

## Rationale

Assessment provides a supportive and positive mechanism that helps students to improve their learning and teachers to improve their teaching and contribute to the efficiency of the various curricular programme and raise standards. The regular assessment of students' progress is an integral part of good and effective teaching and learning in the classroom.

The main purpose of assessment should be to gauge the attainment and progress of each student, provide relevant feedback to everyone concerned and assist in future curriculum planning as well as provide experience of actual (external) examination conditions.

## Aims

Assessment should:

- Be an explicit and integral part of each Faculty's schemes of work
- Be planned, regular and consistent across Faculties
- Employ an appropriate range of methods and techniques
- Be based on criteria which are known and understood by the student
- Increasingly reflect the examination board criteria as students' progress through the school.
- Contain an element of student self-assessment
- Inform target-setting to help students improve and progress
- Be subject to continuous review and improvement

## Responsibility

The responsibility for assessment lies with every individual teacher. Faculty policy implementation, monitoring, review, and development is the responsibility of the Head of Faculty. The Principal, Deputy Principal Curriculum and Assistant Principal Data & Exams have overall responsibility for assessment and monitoring of student attainment and progress.

## Entitlement

1. Every student is entitled to feedback of where he or she makes errors and how they can improve. Possible means of feedback are constructive comments and explanations, marking schemes and model answers or solutions.
2. Marking of work should help students to improve performance and work should be speedily returned. It is also necessary to promptly return marked tests and exams.
3. Students should be informed about the Faculty and Subject assessment policies and procedures that are in use.
4. Comments should be constructive, diagnostic and supportive whenever possible.
5. Assessment should only be used within the academic process and never as a means to discipline.
6. Students should be sufficiently familiarised with assessment-type material and format.
7. If a student has had a specific learning difficulty identified by a recognised authority, teachers should take these needs into account and meet their requirements wherever possible. Refer to SEN (Special Educational Needs) Policy.

## Implementation/Interpretation

1. Classroom practice should not be excessively reliant on testing. Methods should include assessment of classwork and homework, oral and practical work (where relevant), coursework in its various stages of formality, and the less formal methods, for example, of monitoring through question and answer sessions.
2. Within a classroom the teacher should aim to ensure that subject objectives – including external examination requirements - are being met and that assessment is taking place as appropriate.
3. A regular record of assessed judgements is kept to show that all relevant targets have been considered. This record should be suitable both for checking on progress and for informing on achievement.

4. Evidence is available to support assessment statements and grades. It is required so that assessment may be justified, so that decisions can be explained and so that students can have a record of progress. It may include:
  - a record related to attainment
  - teachers' SIMS Gradebooks/Marksheets
  - students' own recordings where appropriate
5. Each Faculty ensures moderation between the work of different staff. This may be carried out:
  - by using mark schemes wherever relevant
  - in meetings
  - by classroom observation
  - by cross-marking
  - By comparison of evidence and other method

## Internal Assessment

### Marking

All marking should have a clear purpose for the student and teacher. At best it provides positive, constructive written feedback, identifies strengths and weaknesses, helps motivate the student and reinforces the learning process. Marking should:

- Be diagnostic and supportive whenever possible
- Include comments which illustrate how students can improve
- In general, avoid being solely corrective
- Always avoid demotivating the students
- Reinforce literacy and numeracy
- Not undermine the confidence of students who extensively apply themselves
- Be regular, generate useful data records and be consistent within the Faculty and the School
- Provide information to the teacher to help evaluate their own teaching

### Grading

Grading should provide a clear indication of how students are performing against stated expectations, and where relevant, specific criteria. Grades are issued at the end of each semester and at the end of a school year (see School Reports).

Faculties establish their own schemes of assessment, within the framework of the school assessment policy, and are approved by the Principal.

1. Numeric grades on a scale to 100 are used in Years 1 – 7. The minimum passing grade is 50% .
2. All teachers should input the results of all tests, quizzes, classwork, homework and other subject-related assessments in SIMS Gradebook.

