



Sandnes International School

Assessment Policy

Drafted: 4th March 2019

Reviewed & Updated: September - November, 2019

Table of contents

1. Purpose
2. Assessment philosophy
3. Beliefs and values
4. Types of Assessments
5. Assessment Tools and Strategies
6. Reporting
7. Student Portfolios
8. Implementation and Evaluation
9. References
10. Appendix

1. Purpose

This document provides a framework for our whole school community to understand our school's beliefs and practices about assessment. Specifically;

- Assessing – how we discover what the students know and have learned.
- Recording – how we choose to collect and analyse data.
- Reporting – how we choose to communicate information.

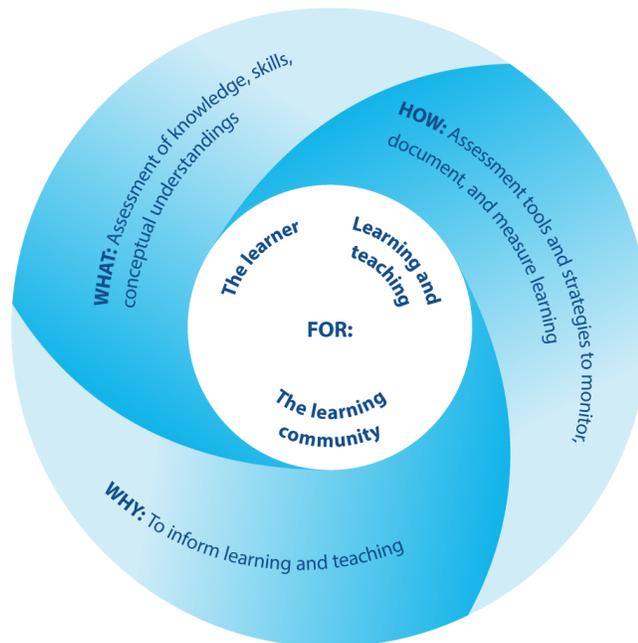
2. Assessment philosophy

We believe assessment is a tool for students, teachers and parents used to measure and facilitate student progress and personal growth. It provides a form of feedback to help identify areas of academic growth as well as guides teacher instruction and individual learning.

The IB's philosophy on assessment:

- *Assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching.*
- *Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning.*
- *Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning.*
- *Fostering an assessment culture involves the development of assessment capability among all members of the learning community.*
- *Learning goals and success criteria are co-constructed and clearly communicated*
- *Both learning outcomes and the learning process are assessed.*
- *Assessment design is both backward and forward looking.*

- From Principles into Practice, 2018



3. Beliefs and values

We believe assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning:

- the acquisition of knowledge
- the understanding of concepts
- the mastering of skills
- the development of attitudes
- the decision to take action

4. Types of Assessments

The assessment of the students' development and learning is an essential component of the curriculum, and helps to inform continued development as well as learning and teaching. Students are observed in a variety of situations and a wide range of assessment strategies are implemented.

Highly effective assessment shares some key characteristics (Adapted from Clarke 2012).

- **Authentic:** It supports making connections to the real world to promote student engagement.
- **Clear and specific:** This includes desired learning goals, success criteria and the process students use to learn.
- **Varied:** It uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.
- **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.
- **Collaborative:** It engages both teachers and students in the assessment development and evaluation process.
- **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.
- **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.
- **Assessment FOR learning, Assessment OF learning and Assessment AS learning** (Clark 2012; Earl 2012)

At Sandnes International School, the classroom employs a range of assessments, which demonstrate student achievements.

Pre-assessment: aims to assess students' prior knowledge and experience in all subject areas. It takes place at the beginning of a unit or lesson and activates prior knowledge and creates a context for new learning as well as informs and learning.

Summative assessment: aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned. It can assess several elements simultaneously: it informs and leads to improvement in student learning and the teaching process.

Formative assessment: provides information that is used in order to plan the next stage in learning. It is interwoven with learning, and helps teachers and students to find out what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together.

