

B.I.S.

Assessment Policy

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Policy Author: Danielle Robertson – PYP Coordinator

Mark Trilling – MYP Coordinator

Colin Sinclair – DP Coordinator

In conjunction with whole staff feedback



Table of Contents

- I. Mission statement & purpose
- II. What we assess
- III. How we assess: strategies & tools
- IV. How we report & record
- V. Assessment policy review cycle

I. Vision, Mission, and Philosophy Statements

Our assessment policy is directly aligned with the objectives and ideology espoused in our vision, mission, and philosophy statements. These are located at the beginning of the curriculum handbook.

II. What We Assess

Across All Programmes: Formative & Summative Assessment

Across the all IB Programmes, we employ the two primary forms of assessment: formative and summative assessment.

- **Formative assessment** is assessment that occurs informally, and usually daily, and it is assessment which assists a teacher in gauging day-to-day progress of his or her individual students and class as a whole. Teachers employ multiple methods of formative assessment to measure understanding of all types of classroom learning. Using this particular data, teachers can remain flexible, and can make adjustments that increase opportunities for students to master concepts and skills.
- **Summative assessment** is a more comprehensive assessment of a student's understanding, and it seeks to show a final and lasting understanding of themes, concepts, skills, and/or subject content. Summative assessment gives both teachers and students a clear insight into students' understanding and skills that have been developed over the duration of an important unit component, an entire unit of instruction, or of a course itself. Summative assessments follow prescribed rubrics and assessment criteria as developed by the IB for each of our Programmes (with some alterations per subject by staff in the PYP).

Assessment in the PYP

At BIS, we establish our curriculum based on two sources of inspiration and guidance: the PYP educational approach and related documents, as well as the collaborative efforts of the entire BIS primary instructional staff. This curriculum is soundly based in PYP philosophy, and thus we assess students learning and development in the following areas:

- Our Programme of Inquiry and subject specific units of inquiry
- The understanding of both key and related concepts
- The understanding of central ideas
- The exploration of lines of inquiry
- The mastering of both transdisciplinary and subject specific skills
- Transdisciplinary skills (as outlined in our unit planning documents)

- Subject specific skills (as outlined in our scope & sequence documents)
- The development of the learner profile traits (as outlined by the PYP educational approach)
- The development of attitudes (as outlined by the PYP educational approach)
- The development of meaningful, student-driven action

Important note: while we do feel that student action can be encouraged and observed, we also feel that this action is exceptionally difficult to assess. We work to acknowledge such action, but do not assess it at this time.

Assessment in the MYP

At BIS, assessment is key in shaping student learning and development. Effective assessment monitors the progress of student learning and achievement, providing opportunities to achieve at the highest level. Guided by MYP philosophy, assessment encourages students to take responsibility for their own learning, challenge their own thinking and reflect on their work.

By taking into account a wide range of learning styles, abilities and competences, assessment in the MYP aims to:

- Enable students to demonstrate deep understanding of subject content
- Promote the development of critical-thinking and creative-thinking skills
- Encourage and support students by providing feedback on the learning process
- Empower students with positive attitudes towards their own learning
- Develop IB learning profile traits
- Reflect on the international-mindedness through a variety of cultural and linguistic contexts
- Support the holistic nature of the programme

Assessment in the DP

Our assessment at BIS in the Diploma Programme is to support students in their learning for the Diploma Programme. The assessment is specific to the individual programmes of study but will incorporate a variety of methods to promote student thinking and learning within the IB Learner Profiles and enable them to undertake the final external assessments.

- Formative assessment is done in a variety of ways. This can occur informally within the lesson and it is an assessment which assists the teacher in gauging day to day progress of the students and the class as a whole. Summative assessment tasks can also have feedback to enable the students to reflect and improve. Formative assessment does not have a definitive mark however, and the focus is on quality feedback to enable the student to improve.

- Summative assessment occurs within each subject in an appropriate way for that subject. Some subjects lend themselves to having more summative assessments and may be more frequent, some may require more extensive assessments and therefore may be less frequent but more detailed. Summative assessments provide a checkpoint of how the students are doing based on the IB criteria and help students, parents and teachers assess student progress. Summative assessments should not be too frequent and too onerous but are a key part of seeing how students are doing. Assessments are based on the IB Subject rubrics available in the subject specifications.

A final end of year assessment for DP1 will occur in early June and for DP2 a mock exam period will occur in late February.

Homework is essential at Diploma level to embed and reinforce learning. This could take a variety of methods including reading around the subject, preparation for lessons, answering questions from a textbook, preparation of presentations, essays, revision etc. Homework may be used as formative or summative assessment.

III. How we assess: tools & strategies

Tools & Strategies in the PYP

BIS PYP uses assessment tools and strategies to support students, teachers and parents to become life long learners. At BIS we use a wide range of strategies and tools to help our teachers record student data, knowledge and understanding that we can then report to parents and students alike.

