Assessment Policy

March 2018

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1. About this assessment policy

In school year 2016-2017, three design sessions with all teachers were organised to evaluate the assessment approach in our school. As a result, our report card was redesigned. Learning goals and the assessment of learning are now included in the report card. Skill and knowledge acquisition are expressed in a scale 1-5 or 1-7, based on rubrics. Besides this quantitative assessment, we also include narrative feedback for the student on the report card. This feedforward informs the student about the next step in learning. Besides the assessment of subject-specific knowledge and skills, each teacher also stimulates to develop skills that help you 'learn to learn': the approaches to learning. These skills include research skills, communication, cooperation, self-management, thinking skills, effort, and academic honesty.

During the redesign process we organised two sounding board evenings with parents to collect feedback on our assessment policy. With all the information of teachers and parents, a first draft of our assessment policy was written. This draft version was first discussed with the principal and the DP coordinator and subsequently with the other curriculum coordinators. After some adjustments, the document was shared with the rest of the team, who could give their feedback. At the end of school year 2016-2017 we had a second version.

In school year 2017-2018 we will organise two evaluation meetings with teachers. We organise also two sounding board evenings with parents. During the school year, the curriculum coordinators collect information on the implementation of the assessment policy. Each teacher is responsible to share the learning goals, rubrics and their feedback to students and to provide feedback to their colleagues. The assessment policy will be a living document, which we will revise based on new insights and experiences.

2. Vision and mission statement DENISE

De Nieuwe Internationale School Esprit (DENISE) in Amsterdam offers widely accessible international education of high quality standing in present society with broad awareness of the collective responsibility for the world we live in.

We achieve this by offering a broad international curriculum as well as an anchor for life in the Netherlands. DENISE is a school for all students with an international mindset.

Also DENISE offers a first entry for newcomers to students age 4 till 18 and with a diverse (educational) background. It is therefore a requirement that students can work and learn at their own pace and at their own level. We prepare students for a Dutch or English diploma programme, for which language shouldn't be a barrier. Therefore, our main focus at DENISE is language acquisition[1]. Language enables independence of our students: with the language students are able to study, make connections with other students and participate in Dutch society. The curriculum allows differentiation into age-specific class levels. There is, however, a minimum requirement[2] - a basis that is the same for everyone.

Furthermore, in every programme DENISE offers we place high value on intercultural competence and personal development. Through the International Mindedness & personal goals students learn to interact and cooperate with each other, to be respectful and open towards others, to solve problems together and to consider issues from multiple perspectives.

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[1] See for more information the language policy document.
[2] See for more information *the admission policy document*.

3. The five DENISE programmes

DENISE offers five different programmes so that every student can be served at their own needs and personal choices. A curriculum coordinator coordinates each programme. An examination secretary monitors the Diploma Programme. This Assessment Policy will address all DENISE programmes with the exception of The DENISE Primary Programme.

0. The Placement Group

Students between 12 and 18 years old, that speak little or no Dutch, start in an intake class called group 0. In group 0, we try to get as much information as possible about the student by having conversations with parents, student, doing tests and observing the student's behaviour in class. After group 0 the student goes to Mundus College (BB/KG) or to one of four DENISE programmes for 12 -18.

1. The DENISE Primary Programme - Group 1-8; age 4-12.

The DPP is a bilingual (Dutch-English) programme based on the national Dutch Primary Curriculum and the International Primary Curriculum (IPC[3]) for Primary education.

2. The DENISE Middle Years Programme - Group 9, 10, 11; age 12-14.

The DMP a bilingual (Dutch-English) programme based on the national Dutch lower Secondary Curriculum and International Middle Years Curriculum (IMYC[4]).

3. The DENISE Career Programme - Group 15, 16, 17; age 15-18.

The DCP is DENISE's lower secondary education program for students aged 15 years and older. The aim of this program is to prepare for a Diploma Programme in vocational education or adult education. This transition will in principle always be at the end of the school year, but can also be delayed one year. The education program is more focused on Dutch (language) education.