Formative assessment aims to promote learning by giving regular and frequent feedback throughout the learning process. This process helps learners to improve knowledge and understanding, to foster self-motivation and enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success. There is evidence that increased use of formative assessment particularly helps those students who are low achievers to make significant improvements in their understanding.

Assessment in the classroom includes:

- Collecting evidence of students' understanding and thinking
- Documenting learning processes of groups and individuals
- Engaging students in reflecting on their learning
- Students assessing work produced by themselves and by others
- Developing clear rubrics
- Identifying exemplary student work
- Keeping records of test/task results
- Moderation of student assessments against predetermined criteria (eg: grade level indicators, IB continuum phases, developmental milestones, etc...)

5. Assessment Tools and Strategies

At SdIS, teachers and students use a wide range of assessment strategies and tools with a view to obtaining as complete a picture of a student's learning as possible and thus facilitate further learning.

Assessment at SdIS includes, but is not limited to, the strategies and tools listed in the chart below.

| Strategies/ Tools | Rubrics | Exemplars | Checklists | Anecdotal records | Continuums | Tests and quizzes |
|-----------------------------------|---------|-----------|------------|-------------------|------------|----------------------|
| Observations | X | | X | X | X | |
| Performance assessment | X | X | | X | X | |
| Process focused assessments | X | | X | X | X | |
| Selected responses | | X | X | | X | X |
| Open-ended tasks | X | X | | X | X | X |
| Peer assessment | X | | X | X | X | X |

| | | | | | | |
|-----------------|---|--|---|---|---|---|
| Self assessment | X | | X | X | X | X |
|-----------------|---|--|---|---|---|---|

6. Reporting

Reporting on assessment includes communicating what students know, understand and can do. Reporting involves parents, students and teachers as partners and is honest, comprehensive and understandable to all parties.

Reporting to parents, students and teachers occurs through:

- Conferences: 3 Way Conferences (end October/ early November) and Student-led conferences (early May)
- Year 6 Exhibition
- Twice yearly written reports (January and June)

| Timing | Reporting |
|----------------------|---|
| October/ November | <p>Three-way conferences</p> <ul style="list-style-type: none"> -Time: Approximately 15 minutes per child -Involves the student, parents and teacher. -Prior to the 3 Way Conferences, students will reflect on their strengths and areas needing improvement related to the Approaches to Learning and the attributes of the IB Learner Profile. They will choose 2-3 areas of improvement to discuss with their parents and teacher(s) who are responsible for supporting the student through this process. -The student, parents and the teacher collaborate to identify what the achieved goals will look like and create steps to achieve the goals. determining how they can support the achievement of the goals. |
| January | <p>Progress Reports</p> <ul style="list-style-type: none"> • General comment (summary of coverage from the semester), to be completed for each subject area and unit of inquiry indicated on the report card. • Individual comment (per child), commenting on individual achievements related to previously set goals, effort and areas to be addressed. Needs to be based on evidence of student learning through a variety of assessment pieces. This needs to reflect the achievement and effort indicators. • Homeroom teacher comments on overall student engagement in their learning |
| Early May | <p>Student-led conferences</p> <ul style="list-style-type: none"> • Student led and student designed • Students to play a primary role in the design/execution of the conferences • All students lead their conferences independently |

- | | |
|--|---|
| | <ul style="list-style-type: none">• Teachers to act as facilitators• Evidence of the student's learning journey (i.e. portfolio) drives the conference |
|--|---|

7. Student Portfolios

Purpose:

To give students an opportunity to reflect on their learning journey and document their progress.

Teacher Expectations:

Each teacher will have their own expectations for the format and organization of the portfolios depending on the age of the children. All subject areas are to be represented in each child's portfolio. Pieces selected for the portfolio will show student development. Samples of student demonstration of skills in Approaches to Learning as well as Learner Profile Attributes will be included as well.

Specialist teachers will arrange for one example to be provided each semester. Classroom teachers will ensure there is adequate representation of each unit of inquiry, including formative and summative assessments and the necessary reflections.