3. In years 4-7 there is emphasis on external examination syllabus criteria in the relevant assessments undertaken and these are weighted as prescribed in the approved faculty policy. This will ensure that the assessment carried out is *fit-for-purpose* and the grades assigned will be consistent with the results obtained in the relevant external examinations.
4. In some subjects GCE/GCSE coursework may take place over a period of time. In such cases sufficient notice should be given to the students and a reasonable amount of time should be allowed for the completion of the work (Board criteria should be applied). Such assessment should not be another add-on element but should be well-integrated with normal teaching and should not, as far as possible, add to the formal assessment load of the students.
5. Shorter quizzes provide an optional means to support testing but should not be over-onerous on both teaching time or students' preparation or the teachers' marking time. Quizzes should not take the place of tests and they should not be used to indirectly increase the number of tests. The essential characteristics of a quiz are that they:
  - monitor very *limited* and *specific* material (e.g. a day's lesson)
  - require less than 30 min revision by the students
  - reinforce recent work or are an introduction to new work
  - are no longer than *15 minutes*
  - may not necessarily be announced
  - Should not be allocated a weighting of more than 5% of the overall assessment
  - not all quizzes need to contribute formally to assessment or grades
6. Alternative means for monitoring should be promoted where appropriate such as:
  - through a homework
  - oral feedback from the class
  - a presentation by a group
  - by introducing a lesson with a 'quick' question already on the board

- other tried and preferred methods

Alternative means for monitoring should be preferred instead of quizzes. The clear intention is to reduce the impact of quizzes on teaching time and available days to hold formal tests.

7. Extreme care must be taken to avoid inflating grades and to present an objective evaluation of the student's performance against GCE standards. The grade assigned to each student should therefore be an accurate reflection of the student's achievements.

### School Assessment Policy Framework

	<b>FORMAL SUMMATIVE ASSESSMENT TESTS, ESSAYS, MAJOR PROJECTS 60%-75%</b>	<b>OTHER SMALL ASSESSMENTS 25%-40%</b>
<b>Year 1-3</b>	1-2 single period tests per semester depending on the number of periods taught. 1 period subjects should give only 1 test.	Quizzes, classwork, homework, practicals, projects etc.
<b>Years 4-5</b>	1-2 single period tests per semester depending on the number of periods taught.	
<b>Years 6-7</b>	2-3 double period tests Essays/major projects can replace tests	

### Formal Tests

The testing process should be as clear and fair as possible

- The overall testing across any particular Year group should avoid excessive workload at any time – normally to **at most one test a day** while other subject homework and coursework are being set. It is thus essential to plan and co-ordinate formal tests to avoid excessive pressure on students. To facilitate this, test planners are centrally prepared and published by the Curriculum Team in the relevant Year's Outlook Calendar by the end of September for Semester 1 and by the end of January for Semester 2. Students should check the Test Calendar via their Outlook or TEAMS
- All test dates will also be announced in class well in advance
- Students are expected to be ready to take a test on the scheduled day

- Formal tests should be assigned on a defined unit of work and should be common as far as possible. Tests taken on different days or at different times, must be different
- There should be reasonable intervals between tests of the same subject
- No tests should be given in the week before the start of internal final or external examinations

### Make-up tests

- Tests should only be missed in the case of an emergency, illness, mandatory religious obligations, other unavoidable circumstances, or scheduled school activities.
- In the case of absence, parents must contact the appropriate Head of Year as soon as possible via email or phone. This contact should be followed up with a written explanation for the missed test accompanied by a doctor's confirmation, an accident report, or any other relevant documentation.
- In the case of religious obligations or scheduled school activities, the student must let the subject teacher and the HoY know of the scheduling conflict. This should be done in writing with relevant documentation attached.
- The student should make arrangements with the subject teacher for the test missed. Subject teachers must offer reasonable options without penalty to students who have missed tests and examinations for legitimate reasons. Make-up tests should not normally be given in the mornings.
- In case of a multiple day absence that occurs during the week leading up to a test: Student and teacher will create a schedule that will allow the student to catch up with the material lost and take the test in a timely manner.
- If more than two tests are missed in a semester and this is not due to a multiple day absence (e.g. hospitalization and participation in athletic events), the student will be seen by the Head of Pastoral and the relevant Head of Faculty who will jointly decide on a course of action.
- The student should be present for the morning lessons on the day of the make-up tests.

