

Section 6: Curriculum, Assessment and Reporting

Last Updated Tuesday, 29 September 2009

6.1 Awards 6.1.1 Secondary Awards 6.1.2 EARCOS Global Citizenship Award 6.2 Assessment
 External Examinations 6.4.1 IB Diploma Examinations 6.4.2 Measure of Academic Progress (MAP)
 6.4.4 TOEFL 6.6 Graduation Requirements 6.6.1 VIS Diploma / Leaving Certificate 6.5.2 Int
 (IB) Diploma 6.7 Reporting 6.7.1 Primary 6.7.2 Secondary 6.1 Awards 6.1.1 Secondary Av
 International School assessment and reporting in the secondary school is directly linked to the VIS Awards. The following
 awards have been established by the secondary teachers at VIS to recognise and celebrate the successes of our
 students. Refer to the Assessment and Reporting Policy Version B, Appendix 4.5 for the detailed criteria. GOLDEN
 DRAGON HIGH HONORS AWARD Criteria: - Awarded yearly - Students who have made Academic Honor Roll in
 both Semesters in one school year - Students gain an academic average of 6 with no grade less than 3 - The student
 has no below average Learning Behavior grades

VIS HONOR ROLL

Academic Diligence

Criteria - Awarded each semester - Students receive at least four 'no grade less than 3' - The student
 Learning Behavior grade below 'Good' Criteria - Awarded each semester - Students not qualifying for academic
 honors - Students who have a more than 65% of 'Excellent' and 'Very Good' learning
 behavior grades with all other Learning Behavior grades not below 'Good' VIS AWARDS

Grades 9-12 - Top Academic Award (Grade 9, 10, 11 and 12) - Citizenship Award - Community Service Award
 Athlete Awards (Male / Female) Arts Award Grades 6-8 - Top Academic Award (Grade 6, 7 and 8) - Citizen
 Award - Community Service Award - Top Athlete Awards (Male / Female) - Arts Award VIS GRADE LEV
 Grades 9-12 - Top Academic Student Award per subject - Diligence or Improvement Award per subject
 Grades 6-8 - Top Academic Student Award per subject - Diligence or Improvement Award per subject
 GRADE LEVEL AWARDS Grades 9-12 - Top Academic Student Award per subject - Diligence or Improvem
 Award per subject Grades 6-8 - Top Academic Student Award per subject - Diligence or Improvement Awar
 subject 6.2 Assessment

Fostering partnerships is one of the key factors in learning. These relationships are fostered through assessment and
 reporting. The following principles underpin all practices adopted at Vientiane International School in relation to
 assessment and reporting. 1) All students have the right to be skilled and knowledgeable participants in the processes of
 assessment and reporting. 2) Effective teaching practices rely on assessing and reporting strategically. 3) Effective
 assessment and reporting of student achievement requires a coordinated whole school approach. 4) Effective
 assessment and reporting practices are equitable. 5) Effective assessment and reporting requires the use of a
 comprehensive range of methods and strategies. In summary effective and informative assessment and reporting at
 VIS; § has clear, direct links with outcomes, § is integral to teaching and learning, § is balanced, comprehen
 varied, § is valid, § is fair, § engages the learner, § values teacher judgment, § is time efficient and
 recognizes individual achievement and progress, § involves a whole school approach, § actively involves parents.
 Curriculum VIS follows a curriculum based on standards from the International Baccalaureate Organization. We will
 become an authorized IBO World School in PYP, MYP and DYP. We received authorization for the Diploma programme
 in May, 2008 and for the PYP programme during the 2008-09 school year. The MYP is presently in Candidate Status.
 Our curriculum is designed to help students move on to their next International School, to return to a similar English-
 medium school in their home country, or to prepare them for acceptance into a college or university. At present a high
 school diploma is awarded to students upon successful completion of Grade 12. 6.4 External Examinations 6.4.1 IB
 Diploma Examinations IB Diploma Examinations will take place from 4th May to 25th May 2010. 6.4.2 MAP Testing
 During the 2009-2010 school year VIS will participate in piloting MAP (Measured of Academic Progress) testing. The
 testing will be in language and mathematics and will be completed at three grade levels and overseen by the MAP
 Coordinator. 6.4.3 SAT / PSAT Some secondary students take the Scholastic Aptitude Test (SAT) beginning in Grade
 11. This is given during selected Saturdays throughout the year and is used as part of admissions process by universities
 and colleges in North America. The Preliminary Scholastic Aptitude Test (PSAT) is offered to grade 10 and 11 students.
 These tests are facilitated by the Guidance Counselor. 6.4.4 TOEFL English language assessment tests such as
 TOEFL can be arranged by the EAL Coordinator. 6.5 Graduation Requirements The primary goal of every Secondary
 student at VIS (Grades 9-12) is to complete the Diploma course requirements in each subject. If a student's
 academic achievement does not reach the minimum course expectations, a system of Academic Contracts will be
 introduced. 6.5.1 Vientiane International School - Diploma/Leaving Certificate In order to meet the needs of as
 many high school students as possible VIS is offering the MYP and DP programmes to our students. Students earn 1
 credit (Carnegie Credit) for each full time course receiving a passing grade for one year. Part time courses will receive
 partial credit. Students must receive a score of 3 (1-7 scale) to pass an IB course at VIS or to receive a passing final
 exam score. Each student will have a high school transcript that will list the credits they have earned each year. The
 diploma/leaving certificate received will be decided by completion of the necessary course requirements. 6.5.2

