

Assessment Practices

Assessment

Oeiras International School uses timely **formative feedback** and **summative assessment** to determine a student's level of achievement in each subject.

Formative Feedback

While students are *forming* their knowledge, skills and understanding, they receive formative *feedback* on the process and evidence of learning from peers and teachers. Feedback is on strengths and areas for improvement. It enables students to know if their learning is on track or needs adjusting. Formative Assessment helps students build the knowledge, skills and understanding needed to achieve the subject objectives, which are assessed formally in the summative assessments.

Summative Assessment

After the Formative *process*, students' complete tasks to demonstrate what they know, understand and can do. This is known as summative assessment. At Oeiras International School, summative assessment is ongoing and teachers use descriptors to identify students' achievement levels against established IB criteria.

Academic Honesty

Turnitin

Turnitin, anti-plagiarism software, is used to ensure all members of the school community are responsible and act with integrity.

MLA

OIS uses Modern Language Association (MLA) as its referencing and formatting style. Teachers and students must develop a working knowledge of the MLA specifications and apply them to academic work. It is used across subjects and IB Programmes.

Research skills support is available in the Library and from the ATL Coordinator.

Student Support

- Inclusive assessment arrangements are intended to reduce the adverse effects of specific learning needs and must not give the student an advantage during assessments
- Any grade awarded to a student who has been identified as having a specific learning need must not be a misleading description of the level of attainment based on IB objectives.

Assessment in the MYP

In each subject students are assessed in 4 criteria. These are available on the school website for the public in the Year Level Subject Assessment Guides.

Each criterion is assessed a minimum of two times per year.

Summative assessments are generally conducted in class. However, some preparation or investigation may take place at home in preparation for the in-class assessment, such as research.

Subject teachers design assessment tasks together and standardize to ensure reliability and consistency of grading.

In May of Year 11, students sit 5 on-screen e-Assessments:

- Mathematics or Mathematics Extended
- Sciences (two from the following: Chemistry, Biology, Physics)
- Language and Literature
- Individuals and Societies
- Interdisciplinary

In term 2 of Year 11, students complete e-Portfolios in the following subjects:

- Language Acquisition
- Physical Health Education
- Design or Visual Arts
- Personal Project

Assessment in the DP

Students sit six external exams in May of the second year of the Programme.

Students will also have to complete the corresponding Internal Assessments in these subjects throughout the Programme.

Students will also have to complete portfolios for TOK Essay and Oral Presentation, and an Extended Essay throughout the Programme.

Assessment in the CP

Students will sit a minimum of two external DP exams in May of the second year of the Programme.

Students will also have to complete the corresponding Internal Assessments for these subjects throughout the Programme.

In Term 2 of the second year students have to complete portfolios for the following subjects:

- Personal and Professional Skills (PPS)
- Language Development (LD) in Portuguese
- Language Development (LD) in English
- Service Learning (SL)

And the Reflective Project (RP) followed by a public viva-voce (all moderated by the IBO). These 5 are named AR (Additional Requirements) and are awarded the final RP grade.

Vocational assessment at Val do Rio (grades 0 ->20):

- All units taught and averaged count as MUFCO
- Work practice counts as FCT
- Public Professional Exam (EU-level 3) counts as PAP

University entry grade for Portugal (grades 1->20):

$CFC = [CGC + MUFCO + (0.3 \times FCT + 0.7 \times PAP)] / 3,$

CGC, representing $(0.5 \times DP \text{ average (converted in } 0 \rightarrow 20) + 0.5 \times AR).$

Directed Homework and Self-Study

Rationale – Why we do homework at OIS?

The debate about homework is not a new one, and many believe now that the question is not if homework is beneficial but what amount is appropriate. Some researchers believe that a "10-minute rule" should be used, that is, a student in year 9 should have 90 minutes of homework/day, while a student in year 12 should have 120 minutes/day. Vatterott, the author of *Rethinking Homework: Best Practices That Support Diverse Needs*, believes that the emphasis should be placed on the *quality* of the homework and not the quantity.

