**YSS ASSESSMENT POLICY**
GUIDELINES FOR PRACTICE

The YSS Assessment Policy guides the design of the assessment environment in the school. The policy creates a reference point for all members of the YSS learning community. It defines the assessment guiding principles, philosophy, standards and practices in the interest of student learning

Guiding Principles

The school takes reference from Singapore Teachers' Practice (STP) in our teaching and Learning (T&L) Framework which emphasises the importance of quality T&L in developing a Quality Mind and a Caring Heart in each Yishunite. Every YSS teacher strives to become competent in reflecting and applying all the components of the Teaching Processes. Such competency will be crucial in ensuring every Yishunite become a Thinker, Innovator and Contributor, which are the desired outcomes of a Yishunite with a Quality Mind and a Caring Heart.
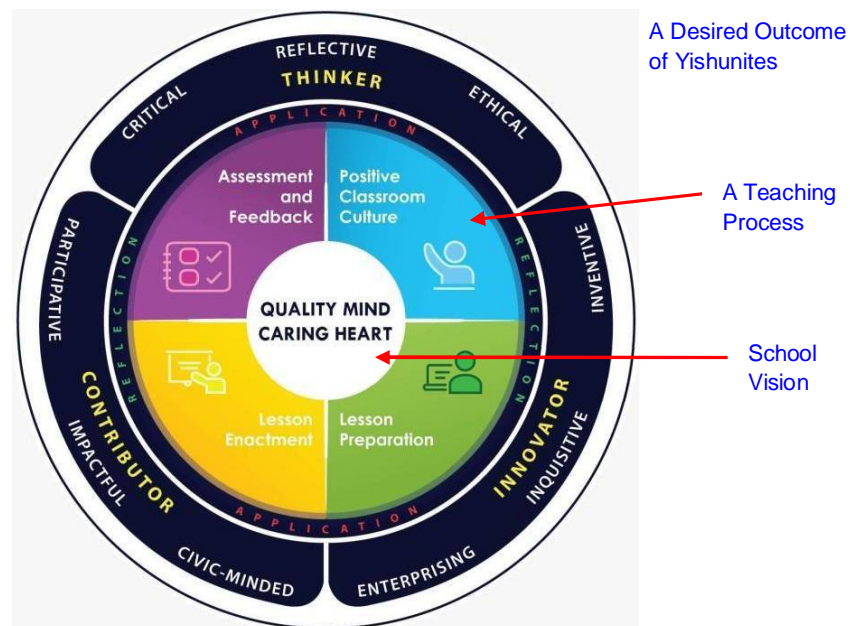
Assessment Philosophy

The school takes reference from the MOE Assessment Philosophy on the three core principles that define our approach to assessment.

1. Assessment is integral to the learning process
2. Assessment begins with clarity of purpose
3. Assessment should gather information to inform future practices

Rationale for Assessment

Assessment is closely aligned with curricular objective, content and pedagogy of the teaching and learning in YSS. Assessment allows the collection of information about the quality and extent of student learning and development. The aims of assessment include:

▪ improving student learning through the provision of relevant and timely feedback;
▪ providing information on the effectiveness of teaching processes;
▪ improving the design and delivery of programmes; and
▪ certifying student achievement with respect to grade-level learning outcomes for placement at subsequent levels.

Modes of Assessment

Assessment is holistic and aims to assess and develop the whole child. Assessment is progressively sequenced to support the developmental aims of the curriculum. There are clear rubrics and success criteria for each assessment, whether formative or summative. Although Weighted Assessment (WA) is done summatively, the information gathered will be used in a formative manner to progressively develop the students' content and skills. Students may be assessed through a variety of modes (e.g. quizzes, presentations, portfolios, performance tasks, written, oral) to allow them to demonstrate learning in a variety of ways.

Assessment Feedback & Reports

Feedback is an essential part of the improvement process in teaching and learning. Teachers are encouraged to offer timely feedback to students in a constructive and meaningful way that would enhance motivation and individual target setting. Teachers also share the criteria for awarding marks with students to help them understand the expected standards. Feedback is valuable when it is received, understood and acted on. Thus, written assignments will be returned to students within two weeks of submission and students are expected to work on the feedback provided by the teachers to develop their learning. Results for weighted assessments are reported termly.

Mid-Year Examination

From 2020 onwards, there will be no Mid-Year Examination[1] for Secondary 1 to 3 students. In view of this, the Schemes of Work will be spread out to consider the additional three teaching weeks. There will also be no Extended Curriculum for Secondary 3 students henceforth.

Authentic Learning

With the increasing need for students to transfer and apply the knowledge to real-world contexts, all subjects disciplines will strive to make learning authentic for the students by:

    a.   emphasising the relevance of what is learnt in authentic real-life scenarios,

    b.   equipping students with skills to engage in practical application of knowledge, and

    c.   allowing for the development of 21st Century Competencies AND/OR the school core values of Respect, Integrity and Resilience.

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[1] Secondary 3 Higher Mother Tongue Language students will sit for Mother Tongue Language Mid-Year Examination in view of their year-end GCE O-Level Mother Tongue Language examination.

Assessment Weighting

There will be no more than one weighted assessment per subject, per school term.