International Baccalaureate Diploma The IB diploma is externally awarded by the International Baccalaureate Organization upon completion of its examination requirements. Examinations are taken during the month of May for 12th grade students. Their results are posted on the IBO (www.ibo.org) website during the first week of July. The IB diplomas are usually received at school during September and then sent to students. The IB diploma is based on a two year course (Grades 11 & 12). Students at VIS who earn the IB diploma also receive the VIS diploma. IB courses are selected from each of 6 groups. Students must also enrol in the IB Theory of Knowledge course, fulfill the learning outcomes of Community, Action and Service (CAS) and complete an extended essay (4,000 words) on a self selected topic during grade 12. The IB diploma is widely recognized throughout the world as one of the best college preparatory programmes for university entrance. The IB diploma has been accepted by over 600 universities in over 100 countries.

6.6 Reporting 6.6.1 Primary Cross referenced:

Primary Procedures Manual i) Teacher- parent- stu

Teachers will take the time to organize individual meetings in order to support and encourage children's learning as the need arises. It is imperative that if a student is experiencing difficulties the teacher meet with the parents as soon as possible and does not wait until a formal reporting period, i.e. conference or written report. It is expected that when possible the students take an active involvement in the meetings, or at least are part of the meetings depending on the nature of the meeting. Meetings can be set during the school day at times that do not clash with teaching, supervision duties and team planning and other set meeting times. ii) Conferences The two formal conferencing times per year are set on the VIS events calendar. The two formal conferences are integral to the Assessment and Reporting programme and will be in line with the PYP Standards, Practices and Principles. The 1st Semester conference will be in the form of a Three Way Conference (3WC). Guidelines and information will be developed to support the teachers, students and parents in preparation for the Three Way Conferences. The 2nd semester conference will be in the form of a Student-Led Conference (SLC). Guidelines and information will be developed to support the teachers, students and parents in the preparation for the Student & Led Conferences. All class, support and single subject teachers are involved in preparing students for the conferences. iii) Portfolios Each student shall develop one portfolio for the year. The VIS Primary Portfolio is designed to be an ongoing reporting tool and a record of learning that documents each student's development and progress over a year. It demonstrates successes, growth, higher order thinking, creativity and reflection from all aspects of the curriculum. It is a year-long compilation of work showing both process and product. The examples of student learning reflect the IB Learner Profile and a trans-disciplinary curriculum showing the 5 Essential Elements across the curriculum. It reflects the day-to day learning of the student, recognizing individual differences, learning styles and abilities in all areas of the curriculum. The Portfolio is available in the student's classroom throughout the year and should be kept up to date (as per portfolio plan). It is a part of the reporting process and compliments the report cards. The student takes the portfolio when exiting the class. iv) Report cards The report cards reflect the learning and teaching of the PYP. Therefore the 5 essential elements, knowledge, concepts, trans-disciplinary skills, action and attitudes are reported on in the report card. The written comments include the 5 essential elements and the learner profile in the context of the comment or grade being given for a particular curriculum area. All teachers are responsible for the writing of a Semester One and Semester Two report card. An arriving student must be at school for 6 weeks before a Semester One or Semester Two report can be written. Upon request a teacher may write a referral letter or letter of introduction for a student leaving the school 6 weeks into a Semester, but is not required to do a formal report. A departing student leaving within 6 weeks before the end of semester will be issued with a Semester Report card at the scheduled reporting time.

6.6.2 Secondary i) Interim Report The interim report is a tool to inform parents and students of the current level of achievement the student is reaching at mid semester. ii) Parent & Student & Teacher (PST) Conferences Vientiane International School sets aside time for two yearly formal conferences for parents and teachers (and often students) to review student progress. The Interim Report serves as a basis for discussion at the conferences which are held mid-semester. VIS holds these conferences to keep parents well informed about their children's progress in school, to learn from parents about their child's attitudes and study practices at home, and to work with parents to analyze any problems and prepare plans to address such problems. The plan should clearly specify what the student is to achieve by the end of the term in order to receive a satisfactory semester report. Copies of this plan should go to the student, the parent and the Coordinator. The secondary students are expected to join these conferences so that they: - can take more responsibility for their own learning, - can add to the quality and accuracy of the discussion, - can better understand any conclusions, and - can better implement plans developed at the conference. iii) Semester Reports Semester reports provide summative data about a student's achievement for a given semester. These reports are distributed twice a year at the end of Semester One and Two and the grades, for Grade 9-12 students, are used on their transcripts. Semester reports indicate a student's overall level of achievement for the semester. It also provides specific information that explains areas of strengths and weaknesses. The semester report is an opportunity for parents and students to celebrate successes and discuss strategies to support improvement.

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