

**YEW CHUNG INTERNATIONAL SCHOOL  
GRADING, RECORDING, AND REPORTING POLICY**

**OPERATIONAL GUIDLINES**

**I. Introduction:**

Curriculum, instruction, and assessment of learning are fundamentally interrelated and interdependent. To effectively assess student learning, explicit learning outcomes must be explicitly identified and stated for all assignments and units of work. Learning outcomes include the knowledge, skills, concepts, and understandings that students will learn and be able to do.

YCIS recognizes that students:

- Have varied learning styles and multiple intelligences.
- Have different cultural experiences, expectations and needs.
- Perform differently according to their abilities and contexts of learning.
- Need to realize their achievements and areas in need of improvement.
- Learn best when they receive feedback that is positive and constructive.

Throughout the teaching and learning process, assessment shall:

- Account for a variety of learning styles and multiple intelligences.
- Be differentiated to account for the diverse backgrounds and abilities of learners.
- Provide a wide variety of assessment opportunities that are relevant and motivating to students.
- Be criteria-related, based on specific learning outcomes made clear to students before coursework begins.
- Measure what students understand, know, and can do.
- Include formative assessments that assist students to build understanding, skills and knowledge.
- Include summative assessments that assess the acquisition of knowledge, skills, concepts, and understandings.
- Afford monitoring and tracking of all students to identify those in need of learning support, extension, and/or differentiated instruction.
- Be ongoing and reflective, allowing students to evaluate their own progress and set targets for improvement.
- Enable the school to evaluate curriculum and instruction, as well as school-wide performance and success in meeting specific learning objectives and goals.
- Be internally standardized at the departmental level and year level to ensure vertical and horizontal alignment and consistency.
- Be geared toward evaluation of a broad range of concepts, attitudes, knowledge and skills appropriate to an international, global and increasingly complex world.

## **II. Purpose:**

- The purpose of these guidelines are to provide a common language and understanding of the grading, reporting, and recording systems used to communicate student learning and academic achievement.
- These guidelines are applicable to all YCIS schools and shall be used to:
  - Guide teachers and schools in providing an effective and well-managed assessment, grading, recording, and reporting system.
  - Outline the structure for monitoring student learning, progress, and achievement.
  - Provide direction for ensuring coherent and meaningful feedback for parents and external institutions.
  - Inform and guide curriculum planning and the instructional process.

## **III. Guidelines for Internal Assessment:**

- Internal assessment shall be formative on a continuous and ongoing basis; and shall be summative at the end of units of study, interim mid-semester marking periods, and end of first and second semesters.
- Assessment tasks shall allow students access to the full range of achievement descriptors by assessing students against all strands within a descriptor, or by formulating assessment tasks that evaluate a limited number of strands.
- Assessment rubrics shall be developed and applied to all summative assessment tasks, linking the subject criteria level of achievement descriptors with task-specific clarifications. A well-constructed rubric:
  - Supports learning by providing clear guidance.
  - Provides transparency to the process for students, parents, and teachers.
  - Provides clear, measurable evidence of learning.
  - Links generic descriptors and terms to task-specific clarifications.
- Feedback to students shall be supportive and prompt based on timelines specified by the Co-Principals.
- Teachers are required to keep clear and accurate records of all assessment tasks and activities.
- Evidence of formative assessment in preparation for summative assessment shall relate to identified learning outcomes and subject criteria.
- Numerous and varied formative and summative assessments are expected to occur within a single grading period, as specified by the Co-Principals.
- For Secondary:
  - Teachers shall inform students of the criteria used to evaluate all work for internal assessment tasks and external examinations. Teachers shall explain what is required for students to fulfill the criteria for assessed work.
  - Students and parents shall be provided with the assessment criteria for each IGCSE and IB subject in the form of a handbook and/or course syllabus.