4. The DENISE Diploma Programme - Group 12, 13, 14; age 15-18

The DDP contains three different curricula to match our student populations' wishes and needs and DENISE's mission and vision statement. In 2015 we started our first Dutch MAVO Diploma Programme, in cooperation with Mundus College. We hope to copy this corporation model for a Dutch HAVO Diploma Programme in 2018 with Marcanti College. In 2016 we started a cooperation with the Amsterdam International Community School (AICS). Until the moment we start our own DP1 and DP2 they will accept our group 12 students in their IB Diploma Programme.

5. The DENISE Language Programme - Language classes LA, LB, LC; age 12-18

The DLP is for students from 12 years of age and older who do not master the Dutch language adequately. We distinguish three levels: LA: students who have little to no knowledge of the Dutch language. LB: Students have at minimum level of the Dutch language. LC: Students have reached a standard level of the Dutch language. Good enough to start in one of the groups in DENISE Secondary Education (age 12 - 18).

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[3] www.greatlearning.com/ipc/
[4] www.greatlearning.com/imyc/

4. Assessment philosophy

Our philosophy is that frequent, regular and continuous assessment during our programmes is part of the learning process. The assessment is viewed as a tool that can be used to reach a (personal) learning goal. Assessment is not a standalone goal where the learning stops, but is part of the ongoing development of the student. During the five semesters per course-year teachers use formative assessment to identify the learning needs of students and form part of the learning process itself. Teachers use summative assessment to determine the level of achievement of a student generally at the end of each semester. When appropriate teachers use peer- and self-assessment: students assess their own work and each other's work. If relevant, students may also be actively involved in the setting criteria for work to be assessed against.

5. Guidelines for assessment practice

Teachers of DENISE use the following guidelines when assessing their students.

1. The assessment supports the learning goals and philosophical goals of the DENISE programmes.

2. All assessments at DENISE are criterion-related. Teachers use a rubric with criteria to determine the level of achievement. Numbers indicate the level reached. Students will be provided with their own copy of criteria for each subject. Teachers support students, colleagues and parents to understand what is required for accomplishing the criteria. A well-constructed rubric should support learning by providing clear guidance, provide transparency to the process of students, provide clear and measurable evidence of learning.

3. The assessment results on the DENISE Report Card have a high level of reliability. The results predict student's perspectives and opportunities with reference to a Diploma Programme (in or outside DENISE) or further study after graduation.

4. The assessment tasks evaluate a learning goal or a number of learning goals of the strands.

5. The assessment reflects the international mindedness of the DENISE programmes; it avoids cultural bias and it supports students with acquiring the Dutch and English language.

6. The assessment pays attention to the higher-order cognitive skills as well at the more fundamental skills.

7. Teachers are responsible for creating a variety of assessment tasks and instruments to ensure all learning goals for their subject are covered.

8. The teachers benchmark their way of assessing student's work by getting feedback from experienced senior examiners and statistical information (in or outside DENISE).

9. Teachers are required to continuously record the progress of the students in Magister/Managebac. The records are available for other teachers, students and parents/guardians. Records need to be simple, clear and precise.

10. Every teacher provides supportive feedback on the student's performance during their semester. This feedback answers: What were the student's learning goals? Did the student achieve these goals? Where to go next? What steps need to be taken to improve? The student is expected to reflect on these questions for each subject during mentor lessons and parent meetings. The questions will be addressed during the mentor lesson (each morning) and per subject during the lessons.

11. In December, March and June a teacher writes a report card. The card will be addressed at the 10-minute meetings with the student's parents/guardians. In these meetings, the student will discuss which goals the student has or has not not achieved (yet) and why. The conversation about the student's report card is also meant for finding out which degree the student would like to attain, whether this is realistic and what the student would need for this.

12. Teachers must keep a clear and accurate digital record of all assessment activities. The assessment instruments are digital and can be shared with the other teachers, curriculum coordinators and school management.

13. If a teacher suspects that a student is guilty of plagiarism, the teacher should not award a level of achievement, inform the mentor and the curriculum coordinator and refer to the school's *Academic Honesty Policy*.

14. When designing assessments tasks, the language policy is taken into account.

15. Besides working on the student's subject-specific knowledge and skills, each teacher also stimulates the student to develop skills that help the student 'learn to learn': the student's approaches to learning. These skills include research skills, communication, cooperation, self-management, thinking skills, effort, and academic honesty. The student's learning progress on these skills is also important to indicate which Diploma Programme is attainable. Each teacher evaluates these skills on a scale with four distinctions: improvement needed, competent, good or excellent (see appendix).

