Assessment Policy

1 Introduction

École Jeannine Manuel ("the School") is an independent co-educational school for pre-K-12 students with campuses in Paris and in Lille. The School is both a bilingual French school and an international school. As a French school, it is accredited and subsidized by the Ministry of Education. As an international school, it is a UNESCO "associated" school, and an IB World School also accredited by the New England Association of Schools and Colleges (NEASC) and by the Council of International Schools (CIS).

The School's mission statement is: **To promote international understanding through the bilingual education of a multicultural community of students, and to foster pedagogical innovation by exploring best practices in an ever-changing global environment**.

2 Philosophy

The School believes that assessment is an essential component of the learning cycle, and uses assessment **for**, assessment **as** and assessment **of** learning, both formally and informally. At the School, we aim for assessment to be a method for both teachers and students to evaluate the student's knowledge and learning, so as to support every student in achieving their learning potential, as well as a means for teachers to evaluate the effectiveness of their teaching practices.

Assessment should guide and contribute to both learning and teaching practices.

The School combines the benefits of both the French and IB curricula, with a rigorous and holistic approach to inform its assessment practices. Educators and administrators at the School innovate continuously in an effort to help students learn in better ways. Assessment does not always lead to a grade. Evaluation in general should always lead to constructive feedback and nourish a student's appetite for learning, curiosity and growth. The School values a growth mindset approach to assessment, in which all stakeholders (teachers, students, parents) recognize that assessment is a useful tool in the active process of learning. As such, the School expects that students will be present and engaged for all assessments, completing these to the best of their ability. There is an understanding that making mistakes is a necessary part of the learning process, and when paired with reflection, this can enable students to make progress and develop a balanced approach to become reflective life-long learners.

Assessments of learning, or summative assessments, occur at defined key points and evaluate achievement against outcomes and standards. The School's pedagogical practices especially emphasize assessment for learning, or formative assessment, and assessment as learning, involving metacognitive processes such as reflection, self and peer assessment, which help students take responsibility for their learning.

The learning community shares an understanding that assessment outcomes like grades are an assessment of a student's work or level, not of their person, at a given point on the learning continuum. As a consequence, reported grades and competencies are holistic and criteria or skill-based and must not be the result of an automated computation or a mere mathematical average.

Assessment Types and Aims

2.1. Assessment *for* Learning

2.1.1. Diagnostic Assessment

Diagnostic assessment at the School provides information to teachers and students about prior knowledge and is a way for teachers to gauge the level of the students upon admission, before starting a learning unit, or when they are assigned to proficiency or academic support groups.

Diagnostic assessment can take on many different forms at the school, from testing primary school children for reading fluency to asking the students to access an interactive exercise platform to small quizzes at the beginning of a lesson. It is good practice for diagnostic assessment to occur informally and very regularly throughout a course..

2.1.2. Formative Assessment

Formative assessment at the School takes place almost constantly during a learning period in order to give teachers and students an idea of what students know and what still needs to be learned. This type of work may or may not lead to a grade. Because formative assessment leads to summative assessment, teachers vary their approaches and activities can take the form of group work, in which the collaborative aspect contributes to students' ability to enhance their knowledge of a topic, or self-evaluated work, in which a student can reflect on their own learning by assessing it against a table of clearly defined criteria.

Because the School is home to teachers from different countries, there is great diversity and creativity used in the types of formative assessment. The frequency of formative assessment is high, as it can take the form of group work, oral work, peer-evaluated work, self-evaluated work, homework, classwork, debates, or inter-disciplinary group research projects.

2.2. Assessment *of* Learning - Summative Assessment

In the Middle School (*Collège* | Grades 6-9 | Years 7-10) and in the Upper School (*Lycée* | Grades 10-12 | Years 11-13), the end of each learning cycle is marked by internal summative evaluations that assess the skills and knowledge students are expected to have mastered. A General Exam Session (GES) takes place twice per year, generally in December and March/April.

In the Upper School, the aim of these examinations is to help prepare students for their final (externally evaluated) exams, in both the French baccalaureate track with Advanced Placement Exams (APs) and in the IB Diploma Programme (DP). Accordingly, GES are mock exams that follow the format and schedule of the real examination so students are well prepared. The school also organizes regular practice exam sessions for individual subjects between the two GES.

In addition, students have practice examination sessions for various other official (external) examinations, such as the IGCSE (English Language and Literature), YCT (Chinese – Confucius Institute), DELE (Spanish – Cervantes Institute), and the Goethe Institute examinations (German).