These could include any combination of the following:

- **Strategies:** Collection and observation of data, guided student self reflection, student-teacher conferences and student driven projects.
- **Tools:** BIS uses a mix of both physical and electronic tools to help teachers and students assess knowledge and skills as well as understanding and attitudes. These can include but are not limited to:
 - ❖ Performance tasks (written and spoken),
 - ❖ checklists and rubrics,
 - ❖ class charts and posters,
 - ❖ student reflections and self-assessment (both written and spoken),
 - ❖ CC Pensieve for Literacy
 - ❖ Singapore Math Software and Daily 3 CC Pensieve for Math
 - ❖ SeeSaw for student reflections and submissions
 - ❖ ManageBac,
 - ❖ Storybird,

- ❖ Jolly Phonics,
- ❖ Google drive,
- ❖ Quizlet and Kahoot.

Tools & Strategies in the MYP

BIS MYP uses assessment tools and strategies to support students, teachers and parents to become life-long learners. At BIS, we use a wide range of strategies and tools to help our teachers record student data, knowledge and understanding that we can then report to parents and students alike.

- Strategies can be diagnostic, formative or summative. These include but are not limited to observations, guided student reflections, student-teacher conferences, peer assessment and student-driven projects.
- Tools used at BIS combine a mix of both physical and electronic tools to help teachers and students assess knowledge and skills as well as understanding and attitudes. These include but are not limited to:
 - ❖ Selected response tasks;
 - ❖ Open-ended tasks;
 - ❖ Performance tasks;
 - ❖ Process journals;
 - ❖ Student reflections and self-evaluations;
 - ❖ MYP assessment criteria and rubrics;
 - ❖ Checklists;
 - ❖ ManageBac;
 - ❖ Quizlet and Kahoot;
 - ❖ Storybird;
 - ❖ Prezi.

Tools & Strategies in the DP

In addition to those enumerated elsewhere, the following is a list of strategies and tools employed by DP teachers to ensure student support and success in assessment:

- All summative assessments will be recorded on Managebac for students, teachers and parents to access. Managebac is our main communication tool with students and parents and you should check this regularly;
- Past exam papers will be used to assess against IB criteria;
- Mock exams will be provided to the students and assessed for feedback;
- Students will be asked to compose essays for feedback;
- Students will be asked to complete tests for feedback;
- Students will be provided with listening exams;
- Students will be asked to perform oral commentaries;

As the Diploma is exam-based, the exam criteria will feature heavily in all assessments to facilitate rigorous adherence to IB standards.

IV. How we report & record

Reporting and Recording in the PYP

Reporting on assessment describes a student's evolution, identifies their strengths and needs and leads to the use of effective pedagogical practices. It also allows BIS teachers an opportunity for self-evaluation adjustment.

All teachers record student progress weekly and in detail in their own way. Student progress is reported in the following ways:

- **Biannual Report (January and June)**
These reports are edited in Managebac by both core and subject specific teachers. They consolidate and interpret data gathered by the different strategies and tools mentioned above. These provide parents and students with targeted information concerning a child's progress and development.
- **Parent/Teacher conference (November and April)**
Teachers take this opportunity to gather background information, discuss parent and teacher concerns and solidify the role of concerns in the learning process.

Reporting and Recording in the MYP

Reporting on assessment describes a student's evolution, identifies their strengths and needs and leads to the use of effective pedagogical practices. It also allows BIS staff an opportunity for self-evaluation adjustment.

Student progress is reported in the following ways:

- **Feedback and/or grades for both formative and summative tasks**
- **Mid-term Progress Reports**
These reports are issued half-way through the autumn and spring terms in preparation for the Parent-Teacher Conferences. Using ManageBac, all subject teachers give written feedback on student progress, both behavioural and academic. These comments provide parents and students with targeted information concerning a children's progress and development.

- **End-of-term Reports**
These reports are issued at the end of the autumn and summer terms. Using ManageBac, all subject teachers give written feedback and issue grades. This information provides students and parents with targeted information concerning a child's progress and development.
- **Parent-Teacher Conferences (November and April/May)**
Teachers take this opportunity to gather background information, discuss parent and teacher concerns and solidify the role of concerns in the learning process.

Reporting and Recording in the DP

Reporting on assessment describes a student's evolution, identifies their strengths and needs and leads to the use of effective pedagogical practices. It also allows BIS staff an opportunity for self-evaluation adjustment.

Student progress is reported in the following ways:

- **Feedback and/or grades for both formative and summative tasks**
- **End-of-term Reports**
These reports are issued at the end of the autumn and summer terms. Using ManageBac, all subject teachers give written feedback and issue grades. This information provides students and parents with targeted information concerning a child's progress and development.
- **Parent-Teacher Conferences (November and April/May)**
Teachers take this opportunity to gather background information, discuss parent and teacher concerns and solidify the role of concerns in the learning process.
- **Predictive Marks (DP only)**

V. Assessment policy review cycle

This assessment policy will be set for review and renewal once per school year. Should there be a need to review the policy earlier, then a review will be scheduled as appropriate, as we acknowledge that language policy can change at any time. Review will occur first with selected staff members (two to three) and then continue into collaborative sessions with all staff as needed.