At OIS we believe that Homework is an integral part of the students' developments and growth, not only academically, but also as an individual. As professor Harris Cooper from Duke University says, "*homework is also thought to improve study habits, attitudes towards school, self-discipline, inquisitiveness and independent problem-solving skills*".

The amount of Homework should take into consideration students' needs and improvement. Some students may require more challenge or more support and this should be reflected on homework.

Homework is a good reflection tool for students to gauge their own learning and improve. Students should not view homework as only relevant if the teacher is collecting it for marking.

Homework includes, but it is not limited to, teacher assigned work. It should include aspects such as:

- Revision and improvement of notes
- Reading
- Self-study based on reflection and identification of weaker areas

Programme	
IB DP	Students who wish to fulfil their potential should anticipate completing a minimum of 14 hours per week, including weekends, of directed homework and self-study (3hrs HL, 2hrs SL, 2hrs Core)
IB CP	Students who wish to fulfil their potential should anticipate completing a minimum of 5 hours per week (Mon-Fri) of directed homework and self-study.
IB MYP	Assigning homework is at the teacher's discretion. Homework does not need to be assigned every lesson and lesson time can be used. However, students should expect, on average, the following amount of homework and self-study per night: <ul style="list-style-type: none"> • Year 6 and Year 7 – 30 minutes (Mon-Thu; No HW Fri unless student needs to catch up) • Year 8 and Year 9 – 60 minutes (Mon-Fri) • Year 10 and Year 11 – 90 minutes (Mon-Fri)

Students may be assigned homework and then given the Answer Key to check their answers against. In addition, peer feedback in and outside of class is common.

Homework Club

1 What is Homework Club?

Homework Club is a free club that takes place every day from 16.10 to 17.10 in the Library. Its aims are to support students with their subjects and in the development of the Approaches to Learning (ATL) skills.

2 What do students need to bring?

Diaries/planners, pencil cases, stationery, computers and any relevant materials for working on the assigned tasks.

3 How often should a student attend?

It depends on the student and their needs, or the wishes of the parents. A customized plan is designed according to the student's needs, based on feedback from teachers, the Tutor and parents.

4 Who should join Homework Club?

Any student who wishes to improve their skills or who may have difficulty focusing at home or may not have a quiet space to work is welcome to join HC.

- **Behaviour expectations:**

Homework Club is a place for studying. Any student who doesn't behave or doesn't use his/her time for school work, will not be welcome in the library after school.

Homework should be completed in silence and group work should be carried out in a calm manner, as many other students use this space for studying.

DP/CP Study periods

It is expected that students use the study periods to plan CAS /SL, TOK/PPS and EE /RP, as well as revising for other subjects. It is also expected that these study periods are used to consult teachers about difficulties the students may be experiencing with different aspects of the Diploma Programme.

Deadlines

All major deadlines are indicated by teachers on the ManageBac Calendar. Students are expected to regularly consult this in order to plan accordingly.

Meeting deadlines is demonstration of the ATL skill 'Self-management'. An extension may be granted for extenuating circumstances. In such cases, a student must inform the teacher and request an extension, giving a valid reason. If a student does not meet a deadline, they will be given a Non-Submitted, which is the equivalent of zero.

Repeat offenders will be called in for a meeting with the subject teacher and the Programme Coordinator. If deadlines continue to be neglected, students will be called in for a meeting with the teacher, parents and Programme Coordinator.

Reporting

OIS Reports are issued three times per year for Y6-Y10 and Y12 at the end of every term. In Year 11 and 13 Reports are issued at the end of Term 1 and 2.

Student-led, Parent Teacher Conferences take place twice a year. The objective is for students to show and tell what they are doing in their subjects, reflecting on progress and on Report performance.

Honour Roll

The students need to have an overall average of 6 points, have completed SA/CAS /SL for the term and have no NS in any subject.