6. Expectations teachers, students and parents/guardians

DENISE teachers can expect from the student[5] (to an increasing extent):
- to investigate research questions using different media;
- to communicate effectively and respectfully;
- to cooperate and collaborate well with peers;
- to self-manage learning and always be able to use feedback;
- to demonstrate critical thinking and problem solving skills;
- to come to class prepared and always use the class time well and reflect on homework;
- to create own work and know how to cite.

DENISE students can expect the teacher:
- to clearly identify the requirements for each piece of work by using a rubric;
- to provide adequate time for students to complete any given assessment task;
- to provide adequate access to any materials necessary for the successful completion of any assessment task;
- to provide feedback within 10 working days of work being submitted.

DENISE teachers expect from parents/guardians:
- to offer constructive and positive support as their son/daughter complete their school work; however, this support should not go so far as to compromise the authenticity of the son's/daughter's work.
- to provide a quiet space at home/library and adequate time to complete their school work.
- to provide access to internet and membership of a library;
- to visit the parent meetings (start school year, December and April or at the invitation of the mentor).

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[5] Approaches to learning

7. Assessment of learning goals per programme

The five programmes of DENISE meets the attainment targets for group 1-8 for primary school and the key targets for group 9-11 in lower secondary education. The 58 core objectives for primary and secondary education are not specified by level in the Netherlands. This situation leaves space to offer students the first three years a mixed curriculum according to the "Middle School" principe.

Learning goals are formulated for each subject. The student will have a school year (September-July) to work on these goals. At several moments, the teachers will assess how well the student performed on these learning goals based on the student's efforts and assignments. The teacher uses several assessment instruments. Examples are tests, examinations, essays, extended practical work, projects, portfolios and oral work. In December, March and June the teacher determines the student's level using a 5 (groups 9-11, 15-18) or 7 (groups 12-14) point scale.

For each subject the teachers will assess how well the student performed on the learning goals. Learning goals make clear which knowledge, skills or approaches to learning are important for each subject. Working on and achieving learning goals is important for three reasons: 1) it will help the student to discover the student's interests; 2) it will help the student to better understand how society works and how the student can contribute to it; 3) it will help the student to be prepared for a Diploma Programme.

Students progress through the levels at their own pace and at any moment may move to the next curriculum year. However, there are certain points at which a minimum level of success is required in order to progress to the next school year. These moments are at the end of a Language Class (A, B, C), at the end of primary school (to start group 9) and end of the Middle Year Programme (to start group 12 or 14) and at the end of the Career Programme (to go to a diploma programme). Group 12 is our Pre-DP preparatory group for our future IBDP 1 (Group 13) and IBDP 2 (Group 14). Before the start of group 12 and group 13 an assessment for admission will be required.

See for more information *the admission policy document*.

Assessment of the IMYC, Language and Career programme

The teacher in the IMYC, Language and Career programme determines the student's level using a 5-point scale. Below you see what these numbers indicate.

Level	Explanation
1	The student took a first step in learning.
2	The student is making steps to reach the minimum standard at DENISE.
3	The student has the perspective to be admitted to a MAVO Diploma Programme (minimum standard at DENISE).
4	The student has the perspective to be admitted to a HAVO Diploma Programme.
5	The student has the perspective to be admitted to VWO Diploma Programme or IB Diploma Programme.
0	If the teacher cannot evaluate the learning goal because the student did not hand in the work that is needed for evaluation, the teacher will include a '0' in the report card. The student must hand in the required evidence as soon as possible.
x	It is possible that a certain objective was not addressed during this term. If this is the case, there will be a "x" on the report card.

Teachers have set their learning goals and the assessments for different subjects using rubrics. The teacher and student rubrics of the IMYC and de *Learning Goal Cards* from the national institute for curriculum development in the Netherlands (SLO[6]) are used as a benchmark to indicate the levels 1-5. Below you see the link between levels and IMYC/SLO rubrics.

