provided the student has not been out of school for more than two days prior to the due date. If the assessment is to be completed in class, the students must collaborate with the teacher to make up the task within three days of their return, given the student's other academic obligations and extra-curricular commitments. Teachers have the option to excuse a student from an assessment if this is the most appropriate action and provided there will still be ample assessments submitted to determine a final mark.

Missed Assessment and/or Deadlines due to School-Related Travel
It is the responsibility of the student to communicate with their teachers at least one week in advance of any school-related travel. This will allow the teacher adequate time to make any special arrangements for assignments or tests. Likewise, students should be exempt from in-class assessments the day they return to school unless the student requests to do so.

School trips are not an excuse for late submissions of work unless the student has followed the deadline extension procedure in advance. Failure to follow the procedure could result in the student being assigned to HOT (Homework Opportunity Time), the IB/Counseling office or the Principal's office after school each day until the work is completed, and possibly being prevented from attending future trips if a pattern is observed. The student is encouraged to work with the counselor and/or Dean of Curriculum to put a plan for success in place to avoid disruptions to their learning.

REASSESSMENT
AIS allows reassessments when it is clear that student achievement is not in alignment with the preparation that took place in advance, or in the case of students needing additional time to understand the topics, content, concepts and skills. Teachers will require evidence of new and/or further learning as a condition for reassessment unless retakes have previously been approved in an ILP. Failure to prepare due to poor time-management is not an acceptable reason for reassessment.

ASSESSMENT ACCOMMODATIONS
Students may receive assessment accommodations that allow them to fully demonstrate their learning, taking into account learning differences. Accommodations are implemented based on psychological/educational recommendations and can be initiated at any time during the academic year based on the needs of the student. SST will collaborate with teachers to suggest academic support specific to students with learning differences or executive function challenges. Please refer to the AIS Inclusion Policy**.**

STANDARDIZATION
Standardization allows for reliability, validity, and fairness across different points in time so achievement decisions are defensible. The process utilizes exemplars to reference criteria judgments. IBDP teachers will carry out standardization of all IB assessments prior to submitting marks to the IB. Additionally, departments are expected to standardize at least one other major assessment in grade 9 or 10 per year.

RECORDING/REPORTING
AIS provides clear, timely and transparent communication about student progress through our open gradebook on Veracross. Parents are expected to check in on student progress and notify teachers if they have any concerns. Report cards are finalized twice per year. Approaches to Learning are also reported on twice per year.

Setting up grade books at the start of the semester
To ensure accuracy in our reporting, teachers are expected to set up their grade books with all assessment categories and weightings prior to the first day of school with students.

It is expected that teachers have at least two tasks per assessment category (formative or summative) entered in the gradebook by parent-teacher conferences, and at least three summative tasks per assessment category by the end of each semester.

Additionally, for each assessment category, no one point on an assessment should be more than half a percent. For example, if Knowledge is worth 25% of the semester grade, then it should have no less than 50 points assigned to it. AIS seeks to promote risk-taking and a growth mindset, therefore the stakes for any one assessment--especially in grades 9 and 10--should not result in such harsh penalties.

The data in the gradebooks allows students to have a better idea about how they are progressing and allows for communication between student and teacher about what the student needs to improve. Summative tasks need not be extensive; they may simply be a snapshot of a content, concept or skill covered at that moment in time (eg a thesis statement and 1-2 body paragraphs on a particular element, a quiz on factoring, analyzing a graph and comparing data, etc.).

If a student fails to submit a task, a *0* is inserted as a placeholder in Veracross until the task is submitted and can be evaluated. This signals the student, the family, the Student Support Team, and the High School Organizational Team that the work is outstanding so that steps can be taken to ensure submission. An *NTI (not turned in)* can also be entered.

A note about the use of formative feedback
Data from formative tasks allows the school to have greater insight when determining IB predicted grades for university applications and placement for future courses. Additionally,

successful completion of formative tasks supports student acquisition of the key concepts and skills that are evaluated in their summative tasks. Without this data, teachers have limited evidence that the student will engage with their coursework to the extent that will allow the student to demonstrate the potential for improvement.

IB PREDICTED GRADES
Predicted grades are determined at three points over the two-year program.   At each point, emphasis should be placed on evaluating student understanding at that moment in time and therefore utilize the best-fit approach according to the IB grade descriptors for each subject.
- In mid-May of year 1, students submit their self-assessed predicted grades to the IB/Counseling office. Teachers also submit via Veracross. This forms the basis of conversations students have with their teachers for what needs to be done to improve as well as provides information about the universities students should be researching over the summer.
- For students seeking early admission to university, counselors collect IB predicted grades from teachers in October of year 2.
  - For those students who have not submitted the final draft of their Extended Essay and completed their viva voce and final reflective statement, the maximum predicted grade for core points is 2.
- For all regular admission university applications, predicted grades are requested by November 30 of year 2.
- By April 1 of year 2, the IBDP Coordinator will collect predicted grades to be submitted to the IB.

