



ISTANBUL
INTERNATIONAL
COMMUNITY
SCHOOL

Humanities
Department
Assessment Policy

IICS HUMANITIES DEPARTMENT ASSESSMENT POLICY

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1. Introduction

As a school committed to a holistic, person-centred philosophy of education and accepting that what is assessed is highlighted as important by the community; IICS seeks to ensure that a balance of well-established contributors to student academic and personal success is valued and focused on. We aim for learners to receive constructive feedback on their developing metacognitive skills and approaches to learning, their growing awareness of what it means to be a contributing member of a diverse community as well as their expanding knowledge and competence in academic and practical disciplines.

We adopt broad and inclusive definitions of key terms, aiming to provide scope for the role of learner and teacher to be flexible, not always fixed as child and adult; to reflect the interdependence of teaching and learning and our belief in the value of collaborative partnership involved in the process at every level.

2. Rationale for the policy

- To communicate our philosophy and practice with regard to assessment so it is clearly understood by parents, teachers and students.
- To offer definitions for the key terminology used and practical guidance for the development, process and evaluation of assessments.
- To provide a structure for developing a consistent, coherent and sustainable program of assessment which supports our mission.
- To establish a flexible framework and strong shared understanding of the school's overarching aims for assessment to allow staff and students freedom to develop, and explore new ways of achieving them.

3. Definitions

Assessment refers to the wide variety of methods or tools that educators use to understand, quantify and document the learning readiness and competence, academic progress and achievement, skill acquisition, personal development and further learning needs of students.

“Assessment is integral to all teaching and learning. It is central to thoughtfully and effectively guiding learners through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decision to take action. The prime objective to assessment is to provide feedback on the learning process.”
(MTPYPH 2009)

Formative assessment refers to a wide variety of methods that teachers use to facilitate or conduct *in-process* evaluations of student comprehension, learning needs, and progress while the learning is taking place for the purpose of improving student performance. It is often referred to as assessment *for* or *as* learning.

“Formative assessment is a planned process in which assessment-elicited evidence of students’ learning is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics. (Adapted from Popham, J)”

For formative assessment, the main purpose is to provide detailed feedback to teachers and their students on the nature of students’ strengths and weaknesses, and to help develop students’ capabilities.

IB 2004 DP Principles and Practice

Summative assessment The goal of summative assessment is to measure the level of success or proficiency that has been obtained at the end of an instructional unit, usually by comparing it against some standard or benchmark. It is often referred to as assessment of learning.

“Summative assessment aims to give teachers and students a clear insight into students’ understanding. It is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned. It can assess several elements simultaneously: it informs and improves student learning and the teaching process”
(MTPYPH 2009)

4. Purpose of Assessment

Why do we assess?

Primarily to improve and to promote student learning.

To keep all those involved in the learning process – students, parents, teachers, school administrators and relevant external agencies informed about the progress and achievement of IICS students.

To support effective evaluation of the programs and practices established in the school and of the progress of the school in achieving organizational goals and standards.

5. IICS Approach to Assessment

How do we assess?

Using approaches which align with our mission and values and those of the International Baccalaureate Organisation.



6. Consequences for Academic Dishonesty/Plagiarism

Secondary students have a greater understanding of right and wrong and will therefore be held to account in the following ways:

Student caught in unintentional plagiarism (either print or electronic):

When to apply these steps:

When the student has been instructed to conduct research and has been instructed to complete citations as part of the assignment.

- Note the parts of the work plagiarized this could be in a variety of forms. Have a meeting with the student, explain why citation is needed and show them how to correctly cite the information.
- Email the student's parents about the incident, the purpose of the meeting, and the actions being taken by the teacher. Copy the Vice Principal on the email
- It is possible to arrange for the student to see the teacher librarian or learning support teacher to arrange for a time to complete an academic integrity workshop.
- Add a note about the incident to the student management system.
- Arrange with the student a suitable consequence such as resubmission of the assignment, only marking the parts that are the student's original work.

Student caught in intentional plagiarism, collusion, fabrication or cheating.

When to apply these steps:

When the student has been instructed to conduct research and has been instructed to complete citations as part of the assignment.

When the student is caught copying work from or allowing work to be copied by fellow students.