Level	group 9	group 10	group 11	15/16/17
1	< MP1[7]/B[8]	< MP2/B	< MP3/B	Intermediate goals for BBL
2	< MP1/B	< MP2/B	< MP3/B	Intermediate goals for KGT
3	MP1/B	MP2/B	MP3/B	Intermediate goals for MAVO
4	MP1/D	MP2/D	MP3/D	Intermediate goals for HAVO
5	MP1/M	MP2/M	MP3/M	Intermediate goals for VWO

The rubrics support teachers to identify what kind of behaviour students demonstrate on the different levels. The rubrics form the basis on which teachers share their observations of student's performance. The rubrics are used to give the student feedback about the improvement he/she could make. Eventually the levels indicate the student's perspectives and opportunities with regards to a Diploma Programme.

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[6] Het Nationaal Instituut voor Leerplanontwikkeling www.slo.nl/
[7] Milepost One (IMYC)
[8] B = beginning / D = developing / M = mastering

Assessment of the (International) Diploma Programmes

The IB focusses on a mix between formative and summative assessment. On Managebac teachers always have to fill in how you are going to assess formatively and summatively in that particular unit. The student has to prove that he/she has has mastered the knowledge, skills and understanding the Diploma Programme requires. Most of the assessment instruments in the Diploma Programmes can also be used formatively during the course of teaching and learning, and teachers are encouraged to do this.

Within the IMYC and Career Programme there are fewer guidelines for the subjects, learning goals and assessment. Teachers can freely remove, add or replace topics, tasks or learning goals in order to adapt the IMYC to the abilities and specific needs of the students and curricular requirements of the country they live in. The content of the Diploma Programmes is more strictly defined however. Subjects, learning goals, (forms of) assessment and weights are prescribed in the MAVO/HAVO and IB subject guides (in Dutch: PTA[9]). The students need to prove that they have and can acquire knowledge, skills and understanding at a level sufficient for the demands of the Diploma Programme Exams. In the following the three types of Diploma Programmes will be explained.

MAVO/HAVO diploma programme

The MAVO Diploma Programme is a one-year programme that prepare students for HAVO diploma or vocational education (MBO/ROC). The HAVO Diploma Programme is a one-year programme that prepares for higher vocational education (HBO).

IB International diploma programme

Teachers get the learning goals and assessment criteria from the IB subject guides. Each criterion concentrates on a particular skill that students are expected to demonstrate. An learning goal describes what students should be able to do, and assessment criteria describe how well they should be able to do it. Using assessment criteria allows discrimination between different answers and encourages a variety of responses. Each criterion comprises a set of hierarchically ordered level descriptors. Each level descriptor is worth one or more marks. Each criterion is applied independently using a best-fit model. The maximum marks for each criterion may differ according to the criterion's importance. The marks awarded for each criterion are added together to give the total mark for the piece of work. The teacher in the IB programme determines the student's level using a 7-point scale. On page 12 you see what these numbers indicate.

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[9] Programma van Toetsing en Afsluiting

Level	Explanation
7	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.
6	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
5	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.
4	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.
2	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.
1	Minimal achievement in terms of the objectives.
0	If the teacher cannot evaluate the learning goal because the student did not hand in the work that is needed for evaluation, the teacher will include a '0' in the report card. The student must hand in the required evidence as soon as possible.
x	It is possible that a certain objective was not addressed during this term. If this is the case, there will be a "x" on the report card.

Assessment Dutch Language in group 11, 15 and 16

A student in group 11, 15 or 16 will start in a diploma program coming year. That is why the assessments will be graded with a reference level (In Dutch: een 'referentieniveau'). These levels indicate what the student need to know and can do, to move on to a diploma program mavo, havo or vwo. There are four skills: writing, reading, listening and speaking. And every skills has four levels. Each level is indicated with the letter 'F'. Underneath the meaning of those 'F-levels' is explained

Level	When reached?
1F	end of Primary Education
2F	end of MAVO
3F	end of HAVO / MBO4
4F	end of VWO

In the Dutch lessons, the student will get assessment tasks on different skills. If he/she scored 80% or more on the task, the student reached the level. If he/she scored under 80%, means the student is on his/her way to reach the level but you have to practice more to reach it. What the student has to practice, is written in the rubrics.

Notation on the report card	Explanation
<1F	On your way to 1F.
1F	Level 1F on this assessment is reached.
<2F	On your way to 2F.
2F	Level 2F on this assessment is reached.
<3F	On your way to 3F.
3F	Level 3F on this assessment is reached.