#### **IV. Standardisation of Internal Assessment:**

- Internal assessments shall be standardised across subject and year level groups in order to:
  - Afford consistent, reliable and valid decisions across different points in time.
  - Prevent assessment shifts, whereby judgments change over time due to variables that challenge consistency of practice, i.e. staff turnover, changes in student numbers, shifting educational demands.
  - Apply the same standardised criteria, ensuring consistency over time.
  - Utilise common exemplars and rubrics to reference criteria judgments.
  - Engage teachers and students with the principles of assessment for learning, recognising where assessment for learning is interwoven through the learning process.
- Standardising internal common assessments ensures that:
  - Systematic department and individual teacher decisions are made with increased confidence.
  - Achievement decisions are defensible through enhanced reliability, validity and fairness.
  - Dependable information is recorded and used for a variety of teaching, learning and reporting purposes.
  - Reliable and valid information is provided for comparing cohort data with historical information.
- Standardising internal assessments affords teachers opportunities to engage in:
  - Professional learning conversations.
  - Interpretations of achievement criteria through the use of evidence.
  - Comparisons of samples of work with common exemplars and rubrics.
  - Clarification of current skills, knowledge and understandings, past improvements and future learning goals.
  - Dependable achievement information for students to act on.

#### **V. Grading, Recording, and Reporting:**

- Recording and reporting shall be undertaken positively and consistently in relation to clear subject criteria.
- Teachers shall look for evidence of what students know, can do, and can apply, rewarding alternative but equally valid answers that contain coherent ideas relevant to the question. Any one assessment shall not be considered as exhaustive.
- When using criterion-related assessments, answers shall be placed where the majority of descriptors correspond to the student's work. If the descriptors include many strands of an objective, and student performance is at a high level on most of the strands but not all, teachers shall adopt a "best-fit" model.
- If a piece of work falls between two level descriptors, only partially fulfilling the requirements of the higher descriptor, the teacher shall re-read both descriptors in question and choose the one that is a "best fit" description of the student's work.
- Grades awarded for IB criteria-referenced tasks are translated into final 7 (high) – 1 (low) reported grades by measuring performance against moderated grade boundaries, based on boundaries published by IB.

- Teachers shall provide students with clear guidelines concerning the material to be included in summative semester assessments and examinations, and shall provide clear explanations of the relationship between the semester assessment or examination and the semester grade.
- Each subject/course shall have specific established criteria based on the YCIS achievement indicators (see below). The Head of Department is responsible for clearly identifying the assessment criteria in curriculum documentation.
- Suspicions of malpractice in grading, recording, or reporting must be reported to the Co-Principals.

#### **VI. Procedures for Grading, Recording, and Reporting:**

- Parent-teacher conferences shall occur two times per academic year, once in semester one and once in semester two.
- **ECE Report:**
  - For ECE, written reports shall be issued two times per academic year: a Settling-In report in October and a comprehensive Semester Report in June. Portfolio documentation is shared with parents throughout the academic year covering the child's learning and development.
- **Primary and Secondary Reports:**
  - For Primary and Secondary, written reports shall be issued four times per academic year: two interim Progress Reports suggested in October and April, and two comprehensive Semester Reports in January and June.
  - All reports shall be published according to YCIS reporting, criteria, formats, and templates stated in the Directorate Policy Manual.
- **Primary Reports:**
  - For Primary, both the interim progress report and the comprehensive semester report include a rating for both attainment levels and personal development, i.e. attitude and effort.

#### **VII. Secondary Reports**

- **Interim Progress Reports:**
  - Interim Progress Reports shall include the following for each subject:
    1. Academic Progress Indicator
    2. Approaches to Learning Indicator
  - Academic progress shall be determined according to the YCIS achievement indicators.
  - Approaches to learning shall be determined according to the YCIS approaches to learning indicators.
- **Semester Reports:**
  - A summative semester exam or semester assessment is required in all subjects, Years 7-13, at the end of Semester 1 and the end of Semester 2.
  - Weightings for semester exams/assessments may be determined at the school level, the department level, or the year level at the discretion of Co-Principals based on the range of weightings in the table below.
  - Mock exams or assessments may serve as the semester exam/assessment for the second semester of Year 11 and Year 13.
  - Semester Reports shall include the following for each subject:

1. Semester Achievement Grade
  2. Semester Exam/Assessment Grade
  3. End of Semester Grade
  4. Approaches to Learning Indicator
- Approaches to Learning shall be determined according to the YCIS Approaches to Learning indicators below.
  - **Achievement Grades** shall be determined summatively by semester, not cumulatively by year, according to the following:
    - Y7-11: Academic Achievement shall be reported on an A\* to F scale for all assessments, semester reports and transcripts.
    - Y12-13 YCIS/A-AS Level: Academic Achievement shall be reported on an A\* to F scale for all assessments, semester reports and transcripts.
    - Y12-13 IB: Academic Achievement shall be reported on a 7 to 1 scale for all assessments, semester reports and transcripts.
  - **Recording and Reporting of Student Learning and Achievement: Years 7-13**
    - The full range of Power School shall be utilized by all YCIS schools for the purpose of recording and reporting student learning and achievement.
    - To ensure common understanding of pedagogy aligned with research and best practice, Co-Principals and the SLT shall establish fair and consistent grading, recording and reporting practices as a component of school-wide assessment planning.
    - To ensure numerous and varied formative and summative assessments, the Co-Principals, in conjunction with each department and/or year level, shall establish the number and types of assessments to be recorded in Power School to report student learning and achievement.
    - To ensure fair and consistent recording and reporting, the Co-Principals, in conjunction with each department and/or year level, shall establish appropriate weightings in Power School for class assignments, projects, presentations, performances, quizzes, tests, semester exams, homework, and other relevant performance tasks utilized to report student learning and achievement.
    - If the achievement grade is entered as A\*-F or 7-1, the grade will be recorded in Power School according to the assigned value within the relevant grade boundary.
    - If the achievement grade is entered as a specific number of points, or as a specific number within a grade boundary, the number of points or numerical value will be recorded in Power School as entered.
    - A teacher may raise or lower the value assigned to a specific achievement grade (A\*-F or 7-1) in Power School to indicate higher or lower achievement, e.g. high B, low B.
    - End-of-semester grades shall be calculated by Power School based on the weightings established by each department and/or year level, and shall not be calculated manually.
    - With justification stated, a teacher may change a semester grade based on professional judgment.
    - Through responsible oversight, the Co-Principals shall monitor and ensure that numerous and varied formative and summative assessments are fairly and consistently utilized and recorded in Power School for reporting student learning and achievement.
  - **Student Transcripts: Years 10-13**
    - Transcripts shall indicate only the final grades for each semester.

Approved  
10 June, 2015

- Transcripts shall not include semester assessment/exam grades, mock exam grades or external exam grades (IGCSE, IB).
- A semester grade of D or above in Y10-11, and a semester grade of 3/D or above in Y12-13, meet graduation requirements for the YCIS Diploma.
- Semester grades of E and F, and 2 and 1, do not meet graduation requirements for the YCIS Diploma.
- An Incomplete (I) shall be changed to the appropriate achievement grade upon completion of required coursework.
- Incomplete coursework not submitted within a specific period of time, as determined by the Co-Principals, shall revert to a failing grade (F) on the transcript.

<b>REPORTING OF SEMESTER GRADES</b>		
<i>Semester Achievement Grade + Semester Exam/Assessment Grade = End-of-Semester Grade</i>		
Y7-8-9	Y10-11	Y12-13
Semester Achievement Grade 80-90%	Semester Achievement Grade 60-80%	Semester Achievement Grade 60-80%
Semester Exam/Assessment 10-20%	Semester Exam/Assessment 20-40%	Semester Exam/Assessment 20-40%
End-of-Semester Grade 100%	End-of-Semester Grade 100%	End-of-Semester Grade 100%

YCIS Achievement Indicators	Y7-11 Y12-13 YCIS Y12-13 A-AS Level	Y12-13 IB	YCIS Power School Bands	Achievement Values in Power School
Excellent	A*	7	90-100	95
Very Good	A	6	80-89	85
Good	B	5	70-79	75
Satisfactory	C	4	60-69	65
Marginal	D	3	50-59	55
Unsatisfactory	E	2	40-49	45
Fail	F	1	0-39	35
Incomplete	I	I	NA	NA

### Achievement Indicators

*Achievement is based on numerous and varied formative and summative assessment tasks that include class assignments, projects, presentations, performances, quizzes, tests, semester exams, and other relevant performance tasks.*