- Complete records of make-up tests are kept centrally, including the date of the missed test, eligibility for a make-up test and the date of the make-up

### Final Exams (All Years)

- **In Years 1-2:** Final Exams are held in the four core subjects (English, Mathematics, Science and Greek) at the end of the academic year
- **In Year 3:** Final Exams are held in the following subjects (English, Mathematics, Science and Greek, Geography, History, Languages and ICT)
- **In Year 4:** Final Exams are held at the end of the academic year, except Mathematics and RS that have Final Exams earlier in preparation for the external exams (first Monday and Tuesday after the Easter holidays)
- **In Years 5-7:** Final Exams (modelled on GCSE/GCE AS and A2) are held towards the end of the academic year to allow for a period of feedback before the external examinations begin. The final examination period will be decided by the SMT and will be announced at the end of the previous academic year

### Make-up Final exams

- If a student skips the final exam without a valid excuse, they will not be allowed to take a make-up exam without the permission of the Principal
- Make-up Exams should only be necessary in the case of an emergency, illness, mandatory religious obligations, other unavoidable circumstances, or scheduled school activities
- In the case of illnesses and emergencies, parents must contact the appropriate Head of Year as soon as possible via email or phone. This contact should be followed up with a written explanation for the missed exam accompanied by a doctor's confirmation, an accident report, or any other relevant documentation
- In the case of religious obligations or scheduled school activities, the student must let the Deputy Principal Curriculum, the HoY and the subject teacher know of the scheduling conflict. This should be done in writing with relevant documentation attached



- The student should make arrangements with the Deputy Principal Curriculum for the exam missed

## Academic Honesty

The American Academy Larnaca values honesty in terms of academic integrity. All students are encouraged to conduct themselves in a responsible way. In this spirit, the school expects all students to avoid malpractice. It believes that instruction in academic and personal honesty is a fundamental part of a student's education. Honesty and integrity are basic, desirable character traits. Academic dishonesty is generally defined as cheating or creating a false impression of a student's performance.

It is expected that the student will demonstrate academic honesty at all times. The student will be taught and encouraged not to break these rules. Each student should assume that all work, including homework, is to be done individually unless the teacher states that working together on a particular assignment is permitted. Students will be informed as to what constitutes malpractice and will be instructed in the skills necessary to avoid committing academic dishonesty.

The school defines malpractice as behaviour that results in, or may result in, a student gaining an unfair advantage in assessment. Malpractice includes, but is not limited to:

### **1. Collusion:**

This involves supporting malpractice by another student by

- Deliberately allowing one's work to be copied or submitted for assessment by another student. In instances of collusion, both parties are equally guilty
- Letting someone copy your homework or assist in their cheating in any way
- Letting your partner do all of the work on a project and then put your name on the project as if you had done an equal share of the work. The partner is also guilty of collusion

## **2. Duplication of Work**

This is defined as the presentation of:

- The same work by the same student for different assessment components and/or diploma and/or school requirements, when it is contrary to the regulations of either the school or the external body assessing the work
- Turning in an old project done by you or someone else
- Using the same piece of work for two assessments

## **3. Plagiarism**

The act of presenting another person's intellectual property or work as one's own work (i.e. written words, ideas, visual images, auditory expressions or any material that comes from another source, including the Internet, CD-ROM-based resources and text-based reference materials), without crediting the source of that material. Even material that has been paraphrased in the student's own words is considered plagiarized material unless proper creditor explicit reference is given.

A student should not:

- Copy another person's homework
- Look at another person's paper and copy their answers
- Have with him in a quiz or test or an exam a mobile device or a smart watch
- Copy directly from the Internet, by cutting and pasting someone else's work and presenting it as his or her own;
- Copy directly from a printed source, by taking someone else's work and presenting it as his or her own
- Re-word someone else's words and not give them credit for the ideas, and thereby pass someone's ideas off as their own
- Use a foreign language translator to change from one language to another and then use that translation as if it were in their own words
- Forge another person's signature, including a parent's signature

- Have someone do your work for them, including a tutor or your parents

#### **A Note on the Role of Tutors/Parents**

Many students have tutors who help them with their homework. Students who receive such help should show their tutors these guidelines. There is often a thin line between acceptable and unacceptable tutor assistance, but the following guidelines should be observed.

The tutor must never do all of the work for the student; equally, the student must never allow his/her tutor to do all of the work. The student's role is to come up with the initial ideas and written work. The tutor's role is to comment on the student's ideas and written work. Any assignment which is more the work of the tutor than that of the student is unacceptable.