If the student would like to start a mavo diploma program, he/she will need a minimum level of 1F on all skills. For the diploma program havo and vwo, he/she will need a minimum level of 2F on all skills.

Assessment Languages (English, French and Spanish)

Some languages will use CEFR-levels besides the five levels. CEFR is the abbreviation for Common European Framework of Reference. In Dutch: het Europees Referentiekader (ERK). The CEFR-level is important because it describes what evidence is needed to demonstrate a certain level on a learning objective. There are six levels: A1, A2, B1, B2, C1 and C2. The school uses TOA-tests and a Language Portfolio to assess the level of reading, speaking, writing and listening. In the report card you will find which CEFR-level reflects your results on the TOA-test. A rating of at least 80% indicates that the next level is attainable. In the following table you will find the minimum level per group. The program in

LA focuses on achieving level A1, in LB on level A2 and so on. Achieving the ERK level is not in all cases a condition to start in a new group. Your teachers will decide which group you will start and when.

Group	Minimum level
LA	level 0 to A1
LB	level A1 to A2
LC	level A2 to B1
Group 9 and 10	level A2 for all language skills (minimum)
Group 11, 15, 16 and 17	level B1 for all language skills (minimum)

See for more information *DENISE's language policy document*.

8. Homework and submission of student work

All students are expected to continue their learning outside of their classroom by making homework. The tasks that are assigned to be completed outside of class are also a preparation for the next lesson. Teachers mark the quality of the student's homework. Students of group 9, 10 and 11 can expect a maximum of 15 minutes per lesson of homework. Every day students an average of 4 'homework-lessons' at school and can expect one hour of homework per day. Students in grades 12, 14, 15, 16 and 17 can expect a maximum of 20 minutes per lesson of homework and can expect 80 minutes of homework per day.

All summative assessments tasks must be notified as an 'assessment task' on Magister/Managebac. The task should include the following features: content, form of the task, criteria and task's due date. The assessment task should be on Managebac/Magister at least two weeks before submission date. Ideally the assessment task is provided at the start of a semester.

Formative assessment tasks may be notified as homework Managebac/Magister. All work is expected to be submitted on time (date on Managebac/Magister). Work must be handed in to the relevant teacher. It's the responsibility of student that their teacher has received the work (see also approaches to learning).

The consequence for no/late submission and/or no/poor quality of the student's homework depends on the age of the student, previous occurrences, specific learning needs and other personals circumstances. In serious instances the DP coordinator and Team leader will meet with students and parents.

9. School examinations: roles and rules

The secretary of examination will take care of the regulations and procedures related to carry out the Diploma Programme examinations and thereby guarantee the integrity of the examination process.

The curriculum coordinator will support students with their applications for the assessments. The curriculum coordinator will also supervise the administration of registrations, internal assessments and external assessments.

Every examination will be supervised by at least one member of the staff. This staff member will be prepared for this process by the curriculum coordinator to ensure that the examination session will carry out with all regulations and procedures in accordance with the instructions for Diploma Programme examinations. The rules are are as follows:

1. When instructed to enter the examination room, students must do so in a quiet and orderly manner.
2. Eating and drinking in the examination room is not allowed. Exception is water carried in a resealable container.
3. Students may take to their desk/table only the following items:
   - *General stationery (for example, pens, pencils, coloured pencils, an eraser, geometry instruments and a ruler).*
   - *Other materials specified by the school as required for a particular examination (for example, an electronic calculator).*
4. The examination supervisor will decide where each student will sit during an examination.
5. Students must remain seated until permission is given to leave the examination room.
6. The instructions of the examination supervisor must be obeyed. The examination supervisor has the right to expel from the examination room any student whose behaviour is interfering with the proper conduct of the examinations.
7. No additional time will be allowed for students arriving late for the examination.
8. During a temporary absence, a student must not take any material out of the examination room, have access to material during the absence, or return with any material.
9. If the student has entered the examination room he or she must not communicate with any other candidate. Failure to observe this regulation may constitute malpractice, resulting in no grade being awarded for the examination.
10. If a student finds that he or she has accidentally taken unauthorized material (papers, books, notes of any kind) into an examination, this material must be given to the examination supervisor immediately. Failure to do so may lead to no grade being awarded for the examination.
11. Students will not be allowed to leave the examination room during the first hour or during the last 15 minutes of any examination. If the duration of the examination is less than one hour 15 minutes, students will not be allowed to leave during the examination.