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by Steering Committee
Linked policies: Academic Integrity Policy, Inclusion Policy, Admissions Policy, Language Policy, Protocol for continuous assessment in the French Baccalaureate

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2.3. Assessment *as* learning

Assessment *as* learning is the idea that students are able to learn and build skills through assessments, taking place through activities such as self-assessment and peer-assessment, reflection, metacognition, and goal-setting.

In addition to the work done in lessons, assessment as learning activities are further supported and developed through study skills classes and homerooms, where students explicitly focus on specific methods and techniques they can apply to their work.

3   PRIMARY AND MIDDLE SCHOOL ASSESSMENT

In the Primary and Middle School years, no number grades are given and evaluation is skills-based, according to local French Ministry of Education mandated requirements. The Primary years mostly focus on reading, writing, comprehension and oral expression in both languages, maths fundamentals and, broadly speaking, achievement standards in maths and scientific literacy as well as early Chinese (Mandarin) language acquisition.

Teaching and learning differences in cultural and pedagogical perspectives on assessment are reflected in our dual language teaching as outlined in our Language Policy. The French and Anglo-Saxon points of view enrich the learning experience of students through their contrast and complementarity. The positive tension between these approaches presents cognitive challenges as well as social and emotional learning opportunities.

During the Primary and Middle School years, the following progress descriptors are used:

- **Not yet**:   The skills required are not yet in place
- **Emerging**:   The skills required are improving, but remain tentative
- **Proficient**:   The skills required are confidently applied to familiar situations
- **Very Proficient**:   The skills required are applied effectively to new situations

4   UPPER SCHOOL ASSESSMENT AND GRADING SYSTEMS

In Upper School, grades are given according to the French system, i.e. out of 20. The School's grade conversion scale for grades given out of 20 is based on the scale suggested by the French Embassy in the US and endorsed by the Fulbright Commission.

- A+ 16-20
- A   14-15
- A- 13
- B+ 12
- B   11
- B- 10
- C+ 9
- C   8
- C- 7
- D+ 6
- D   5
- D- 4

IB DP students are assessed according to the IB 1-7 scale, in each of their subjects Group 1-6, with 7 being an excellent grade. The Theory of Knowledge and Extended Essay are assessed according

to the IB A-E scale, with A being excellent. This document thoroughly summarizes the specific descriptors for each attainment level for each subject.

5 ASSESSMENT COHERENCE & SCHOOL SELF-ASSESSMENT

In order for testing and assessment to be fair and robust, teachers and department heads write examinations, establish grade or achievement boundaries and discuss expectations as a department. Each department holds moderation meetings in which teachers grade each other's papers in order to ensure harmony in grading methods and point attribution. In preparation for the baccalaureate exams, some departments have papers graded externally, so as to provide useful benchmarking for teachers and students alike.

GES results, as well as results obtained in external evaluations, provide the pedagogical leadership team rich and crucial opportunities to reflect on the effectiveness of teaching practices within the School. Additionally, external evaluations assess the overall performance of students, measured against national and international benchmarks.

Results are analysed during department meetings and at back-to-school and end-of-year seminars. The discussions and reflections which emerge from these meetings shape the aims and goals of the School's teaching and learning strategies, impact professional development decisions and nurture the on-going quest for best practices and pedagogical innovation that remain a core element of the School's mission statement.

6 ASSESSMENT INTEGRITY AND TRANSPARENCY

6.1. Pre-assessment

General course criteria and expectations are presented to and discussed with students and parents at the beginning and end of a programme. These can take the form of a progression map, which students and parents have access to in order to understand the aims of a particular course, or presentation meetings for parents at the beginning of a school year. Specific grading criteria are also consistently made available to students before an assessment is given.

6.2. Post-assessment

Feedback is given to students after each type of assessment. This may take the form of a class correction, one-on-one feedback during office hours, or an official grade posted on the department website or on *Pronote*, the online agenda. Grading criteria should be stapled to the student's work in order for learning objectives to be clear. Grades and evaluations of competencies are recorded on *Pronote*, accessible online to students and parents. Hence, parents and administrators have an overall view of a student's progress which forms the basis for assessment in report cards that are written at the end of each term.