#### **4. Unfair Practice**

Any other behaviour which gains an unfair advantage for a candidate or which affects the assessment results of another candidate

For example:

- Taking unauthorised material into an examination room
- Falsifying any record
- Disclosure or receipt of confidential information about examinations
- Obtaining unauthorised access to examination material
- The use of a calculator or other means of arriving at an answer when this is precluded in the syllabus/component
- The use of a mobile device or a smart watch in the examination room
- Disruptive behaviour in the examination room
- Failure to abide by the instructions of an invigilator
- Impersonation of another person or forgery of their signature
- Failure to abide by the conditions of supervision designed to maintain the security of

the examinations

- The inclusion of offensive or obscene material in scripts or coursework also constitutes malpractice

Further a student should not:

- Talk with another student during a quiz or test
- Use hidden notes on a quiz or test
- Make up or change actual laboratory data
- Share information about what is on a quiz or test with students in another section of that class

### Regulations for students in all examinations

Breaches of these examination regulations internally will incur a mark of zero for that particular examination. External Examination authorities will be informed of any unfair practice during external examinations and may take further action.

### Identifying plagiarism

- Technology makes it very easy to determine if something has been copied directly from the Internet
- Teachers remember work that was turned in by other students in the past. When correcting papers and exams they do not forget what other students have written
- Teachers know the student's style of writing. They often recognize what was actually written by a student and what was probably written by someone else

### How to avoid academic dishonesty

- Students should write in their own 'voice', not just in their own words, making their work personal and uniquely theirs. Students should express their own ideas and make their work as original as possible.
- It is academically correct and permissible to use ideas from someone else, **as long as** that person is given credit for those ideas. Students should make sure always to

credit the author of the information they use, both in the body of their written work and on their Works Cited page at the end

- Students should be organized so that they don't have to try to produce work at the last minute. Last minute work often lends itself to cutting corners, and cutting corners can lead to academic dishonesty. Students should take the necessary time to do the work properly
- When students do research, they must keep good records of their sources.
- Students must always include a Works Cited page, which is a list at the back of the project of all of sources of information (Internet web pages, books, magazine articles, and so on)

### Teacher's Role

- Teachers in all faculties and the librarian will assist students by carefully demonstrating good practices in order to help students avoid academic dishonesty; instruction in honest work, proper notetaking. Students are always free to consult their teachers and librarian for assistance whenever needed
- Teachers will explain the right ways to use someone else's ideas. If students are not sure whether a particular behaviour is cheating or plagiarism, they should discuss the matter with their teacher
- Students will be encouraged to form and develop their own analysis and problem solving
- Teachers will make every effort to create an environment that reduces the pressure to cheat and plagiarise.
- Teachers will endeavour to avoid assigning tasks that are simply generalised "reports"
- Teachers will consider the steps taken by students along the way to submitting ultimately the finished assignment
- Teachers will reinforce concepts of intellectual property and the need to credit outside sources of information and ideas within the written work, as well as on the Works Cited page.

- Teachers must educate students about the seriousness of cheating and plagiarism
- If a teacher recognises cheating or plagiarism, or even suspects such a case, he/she will take immediate steps to deal with it. Each case will be treated individually

### Consequences of Academic Dishonesty

There are very serious consequences levied by Examination Boards for dishonesty. Students found to have submitted plagiarised or dishonestly produced academic work assessed by international examination boards will fail to receive a grade in the subject concerned. It should be noted that **external regulations and subsequent consequences will apply** in conjunction with internal school sanctions.

The Academy takes this matter very seriously, too. Therefore, it will teach students how to avoid academic dishonesty. Students who ignore these instructions will face serious consequences. Students found to have committed academic malpractice will result in teachers imposing the following internal sanctions:

#### **First Instance:**

**Any work produced dishonestly will be penalised and will receive a mark of zero for the plagiarised section(s) of the work.**

The issue will be handled by the teacher concerned, with notification of the violation sent to a Deputy Principal. A letter will be sent to the parents explaining the consequences of any further academic dishonesty. The piece of work will need to be resubmitted to a satisfactory standard. No additional marks will be granted.

