



**INTERNATIONAL
SCHOOL OF
CRESON**

Assessment Policy

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Table of Contents

Introduction

ISCreson Mission Statement

IB Mission Statement

Our beliefs about assessment:

What Is Assessment?

Types of Assessment

- Examples of Assessment Strategies

- Examples of Assessment Tools

Assessment for Learning

- Pre-assessment and Monitoring Learning & Documenting Learning

- Formative Assessment

Assessment as Learning

- Peer and self-assessment

Assessment of Learning

- Summative Assessment, Measuring Learning & Reporting of Learning

- Standardized Achievement Tests

International School of Creson

Assessment Policy

Introduction

The purpose of this document is to clarify understanding of the assessment process within our school setting, and it is intended to guide classroom practice. It is an evolving document that reflects our school's unique assessment needs. We believe that the school's Standards and Benchmarks should be the foundation for all teaching and learning. Therefore, we recommend that at the start of each school year, the policy and the Standards and Benchmarks be reviewed by all teachers, and Guidelines for reporting be reviewed each school year. Our assessment philosophy should be communicated and understood by all continuing and new teachers, students, families, administrators, and the Board of Patrons. It is directly linked to our ISC Mission Statement, and as an MYP school, the IB Mission Statement which are:

ISCreson Mission Statement

Our inclusive, globally minded community develops highly motivated and academically successful bilingual learners. ISC students are inter-culturally adept and make positive contributions in a complex world.

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The MYP assessment policy, which is aligned with this school wide assessment policy is included in Appendix A.

Our beliefs about assessment:

At ISCreson, we believe that:

- The learning cycle starts with assessment, rather than teaching
- Instruction is planned following relevant and appropriate pre-assessment of students' prior knowledge
- The purpose of assessment is to guide our planning, instruction, and inquiry so that we can support and enhance learning.
- Assessments are differentiated and modifications are made when necessary to meet the needs of all students.
- Assessments should be planned and purposeful.
- Timely feedback enhances learning and performance.
- Curriculum standards are an essential component of effective assessment.
- Assessments must be balanced and flexible so that all learners can demonstrate their understanding.
- Assessment is ongoing. *When* a student masters a particular learning objective is less important than *if* they master that objective.

- The best assessments are those that are most authentic, or most like the task as it actually exists in the real world.
- Learners demonstrate their understanding when they apply, transfer, and adapt their learning to new situations.
- Learners must be able to self-assess competently, to reflect on learning.

At ISC, our teachers strive to be:

Inquirers: Teachers recognize that all assessment is essentially an inquiry into student development. Also, they inquire into authentic assessment techniques, and use them to acquire information about how to best meet the needs of their students.

Thinkers: Teachers think critically and creatively about their students' needs, apply appropriate assessment techniques, and use assessment data to solve problems, set goals and make improvements in classroom instruction.

Communicators: Teachers share knowledge, ask questions, and discuss ideas about assessment with colleagues. They communicate appropriate assessment data to students, and attend to students as they self-evaluate. Together, they work to set student achievement goals. Teachers also communicate with families about all aspects of their child's school experience.

Risk takers: Teachers sometimes have students with unfamiliar learning needs. With courage and forethought, teachers, with the support of administration and peers, have the independence of spirit to explore new roles, ideas and strategies that are most beneficial for their students.

Knowledgeable: Teachers acquire in-depth knowledge of formative and summative assessment strategies and tools to improve student learning, and can implement these across a variety of situations.

Principled: Teachers act with fairness and consideration when assessing their students. They are aware that assessment data is powerful and it can have a profound effect on a learner. Teachers are committed to consistently using assessment information when making instructional decisions. Assessment is reported in an honest and responsible way with careful consideration of student confidentiality. Also, principled teachers are mindful of deadline obligations.

Caring: Teachers show empathy, compassion and respect towards the needs, feelings, and curricular understandings of their students. As a result, teachers use multiple assessment methods to best gather information on student progress and understanding, often with students.