7 ASSESSMENT AND WELLBEING

7.1. Avoiding work overload

Teachers and students at the School use an online agenda. Teachers use it to post homework assignments and deadlines, while students and parents use it as an online calendar in order to manage deadlines and stay organized. The School's policy is to give work at least one week in advance and to always announce deadlines in class. Google docs-type calendars may be used in some classes for major assignments so that teachers can gain perspective on a student's assessment timetable before assigning work.

Homeroom teachers (*professeurs principaux*) have access to individual students' online agendas to manage assignment schedules for their class and avoid overload. Student Council representatives are also involved in helping manage the scheduling of major assignments. In lessons, Homeroom and classes like Study Skills, students engage in activities which explicitly focus on self-management skills, including motivation, time management and study strategies.

7.2. Unassessed work

The School believes that students learn through and participate in activities that are not subject to assessment. These activities can take the form of inter-school sporting events, drama workshops or DEAR (Drop Everything and Read), a daily reading activity for *sixième*, *cinquième* and *quatrième* (6th, 7th and 8th grade | Years 7-8-9), to name but a few.

8 INCLUSIVE ACCESS ARRANGEMENTS

To ensure that all students are able to demonstrate their ability under assessment conditions that are as fair as possible, and as outlined in our Inclusion Policy, the School strives to use a variety of methods of assessment including oral, written, individual, group work, self-assessed, peer-assessed, short-term and long-term assignments. When standard assessment conditions put students at a disadvantage, and where a need has been identified by both the School and a learning specialist , assessment tasks may be adapted, using a range of strategies such as access to a word processor, extra time or rest breaks, to allow students to demonstrate learning.

9 RESPONSIBILITIES

In order for these practices to be of the greatest benefit, all parts of the learning community should be actively involved with assessment.

9.1. School Responsibilities

- To use a range of assessment strategies, practices and tools to ensure that assessment is appropriate to the needs and abilities of each student and informed by current findings in cognitive science

- To ensure that students understand the criteria by which they are being assessed. These should be clearly explained through class discussion and referenced to written mark schemes and grading rubrics
- To give feedback on assessed work in a timely fashion
- To record marks and evaluations of student progress in *Pronote* in a timely fashion, to complete mid-termly progress reports and termly reports
- To ensure that parents have access to *Pronote* and that they receive regular information about their child's progress
- To ensure that all students are able to demonstrate their ability under assessment conditions that are as fair as possible. When standard assessment conditions put students at a disadvantage, assessment tasks should be adapted and use a range of strategies to allow students to demonstrate learning
- To analyse and review assessment data regularly as part of a wider school evaluation and transformational process
- To use Pronote and/or calendars of deadlines to take general workload into account
- To work with students to ensure they understand that assessment is key to learning and that progress rather than perfection is the goal. As such, assessments should be recognized as opportunities for feedback
- To ensure families understand that reported grades are criteria or skill-based holistic evaluations rather than mathematical averages of a student's work

9.2. Student Responsibilities

- To work diligently, use Pronote and/or calendars of deadlines to submit work in the required format by the due date.
- To interact with teachers to ensure they understand how their work will be assessed
- To ensure that all work complies with our Academic Integrity policy guidelines
- To take responsibility for their learning and assessment, recognizing and embracing the idea that assessment is an opportunity for learning and feedback
- To communicate with teachers when further support or feedback is needed, including managing deadlines, clarification of feedback, understanding expectations, workload, etc, as outlined in the Inclusion and Academic Integrity Policies
- To understand that reported grades are criteria or skill-based holistic evaluations rather than mathematical averages of a student's work
- To be present and engaged for all assessments, completing these to the best of their ability

9.3. Parent Responsibilities

- To be familiar with and adhere to the School's assessment policy
- To support and encourage their children in good practices
- To work with students to ensure they take responsibility for their learning and assessment, recognizing and embracing the idea that assessment is an opportunity for learning and feedback
- To encourage a growth mindset approach to assessment

- To understand that reported grades are criteria or skill-based holistic evaluations rather than mathematical averages of a student's work
- To support their children to be present and engaged for all assessments, and to complete these to the best of their ability

10. IB DP Specific Provisions

10.1 Assessment Policy and IB Standards

The development of this policy has been informed by the aims of the IB learner profile, particularly with respect to helping shape open-minded, reflective thinkers, inquirers, communicators and risk-takers. It has also been informed by the IB Program Standards and Practices, specifically standard 0404 which states:

Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)

Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)

Approaches to assessment 3: The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)

Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)