When the student has had someone else complete the work.

When the student has made up results or fabricated other elements of the assignment.

- Note the parts of the work in question this could be in a variety of forms. If possible keep a copy of the work to attach to the Plagiarism report
- Call the student to meet with you, and with the student present, fill in the Academic Integrity Malpractice Report (see appendix 1) outlining what has occurred. Sign the report and have the student sign the report. Explain to the student that the report and the copy of the work will be kept by the Principal of the school.
- Email the student's parents about the plagiarism, the purpose of the meeting, and the actions being taken by the teacher.
- Hand the report to principal. The principal will contact the parents to alert them to the situation. The principal will meet with the student and if necessary the parents.
- A formal warning will be given to the student from the principal outlining consequences of any further intentional plagiarism. Consequences are outlined below.

Student caught in repeated intentional plagiarism, collusion, fabrication or cheating.

When to apply these steps:

When the student has been instructed to conduct research and has been instructed to complete citations as part of the assignment.

When the student is caught copying work from or allowing work to be copied by fellow students.

When the student has had someone else complete the work.

When the student has made up results or fabricated other elements of the assignment.

- Note the parts of the work in question this could be in a variety of forms. If possible keep a copy of the work to attach to the Plagiarism report
- Call the student to meet with you, and with the student present, fill in the Academic Integrity Malpractice Report (see appendix 1) outlining what has occurred. Sign the report and have the student sign the report. Explain to the student that the report and the copy of the work will be kept by the Principal of the school.
- Hand the report to Principal. The administrators for each programme PYP, MYP and DP will be notified. The principal will contact the parents and ask them to come to school for a meeting. The student's parents will be invited in to discuss with the student the seriousness of the particular malpractice in evidence
- The student will have a penalty such as - no marks will be awarded for the assessment, have to repeat the course, withdraw from the course, withdrawal from the Diploma Programme, suspension or expulsion.
- The student will be given specific workshops which relate to the incident to complete either on their own or with supervision

Parental or other party involvement

Where there is a suspicion that parents or another party, such as a tutor, have been assisting their child with academic dishonesty the Principal will be informed and will meet with the parents. The parents will be informed of the seriousness of this and a record of the meeting shall be kept with the student profile. If the situation continues the student will have to repeat the work, complete a different assignment, be withdrawn from the course, withdrawal from the Diploma Programme, suspended or in cases of continued malpractice be expelled from the school.

7. Missing and Late Assignments

In an effort to make students college and career ready, it is imperative that all students understand the importance of deadlines. All due dates will be communicated, and students will be given an ample and appropriate amount of time to complete assignments. Students are expected to complete all assignments by the assigned due date.

Formative assignments & assessments

Generally, late work will be accepted until the end of the day it was due for full credit. Work handed in the next school day, after the assignment was originally due, will be accepted with punitive consequences at the discretion of the teacher in agreement with the humanities department. After that, the assignment may remain a zero. In order to avoid late work penalties, it is the students' responsibility to closely monitor assignments and due dates, and they must communicate anticipated issues prior to the deadline. Furthermore, in-class work will be done in the time provided unless additional time is given per teacher discretion. Any missing assignment will be given a zero.

Summative assignments & assessments

Generally, late work will be accepted until the end of the day it was due for full credit. Work handed in the next school day, after the assignment was originally due, will be accepted with zero credit in the IICS gradebook. Any other agreement or arrangement made with the teacher is at the discretion of the teacher in agreement with the humanities department. After that, the assignment may remain a zero. In order to avoid

late work penalties, it is the students' responsibility to closely monitor assignments and due dates, and they must communicate anticipated issues prior to the deadline. Furthermore, in-class work will be done in the time provided unless additional time is given per teacher discretion. Any missing assignment will be given a zero.

8. Absence on Summative Assessment

All summative assessment dates will be communicated, and students will be given an ample and appropriate amount of time to prepare for the assessments. Unexcused absences include missing a class or classes without parental verification of the absence, calling oneself in absent, or failing to report to class and leaving school without permission from the Attendance Office. Unexcused absences will result in the student losing academic opportunity to demonstrate what they can do and risk having their final grades impacted by missed work. Loss of points and assessment make-ups will not be given for any academic work collected on those days, including tests and quizzes.