Open minded: Teachers respect differences and similarities between their students and their learning styles. They are willing to grow and learn new formative and summative assessment techniques to help understand their students better.

Balanced: Teachers understand that a combination of formal and informal, teacher- and student-developed assessments are necessary to help students grow intellectually, physically, and emotionally, with the goal of achieving balance and personal well-being.

Reflective: Teachers are able to assess and understand their strengths and limitations in order to support their personal and professional development. In addition, teachers model the skill of reflection to students, as it is a foundation for goal setting and action.

What Is Assessment?

Assessment is the gathering and analysis of information about student performance. It identifies what students know, understand, can do and feel at different stages in the learning process. Assessment is integral to all learning.

Assessment is a collaborative process. Everyone involved in the learning process of students (students, teachers, families, administrators) must have a clear understanding of the reasons for assessment, what is being assessed, the criteria for success and the method by which the assessment is made.

Effective assessments allow:

- **students take** active part in the learning process by making choices in how they will demonstrate their skills and understanding, and by reflecting on their growth and setting goals for future learning.
- **teachers** to set the direction for ongoing learning, analyze effectiveness of their teaching, make appropriate adjustments, and communicate progress with students, families, and the school.
- **families** to see evidence of their child's learning development, while supporting and celebrating their child's learning.
- **administrators** to evaluate school curricular programs, set goals, support ongoing development, and to communicate the school's progress.

Types of Assessment

Strategies are the methods or approaches that teachers use when gathering information about a student's progress and learning. Tools are used to record data from strategies. Together, these provide information to scaffold and improve student learning and are appropriate across all grade levels and subjects. Teachers may collect and record this information using the following strategies and tools.

These lists are not exhaustive:

Examples of Assessment Strategies

Observations	All students are observed often and regularly, with the teacher taking a focus varying from wide angle (for example, focusing on the whole class) to close up (for example, focusing on one student or one activity), and from non-participant to participant.
Performance assessment	Performance assessments are goal-directed tasks with established criteria. They provide opportunities for students to respond to authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem and rarely only one correct response. They are usually multimodal and require the use of many skills. Audio, video and narrative records are often useful for this kind of assessment.
Process-focused assessment	Students are observed often, and the observations are recorded by noting the typical as well as the non-typical behaviors. Collecting multiple observations enhances reliability. Synthesizing evidence from different contexts increases validity. A system of note taking and record keeping is created that minimizes writing and recording time. Checklists, inventories and narrative descriptions (such as learning logs) are common methods of collecting observations. This type of assessment is particularly useful in student self and peer evaluation.

Selected responses	Selected responses are single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.
Open-ended tasks	Open-ended tasks are situations in which students are presented with a stimulus and asked to communicate an original response. The response might be a brief written answer, a drawing, a diagram, an audio-clip, video, or a solution.
GRASPS Format Assessment	MYP specific G.R.A.S.P.S. elements that are used to frame a performance task: (1) a real-world Goal; (2) a meaningful Role for the student; (3) authentic (or simulated) Audience(s); (4) a contextualized Situation that involves real-world application; (5) student-generated Products and Performances; and (6) performance Standards (criteria) by which successful performance would be judged. Figure 3 presents this practical task design tool containing associated prompts for each of the G.R.A.S.P.S. elements.

Examples of Assessment Tools

Rubrics	Rubrics are an established set of criteria for evaluating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work, and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers, and whenever possible, rubrics are best developed collaboratively with student input.
Exemplars	Exemplars are samples of students' work that serve as concrete standards against which other samples are judged. Ideally there is one example for each achievement level. These samples should be collected regularly, collaboratively vetted, and included with instructional plans – including unit plans, and may be available to students.
Feedback	Feedback should be timely, meaningful, and constructive. The main objectives of feedback are to: justify to students how their mark or grade was derived; identify and reward specific qualities in student work; guide students on what steps to take to improve; motivate them to act on their assessment; and develop their capability to monitor, evaluate, and regulate their own learning (https://teaching.unsw.edu.au/assessment-feedback)
Checklists	Checklists are lists of information, data, attributes, or elements that should be present. A mark scheme (e.g. often, sometimes, rarely; or ++, +, -) is a type of checklist.
Anecdotal records	Anecdotal records may be brief written notes based on observations of students, or "Learning stories" which are focused, extended observations that can be analyzed later. These records need to be systematically compiled and organized.
Continua	Continua are visual representations of developmental stages of learning. They show a progression of achievement and/or identify where a student is in a process.