Informed by the IB publication: Diploma Programme assessment: Principles and practice, the School understands that:

> Teachers have a responsibility to design and provide ongoing formative assessment that informs students about their learning. Formative assessment also enables teachers to address the needs of individual learners in their lesson planning and design of learning activities. The emphasis here, a key component of learning how to learn, is on making the student a better judge of his or her own performance and then helping him or her develop strategies to improve. Formative assessment focuses on assessment as an essential learning process. Schools use a number of practices and instruments to support this including:
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> > • student self-evaluation supported by the teacher
> >
> > • systematic use of detailed assessment criteria (rubrics, matrices)
> >
> > •peer evaluation mediated by the teacher (either face-to-face or using an ICT resource such as a blog).
>
> Assessment instruments primarily designed for formal summative assessment at the end of the course can also be adapted and used formatively as part of the learning process. Student self-assessment has been shown to improve both self-confidence and self-motivation (Dweck 1999). Using this technique, students can accurately measure their own proficiency in specified skills against measures of proficiency in generalized skills.[1]

10.3 Assessment in the IBDP DP Core

As noted in Section 4 Upper School Assessment and Grading Systems, both the Theory of Knowledge (TOK) and the Extended Essay (EE) are assessed on a scale from A to E. Marks obtained in the TOK and the EE are combined according to the below matrix (issued by the

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[1] The Diploma Programme From principles into practice, p. 78

IBO), for up to 3 additional points:

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

All IBDP students are also engaged in Creativity Activity Service (CAS). The two-year engagements and final portfolio they create which is a reflective overview of their CAS experiences are evaluated by the CAS coordinator continuously throughout the IBDP. At the end of Year 2, the CAS coordinator validates each student's CAS folder taking into account their experiences and portfolio. Not meeting CAS requirements is eliminatory in the IBDP.

10.2 Assessment Coherence in the IBDP

In addition to points outlined in Section 5 Assessment Coherence & School Self-Assessment, teachers of the same subject in the IBDP meet regularly with the department coordinator to standardize and harmonize marking and expectations. Department coordinators ensure that teachers who are new to the IBDP are supported to gain an understanding of IB expectations and standards. Specific department meetings are held for the moderation of IB DP Coursework. Department meetings are also organized to ensure consistency and accuracy in issuing predicted grades which align with historical school standards and student work.

10 POLICY REVIEW

This policy will be reviewed annually by the Board of Trustees and the Head of School after consultation with the School's senior leadership team, teachers, parents and students.

WORKS CITED

Dweck, C. S. (2006). Mindset: The new psychology of success. New York: Random House.

International Baccalaureate Organization. "Diploma Programme: From Principles into Practice."
Switzerland, Geneva, Apr. 2015.

International Baccalaureate Organization . "Programme Standards and Practices." *IB Standards and Practices*, Oct. 2018, https://resources.ibo.org/ib/psp/Standards-and-Practices.

APPENDIX

Planned Assessments
(Partial list)

Diagnostic assessment

- Admissions tests: WIPPSI, WISC V, COREP

- Reading fluency tests

- Mid-term report cards and termly *conseils de classe*

- Placement tests (Math, English, French)

Internal assessment (Summative)

- Regular testing in class

- Practice exam weeks

- General Exam Sessions (GES) with use of a common marking scheme

- PISA-like scientific literacy test in *seconde* (10th grade | Year 11) (some years)

Internal assessment (Formative)

- *Chantier Calcul* (Math from *sixième* to *première* – 6th to 10th grade | Years 7-11)

- *Chantier Orthographe* (6th and 7th grades | Years 7-8) ; rewriting in French, writing workshops ; *chantier grammaire* (9th and 10th grades | Years 11-12)

- Differentiated groups of proficiency levels (English, French, Math) but same exam content to preserve the coherence of the school curriculum and better track students' progress and needs

- All forms of assessment aimed at detecting and helping students at all skill levels

External assessments

- French baccalaureate with Advanced Placement exams

- International Baccalaureate

- IGCSE English First Language and English Literature

- International competitions (e.g. Kangaroo Maths Competition)
- Language certifications:
    o Diplôme d'Étude en Langue Française (DELF)
    o Progetto Lingua Italiana Dante Alighieri (PLIDA)
    o Goethe Institute Deustch Zertifikat
    o Cervantes Institute (DELE)
    o Confucius Institute (YCT)
    o IGCSE Chinese