#### **Second Instance:**

**Any work produced dishonestly will be penalised and will receive a mark of zero for the work as a whole.**

The school will notify parents and provide them with a copy of the malpractice report. Students/parents will be informed of the consequences for this and any further malpractice. The piece of work will need to be resubmitted to a satisfactory standard. No additional marks will be granted. A record of the malpractice will be kept on file.

## Reporting to parents

The school formally reports on student progress twice a year. Each teacher must provide grades on these occasions in order to produce the relevant school reports:

- A Semester 1 report issued in January
- A Final End of Year Report issued at the end of the school year in June. This report will record the 1<sup>st</sup> semester grades, the 2<sup>nd</sup> semester grades and the final end of year examination grades. The End of Year Report will also record the final grade for each subject which is calculated as follows: each semester grade is weighted 35% and the final end of year examination grade is weighted 30%. For subjects which don't have a final examination each semester grade is weighted 50%. The Final End of Year Report will also report the overall weighted average grade for all subjects taken by the student (each subject will be weighted by the number of periods the subject is taught). Year 7 reports will record the simple un-weighted overall average.
- All tests and major assessments appear on the assessment module of the SIMS Parent portal, continuously informing parents of their children's grades as they are recorded in SIMS by teachers.
- Half-way through the first and second semester the Heads of Faculties and Heads of Years should be informed of any students who are not making sufficient progress, or whose performance is inadequate. Depending on the case either the teacher or the HoY will contact the parents/guardians of these students in order to discuss with them necessary corrective measures.

## Promotion

Promotion from one Year to the next is based on satisfactory completion of courses, attendance and good behaviour

### **The minimum passing grade is 50%**

Where a student fails some subjects or does not meet the school's attendance requirements he/she is referred to the Review Body.

### Criteria for referral to the Review Body

- In years 1-3 by failing 3 subjects or 2 from the core subjects (English, Mathematics, Science or Greek) or failing by 9 or more points
- In years 4 and 5 by failing 3 or more GCSE courses

Note: A student is promoted to Year 6 subject to obtaining 5 GCSEs, at grade 4 or above and achieving the appropriate grades for the courses selected in Year 6.

- A Year 6 student failing at least two subjects.
- Any student who does not meet the school's attendance requirements (refer to the Attendance Policy)

### Notes:

- The points are determined by the number of periods allocated each week to that subject.
- Where a student carries forward a failing subject these points will be added to any failed in the current year unless the subject is the same as one of those failed in the current year. If a student accumulates 3 or more subjects from different years, they are referred to the Review Body
- Students that fail a subject but do not intend to continue studying it should take a re-exam in the first week of September
- During their school career, students are allowed to repeat only once. Any subsequent failure will result in them automatically being asked to leave the American Academy Larnaca



## Review Body Procedure

1. At the end of the academic year, the appropriate Head of Year will draw up a list of all students who, according to the above criteria, will be brought before the Review Body.
2. The appropriate Head of Year calls the Review Body meetings at least a day in advance of the meeting whenever possible.
3. The Review Body is made up of the Principal, the Deputy Principal (Curriculum), the Deputy Principal (Pastoral), the Head of Year, the Mentor, the Counsellor and the teachers teaching the student under review. It is chaired by the Head of Year.
4. Written information (i.e. academic record and a summary of parental contact) should be supplied for the purpose of the meeting by the Head of Year to ensure staff are well briefed.
5. The decisions of the Review Body are taken by a vote of the staff who actually teach the student. In the case of a tie the Principal has final say in the decision.
6. The Head of Year will immediately inform parents of any decision taken. If appropriate the parents will meet with the Deputy Principal and the Head of Year.

## Awarding the Apolytirion

In order for the American Academy Larnaca Graduating Diploma (Apolytirion) to be awarded, a student must pass all courses in Year 7 and any outstanding fails received in previous years are made up in the approved way.

Failing a course is compensated for by gaining the appropriate external exam qualification where this is applicable, or by passing the course in a higher year, or by passing a re-exam at the designated re-exam period.

Students must also have a passing grade of 4 or above in Mathematics and English GCSE to receive the Apolytirion.

NOTE: Students failing subjects in Year 7 will be given the opportunity of a re-exam in June.

## Honour's list

Students qualify to be on the Honour's List if their school average is 92.5% and above.