There are four Dimensions of assessment :

Monitoring Learning which addresses the Assessment for learning.

Measuring Learning which addresses the assessment of Learning

Reporting on Learning involving the learning community in particular Parents.

Documenting Learning : which addresses assessment as learning

Assessment for Learning

Pre-assessment and Monitoring Learning & Documenting Learning

Pre-assessment aims to provide teachers and students with an understanding of the child's background knowledge before a unit in any discipline has begun. Teachers use this information to guide and plan instruction. This information is captured in Toddle for PYP divisions and ManageBac for MYP division.

Formative Assessment

Formative assessment refers to activities which provide information to be used as feedback to modify teaching and learning, instead of merely monitoring learning. Formative assessment enhances learning by giving specific and timely feedback and keeping students informed and focused on their progress, even in the face of occasional setbacks. This **ongoing** student and teacher awareness has a powerful impact on learning and achievement.

Monitoring learning: ISCreson has several strategies and tools:

- Open-ended questions and tasks
- Written, Oral, and Visual Assessment
- Learning Portfolios
- Online **Adaptable** Tools:
 - Go Formative, Nearpod
 - Math : IXL, Dreambox, Matific
 - Target Language : Istation, Level Chinese, Lalilo
 - English : Newsela, IXL, Lexia, Raz Kids

Assessment as Learning

Peer and self-assessment

While summative and formative assessments are usually teacher-directed, assessment as learning, by contrast, is student-directed. Assessment as learning involves students setting criteria, setting goals, and assessing their own and their peers' work. In this type of assessment, students focus on both process and outcome, gaining insight into their own learning. We view reflection as an integral part of this process, which needs to be continually modeled and nurtured. This information is captured in Toddle for PYP divisions and ManageBac for MYP division.

Documenting learning:

- **Learning logs or journals:** These are used to record feedback and reflections of ongoing learning.
- **Learning stories:** Narratives that document an instance when the learner shows knowledge, conceptual understandings or skills.
- **Portfolios:** A collection of artifacts that can also contribute to reporting

Assessment of Learning

Summative Assessment, Measuring Learning & Reporting of Learning

Summative assessment aims to give teachers, students, and the community clear insight into students' understanding. It is the culmination of the teaching and learning process and gives the students opportunities to demonstrate what has been learned. Summative

assessment can assess several elements simultaneously: it informs and leads to improvement in student learning and the teaching process; it measures the understanding of expected outcomes and may prompt students toward action. Regular review of school-wide assessment data may provide the impetus for program changes.

Measuring learning: Standardized testing has made our environment at ISCreson learner-centric (MAP Growth, MAP Fluency, Avant)

Standardized Achievement Tests

In addition to in-class formative assessments, standardized assessments (Measures of Academic Progress- MAP, and STAMP Language Proficiency Tests) , are used as part of whole school assessment in an effort to gain as much information as possible about individual learners and about the program.

Standardized assessments are specifically used for the following reasons:

- to triangulate assessment data,
- to inform instruction,
- to provide information which shows growth over time,
- to provide comparison with a peer group,
- to inform decisions about program,
- to allow teachers and administrators to determine those students whose basic skills fall outside the normal range expected for students of that particular age. This information is used alongside other assessment information to determine those students who need additional support.

Reporting on learning:

- Student-led conferences
- Semester Reports through ManageBac
- Portfolio through Toddle
 - UOI Reflections
 - Skill Development

Division			
PYP	End of Unit Reflection	Mid and EOY Progress Report	Student Led Conference
MYP	End of Unit Summative Assessment	Semester Progress Report	Student Led Conference