12. If a student leaves the examination before the scheduled finishing time, the student will not be allowed to return.
13. No examination materials (examination papers, answer papers, rough working) may be taken out of the examination hall.
14. Students must leave the examination room in a quiet and orderly manner.

See also document with the exam regulations Esprit Scholen:
http://www.espritscholen.nl/home/leerlingen-ouders/examenreglement/

10. Report card and diploma

During a school year the student will receive a report card in December, March and June. Diplomas are awarded during graduation day in June. The purpose of the report is to inform the student, the student's parents/guardians and teachers about the student's learning progress. The report card starts with a mentor page. On this page, the mentor has written a general evaluation on the student's learning progress and future learning. It also includes the student's perspectives and opportunities with regards to a Diploma Programme. After the mentor page the student will find one page for each subject, which consists of three parts:

1. A feedback box;
2. A table with the evaluation of subject goals and -skills;
3. The evaluation of the student's approaches to learning.

Appendix 1: Approaches to learning

Besides working on your subject-specific knowledge and skills, each teacher stimulates to develop skills that help the student 'learn to learn'. These skills include research skills, communication, cooperation, self-management, thinking skills, effort, and academic honesty. Each teacher evaluates these skills on a scale with four distinctions: improvement needed (N), competent (C), good (G) or excellent (E).

Research skills
Are you able to investigate research questions using different media including the internet and books?

Excellent:	You are always able to investigate research questions using different media.
Good:	You are mostly able to investigate research questions using different media.
Competent:	You are sufficiently able to investigate research questions using different media.
Improvement needed:	You find it usually hard to investigate research questions using different media.

Communication
How do you communicate with the teachers and with classmates?

Excellent:	You communicate effectively and respectfully.
Good:	You mostly communicate effectively and respectfully.
Competent:	You sufficiently communicate effectively and respectfully.
Improvement needed:	You find it usually hard to communicate effectively and respectfully.

Cooperation
How do you cooperate and collaborate with classmates?

Excellent:	You always cooperate and collaborate well with classmates.
Good:	You mostly cooperate and collaborate well with classmates.
Competent:	You sufficiently cooperate and collaborate with classmates.
Improvement needed:	You finds it usually hard to cooperate and collaborate well with classmates.

Self-Management
To what extent are you able to improve your work with feedback?

Excellent:	You are always able to self-manage learning and always able to use feedback.
Good:	You are mostly able to self-manage learning and mostly able to use feedback.
Competent:	You are sufficiently able to self-manage learning and sufficiently able to use feedback.
Improvement needed:	You find it usually hard to self-manage learning and aren't able to use feedback.

Thinking skills
Do you demonstrate critical thinking and problem solving skills?

Excellent:	You always demonstrate critical thinking and problem solving skills.
Good:	You mostly demonstrate critical thinking and problem solving skills.
Competent:	You sufficiently demonstrate critical thinking and problem solving skills.
Improvement needed:	You find it usually hard to demonstrate critical thinking and problem solving skills.

Effort
Do you come to class equipped and prepared? Do you effectively use class time? Do you put effort in your homework?

Excellent:	You always come to class prepared and always use the class time well. Excellent effort is also reflected in the quality of your homework
Good:	You mostly come to class prepared and mostly use the class time well. Good effort is also reflected in the quality of your homework.
Competent:	You sufficiently come to class prepared and sufficient use of class-time. Sufficient effort is also reflected in the quality of your homework.
Improvement needed:	You find it hard to come to class prepared and find it hard to use the class time well. Poor effort is also reflected in the quality of your homework.

Academic Honesty
Are you able to make your own work? Do you know how to cite to work from others in case you use it in your own work?

Excellent:	You always create your own work. When you use work from others you know how to cite.
Good:	You mostly create his own work. When you use work from others you know how to cite
Competent:	You create your own work sufficiently. When you use work from others you know how to cite.
Improvement needed:	You find it hard to create your own work. When you use work from others, you don't cite.