KEY COMMITMENTS: ROLES AND RESPONSIBILITIES

STUDENTS

AIS Vienna empowers students to be at the center of their learning. Students are expected to:

- ❏ make themselves aware of the standards of coursework and to monitor their progress in their classes
- ❏ work diligently and manage their time effectively to complete assignments on time
- ❏ communicate with teachers within one week of a deadline that may not be met to arrange a new deadline whether it be due to poor time-management, a school-related travel, or more than three major assessments due in a single day or time period, or as soon as possible in the case of an unexpected illness
- ❏ complete all tasks on Google docs, which are shared with their teachers
- ❏ be well-prepared for both formative and summative assessments
- ❏ complete all work with academic integrity with the intention to be responsible, respectful, and strive for excellence (please refer to the Academic Honesty Policy)
- ❏ collaborate with teachers in the feedback of assessment by accepting constructive criticism, questioning things that were not understood, identifying ways to improve their learning, and take the initiative to see teachers for extra help when the material is not clear

TEACHERS

At AIS Vienna, teachers are responsible for facilitating student learning, and are expected to:

- ❏ provide students with clear assessment criteria or requirements for each piece of work, including task-specific clarification of relevant assessment criteria and/or rubrics
- ❏ provide students with feedback within one week to inform and improve learning (see feedback)
- ❏ be familiar with Individual Learning Plans (follow the link for each student in Veracross) and modify or provide assessment accommodations as specified
- ❏ provide opportunities for students to participate in/reflect on the assessment of their work
- ❏ coordinate assessment, especially major internal assessments, to support students in balancing their workload between their classes and extracurricular commitments and work with students to support change of deadlines that are requested at least two weeks in advance
- ❏ assign, grade, and report on a minimum of two formative or summative tasks per assessment category by parent-teacher conferences and at least three summative tasks per assessment category by the end of each semester
- ❏ provide IB predicted grades in May of year 1, the fall of year 2, and spring of year 2
- ❏ communicate with SST/notify parents if assessment indicates areas where support is needed
- ❏ analyze assessment data to determine strengths, deficiencies and student needs
- ❏ use assessment to evaluate the effectiveness of their own instruction, reflecting on their own practice to improve where needed
- ❏ refer to the Academic Honesty Policy when the validity of the assessment is questionable
- ❏ re-acquaint themselves with HS policies (assessment, language, student support, and academic honesty) at the beginning of the school year in August

PARENTS

AIS Vienna believes that parents are our partners in education are best placed to support the work we do in our classrooms. It is our request that parents:

- ❏ assist their children by providing a structured time and place to complete homework
- ❏ regularly review their child's academic progress on the school's information system

(Veracross)
- ❏ contact teachers if there is a concern about the progress of their child
- ❏ ensure as much as possible that their child adheres to the [Academic Honesty Policy](#)

SCHOOL

AIS Vienna administration supports teachers and students in their efforts to meet the learning goals. The school is expected to:

- ❏ lead and support the implementation of this policy (Dean of Curriculum and/or Principal)
- ❏ provide training for teachers to support their understanding of the assessment policy, the needs of their subject area, best practice in assessment, differentiation, and other school-wide initiatives
- ❏ allow time for teachers to plan collaboratively and individually to enhance instruction based on analysis of assessment practices and results
- ❏ collaborate with faculty to analyze student performance and identify and plan achievement goals
- ❏ reporting on student learning accurately and fairly via academic and ATL report cards twice per year
- ❏ review this assessment policy with the input of representatives from major stakeholder groups on a yearly basis (to be completed in August with feedback from June reflection)

Appendix A

GRADE CONVERSION CHART
The following chart can help students better understand how their AIS achievement grade translates to the IB mark. IB assessment criteria is used to communicate with students about their achievement on IB tasks, but the mark is then translated to a 100% scale for reporting purposes.

Summative Assessment %	Descriptor	Product Grade
97-100	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and **always** produces work of high quality.	7
90-96	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis, and evaluation where appropriate. The student generally demonstrates originality and insight.	6
80-89	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.	5
70-79	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis, and evaluation.	4
60-69	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.	3
50-59	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.	2
Below 50	Minimal achievement in terms of the objectives.	1