Years 7-11	Years 12-13 YCIS	Years 12-13 IB	Indicators	Descriptions
A*	A*	7	Excellent	Student consistently produces exemplary work in all areas of assessment, and demonstrates a thorough and in-depth understanding of the knowledge and skills required to regularly produce excellent work.
A	A	6	Very Good	Student consistently produces high quality work in all areas of assessment, and demonstrates a thorough understanding of the knowledge and skills required to regularly produce very good work.
B	B	5	Good	Student consistently produces quality work in most areas of assessment, and demonstrates an understanding of the knowledge and skills required to produce good work most of the time.
C	C	4	Satisfactory	Student usually produces quality work in most areas of assessment, and demonstrates understanding of the knowledge and skills required to produce satisfactory work most of the time.
D	D	3	Marginal	Student occasionally produces satisfactory work in some areas of assessment, but requires improvement in achievement to demonstrate basic understanding of the knowledge and skills required.
E	E	2	Unsatisfactory	Student demonstrates limited achievement in most areas of assessment, and rarely exhibits an understanding of basic knowledge and skills without targeted instructional support. Does not meet graduation requirements.
F	F	1	Fail	Student demonstrates failing achievement in most areas of assessment, and exhibits little understanding basic knowledge and skills, even with targeted instructional support. Does not meet graduation requirements.
I	I	I	Incomplete	Student has not completed the assessment tasks required due to valid extenuating circumstances. Does not meet graduation requirements.

### Approaches to Learning Indicators

*Approaches to Learning is based on demonstration of positive effort, attitude, motivation, study habits, timeliness, homework, behavior, participation, & contribution.*

Indicators		Descriptions
E	Excellent	Student consistently produces work to the best of his/her ability; demonstrates high motivation; and exhibits excellent study habits, behavior, participation, and contributions.
VG	Very Good	Student consistently produces work to the best of his/her ability; demonstrates interest in his/her work; and consistently exhibits very good study habits, behavior, participation, and contributions.
G	Good	Student regularly produces work to the best of his/her ability; demonstrates interest in their work; and regularly exhibits good study habits, behavior, participation, and contributions.
S	Satisfactory	Student sometimes produce work to the best of his/her ability; demonstrates some interest in his/her work; and exhibits basic study habits, behavior, timeliness, participation, and/or contributions.
NI	Needs Improvement	Student inconsistently produces work to the best of his/her ability; demonstrates limited interest in his/her work; and exhibits inadequate study habits, behavior, timeliness, participation, and contributions.
P	Poor	Student demonstrates little effort and/or interest in his/her work; exhibits study habits and/or behaviors that hinder the learning process; and often fails to meet deadlines or make positive contributions.
VP	Very Poor	Student demonstrates no effort or interest in his/her work; exhibits very poor study habits; portrays behaviors that hinder the learning process; and fails to meet deadlines and/or make positive contributions.



**YCIS Primary  
Level Descriptors for Semester Reports**

<b>Word Indicator</b>	<b>Attainment Description</b>
<b>EE Exceeds Expectations</b>	Consistently demonstrates an extension of the knowledge, skills and concepts as defined in the curriculum, and is able to apply them in a variety of situations. Consistently demonstrates creativity, insight and originality. Performing above learning outcomes.
<b>DS Developing Strongly</b>	Consistently demonstrates an understanding of the knowledge, skills and concepts as defined in the curriculum, and is able to apply them effectively in a range of situations. Regularly demonstrates originality and insight. On target to meet all key learning outcomes.
<b>DA Developing Appropriately</b>	Generally demonstrates an appropriate understanding of the knowledge, skills and concepts as defined in the curriculum and is able to apply them in conventional situations. On target to meet most key learning outcomes.
<b>BD Beginning to Develop</b>	Beginning to demonstrate a basic understanding of the knowledge and skills, but finds it difficult to apply them independently. Usually requires support. Not meeting expected learning outcomes.
<b>NYA Not Yet Apparent</b>	The student is not yet demonstrating an understanding of the knowledge, concepts and skills required.
<b>NA Not Assessed</b>	Student has been away for a significant amount of time or who entered the school halfway through a reporting period. This area (aspect) of learning was not covered this Semester.

<b>Word Indicator</b>	<b>Effort Description</b>
<b>HM Highly Motivated</b>	The student has shown a very positive attitude and a conscientious approach on all occasions. An excellent standard of motivation has been maintained, and often more is done than required.
<b>CO Consistent</b>	The student has shown a positive attitude and a conscientious approach on most occasions. Has maintained a consistent effort.
<b>SA Satisfactory</b>	The student has demonstrated a satisfactory attitude and approach in this area. Effort has been adequate and regularly maintained.
<b>NI Needs Improvement</b>	The student needs to improve his/her approach to make further progress. Effort has been inconsistent, and the student needs further encouragement and guidance in this area.