Level \ Component	Terms 1 & 2		Terms 3 & 4	
	Weighted Assessment 1 (WA1)	Weighted Assessment 2 (WA2)	Weighted Assessment 3 (WA3)	Semestral Assessment (EYE)
Sec 1 to 3	Test 1 (15%)	Test 2 (15%)	Test 3 (15%)	55%*
Level \ Component	Terms 1 & 2		Terms 3 & 4	
	Continual Assessment 1 (CA1)	Semestral Assessment 1 (SA1) / (MYE)	Continual Assessment 2 (CA2)	Semestral Assessment 2 (SA2) / (Prelim)
Sec 4 and 5	-	100%	-	100%

* Includes 10% of Alternative Assessment which could be practical assessment, performance tasks such as projects / oral presentations / holiday assignments / quizzes etc from Term 1 to 3.

Absence from Tests and Examinations

A student who is absent for a paper due to illness must produce a medical certificate to cover his/her absence. The medical report / statement **must clearly state the doctor's diagnosis and certify that the student was unfit to take the test**. Medical certificate without the doctor's diagnosis is not a valid supporting document. Students without a medical certificate will be given a zero mark for the paper that they missed. Medical certificates issued by Traditional Chinese Medicine (TCM) practitioners and letters from parents will not be accepted.

Academic Conduct, Integrity and Responsibility

All students are responsible for upholding the highest standards of academic conduct and integrity in all academic undertakings. Any act of academic dishonesty, including cheating and plagiarism, will be subject to stern disciplinary action.

Homework Guidelines

Homework in YSS is an essential part of the learning process. There are four types of commonly assigned homework, each having a different intended outcome.

Type	Definition	Intended Outcome
Completion	Any work assigned during the school day not completed in class	Helps student keep up to date with the classroom programme
Practice	Any work that reviews and reinforces skills and concepts taught in class	Helps student practise newly acquired skills to develop fluency
Preparation	Any work that prepares student for upcoming lessons	Encourages student to acquire background information or to bring their prior knowledge and experiences to upcoming units of study
Extension	Any work that explores and refines learning in new contexts or integrates and expands on classroom learning	Encourages student to problem solve, think creatively and think critically

Time Guidelines

Level	Daily	Weekly	Mar/Sep Holidays	Jun/Nov/Dec Holidays
Sec 1 to Sec 2	1.5 - 2 h *	9 - 15 h	2 h per subject	2 h per subject
Sec 3 to Sec 5	2 - 2.5 h *	14 - 20 h	3 h per subject	3 h per subject

* Homework is given in every subject at least once a week. The amount of time a student spends on assigned homework depends on such factors as: the student's needs and learning ability.

Submission of Work

Students are expected to submit their homework by the stipulated deadline set. Any request for extension should be made before the assignment due date. Students are responsible to make a reasonable plan for making up missed or incomplete work. Those who did not submit their work without a valid reason (e.g. illness) will be dealt accordingly by respective IP Heads and Year Heads. Students who repeatedly do not submit homework and have no valid reasons, will have to serve detention. The number of days they serve for detention will depend on the frequency and severity of the non-submission. Parents/guardians will also be informed if their child/ward frequently do not submit their assignments.

File check

Students are required to submit their books/files for checking based on the following schedule.

Level	T1W9	T2W1	T2W2	T2W3
S1		MA/SC	EL/DT/Art/NFS	Hum/ MT
S2		DT/Art/NFS	Hum/MT/SC	EL/MA
S3	Hum/EL	RO/MT	MA	SC/DT/Art/NFS
S4	MT/SC/MA	EL/Hum	RO/DT/Art/NFS	

The Role of the Teacher
Assessment is an important part of the YSS Curriculum as it is a powerful tool to guide and support students' learning. Assessment is For learning (formative), Of learning (summative) and As Learning (self-directed and reflective). In planning learning experiences, teachers will also plan how they will monitor students' progress, provide feedback and facilitate the attainment of essential learning outcomes. Teachers will adopt a learner-centric approach to assessment by:

a. Providing a range of opportunities for students to demonstrate learning and understanding;
b. Gathering and recording evidence of students' demonstrations of learning;
c. Making judgements about students' level of attainment of learning outcomes;
d. Guiding the planning of teaching and learning programmes;
e. Providing students with clear criteria for success; and
f. Engaging students in self-reflection, to enable them to keep track of and share their learning.

Support from Parents/Guardian
The school values parents' and guardian support in monitoring students' learning and progress at home. The assessment plans for the year (WA components and respective weightings) are found in the student handbook published yearly and test/major assignment schedule are available in the school website.

Advice to Students
- Communicate with the teacher if there are any questions or concerns about the purpose or expectations of assignments or homework.
- Use organisational tools such as personal calendars, homework calendars, class websites or chat applications to record assignment/tasks.
- Establish a place with no distractions for completing homework.
- Work within structured chunks of time and with short breaks in between.
- Schedule and limit a set time for social networking AFTER homework is completed. Minimise or set limits on possible distractions: TV, gaming, texting etc.
- Check and ensure that homework is completed as instructed and submitted by the stipulated deadline.
- Set clear learning targets for themselves.
- Take action to improve learning based on assessment information, which includes feedback given by teachers.

The Principal
Yishun Secondary School

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