Student Expectations:

Students will play a significant role in the development of their portfolio. This is to be done in an age appropriate manner. Examples of participation may include (but are not limited to); reflections on samples, choosing samples they feel show growth and development, working with teachers to select samples they feel show their areas of strength or development, etc.

Parent/Community Expectations:

Parents will discuss the samples in the portfolio with teacher and child at appropriate times during the year. This will give the parents an opportunity to see the growth and development of their child. It will be used as a tool to facilitate discussions about the child during Student-Led Conferences in early May.

8. Implementation and Evaluation

The policy will be implemented and revised collaboratively upon reflection annually by all teachers and staff.

9. References

- Making the PYP happen: A curriculum framework for international primary education IBO (2009)
- PYP: From Principles into Practice, Assessment (2018)

10. Appendices

- X. Progress Report Template
- XX. 3 Way Conference Goal Setting

X.



Sandnes International School

Sandnes International School

Progress Report

Semester 1

17th January 2020

Student Name:

Grade 3, 4, 5

Dear Parent/Guardian,

We are pleased to present you with this report on your child's learning this semester. The purpose of this report is to communicate the progress each child is making in Units of Inquiry, Language, Mathematics, Norwegian, PE and engagement in class.

Please read through the report with your child and understand how we can work together in supporting their academic and social progress for the coming school semester.

We hope this report gives you insight into your child's learning at SdIS. Should you have any questions, please contact the relevant teacher before or after the holiday.

Kind regards,

Yuwei Fei

Principal

IB Learner Profile



Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives — intellectual, physical, spiritual and emotional — to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Curriculum Overview

As an IB PYP candidate school, the Sandnes International School (SDIS) curriculum is offered through the inquiry-based framework of the International Baccalaureate (IB) Primary Years Programme (PYP).

The PYP is an international curriculum framework designed for students between the ages of 3 and 12 years of age. The PYP at SDIS focuses on the total growth of the developing student thus creating a relevant and engaging educational programme. The PYP offers a comprehensive inquiry-based approach to teaching and learning methodology. It incorporates guidelines on student learning styles, pedagogy and assessment strategies.

The PYP provides a shared, transdisciplinary framework for the delivery of the curriculum, through a well-balanced programme of concepts, knowledge, skills, attitudes and actions. The PYP transdisciplinary curriculum brings individual subjects together into a coherent whole, while preserving the essence of each single subject.

The approach to learning focuses on children developing skills and acquiring knowledge that will assist them in becoming successful life-long learners. Children are encouraged to participate in the development of learning experiences and are challenged to hypothesise, reject, question and test in order to construct their own understandings and thus gain further knowledge.

How we assess

The purpose of assessment is to inform learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. Both learning outcomes and learning processes are assessed.

The student is not judged against the work of other students, but against assessment criteria which can be co-constructed by both the student and the teacher. This helps the student to keep an eye on her/his progress and to see where she/he needs to improve.

The criteria for specific tasks may be modified to the task the students are working on in order to best reflect the student's achievement.

Summary of Achievement

Units of Inquiry

Who We Are

Central Idea: The effective interactions between the human body systems contribute to health and survival.

Comments:

Where We Are in Time and Place

Central Idea: The earth's physical geography has an impact on human interactions and settlements.

Comments:

How the World Works

Central Idea: People apply their understanding of forces and energy to create practical applications.

Comments:

Single Subjects

Language

Comments:

Mathematics

Comments:

Norwegian

Comments:

The Arts

Comments:

Physical Education

Comments:

Attendance (01.08.2019---17.01.2019)

| Present in % | Invalid absence in % | Valid absence in % | Late in % |
|---------------------|-----------------------------|---------------------------|------------------|
| | 0 | | |

Valid absence includes sickness, appointments or permission from the principal.

XX.



Sandnes International School

Goal Setting

Goal Number ____

Name _____ Class _____ date _____

My Goal: I want to get better at...

How I will know I have reached my goal: I will be able to...

How? The steps I will take to reach my goal.

Who will help me.

Student signature: _____

Parent Signature: _____

Teacher signature: _____

