



Sandnes International School

Assessment Policy

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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 analyze data.
- Reporting – how we choose to communicate information.

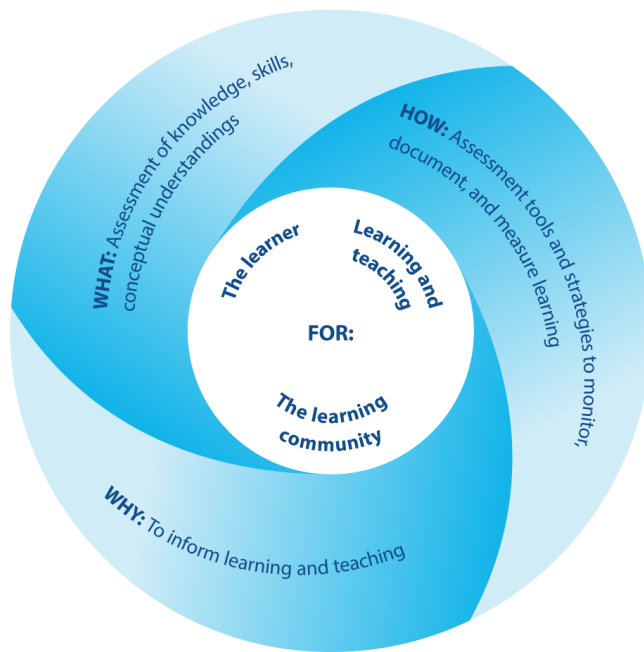
2. Assessment philosophy

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, analyzing, 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 the 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 facilitates 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. We consider this a crucial component to the Home/School Partnership.

Reporting to parents, students and teachers occurs through:

- Conferences: 3 Way Conferences (end of Nov and early February) and Student-led conferences (mid- June)
- Grade 6 Exhibition
- Ongoing sharing of students learning experiences through Toddle digital portfolio.
- ISA (International Student Assessment by ACER) results, Gr, 3 - 8, each Spring
- Results of Norwegian assessments (Nasjonale prøver) Gr 5 native speakers, each autumn

Progress reports

After much discussion, research and careful consideration amongst the primary school staff and administration, it was decided that the school would not send home traditional report cards for grades 1-5 for the 2020-2021 school year. This trial will continue for the 2021-2022 school year.

Staff determined that the primary purpose of traditional report cards is to communicate what has been done in the classroom and to outline strengths and goals for the students. In going forward, traditional report cards are not necessarily the best way to do this. Such reports do not provide any new information to students, and students do not need report cards to tell them about what has been happening in class. As well, students are always in constant communication with teachers in regard to their strengths and goals through their digital portfolio and , on occasion, via hardcopy assessments. Recognizing strengths and setting goals is also a key part of our parent - teacher-student conferences held in November and June.

From a parents' point of view, traditional report cards, in general, do not and should not share new information. In fact, one of our reporting rules at SDIS is that there should be no surprises for parents on report cards. The home-teacher-student conferences and Toddle student learning journals play a much bigger role in terms of providing timely information to parents regarding student strengths and goals within their learning journey.

Another factor in eliminating traditional report cards was our implementation of the Toddle digital learning portfolio. With Toddle, parents no longer need to wait for conferences or report cards to get feedback on their child's learning. Instead, this is now happening on a regular basis across the subjects and throughout their inquiries. The use of Toddle provides much more meaningful feedback to students and parents, and on an ongoing basis. It is much easier for parents to see what their child is working on in class, how their child is progressing, and what their goals may be. A student's Toddle journal can essentially be seen as a virtual real-time report card. Sharing student work and reflections on Toddle also helps facilitate a deeper partnership between parents, students and teachers, as well as encouraging home discussions on the learning taking place in the classroom.

Parents can also arrange to meet with homeroom or specialist teachers at any point during the school year to discuss their child's progress or other issues. We always accommodate parent requests for meetings for whatever reason.

The school will provide a pdf of a student's digital portfolio for any student transferring to a new school. It should be noted that a student's digital learning portfolio contains numerous samples of a student's work in various subjects and inquiries. The new school can also be given a copy of the student created Learning Journey which is shared during Student Led Conferences each June.

Timing	Reporting
November/ December and Late January/ early February	<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. <p>1st 3WC: 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.</p> <p>2nd 3WC: Goals will be reviewed, plans will be made to continue support and/or make new goals as per above.</p> <p>The time is extended to 20 min to review progress in all areas. This could be similar to the Student led conferences at the end of the year, only it is a review of learning for 1st half (Learning Journey) and is shared as a 3WC so that the teacher is involved.</p>
Throughout the year	Student's individual learning experiences are shared throughout the year via Toddle and the students' digital portfolio.
Early - mid June	<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 • Teachers to act as facilitators • Evidence of the student's learning journey (i.e. portfolio) drives the conference <p>*It is to be noted to families that the hard copy of the student's learning journey used for the year end Student Led Conferences, is to be kept in a safe place in case there is a move to a new school. This, along with a pdf of the student's digital portfolio, is a record of learning and replaces a traditional Progress Report..</p>

7. Student Portfolios

Purpose:

At SdIS, student digital portfolios are considered Process Portfolios which show a student's learning journey. Our aim for the portfolio is to:

- celebrate the child and their journey through the PYP
- enable the child's voice and choice
- give the children a sense of ownership of their learning
- give the children space to reflect on their learning
- provide a place for the children to monitor and record their progress
- show the progressive development of their ATL skills and Learner Profile
- showcase evidence of their learning and conceptual understanding over time

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 a minimum of 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. Standardized Testing from Outside Source

Once a year (usually in February), SdIS conducts the International Schools Assessment from ACER. This is administered to students in grades 3 and up.

Students in grades 3 and up take the International Schools Assessment tests in February/March each year. International Schools' Assessment (ISA) is an assessment program that has been specifically developed to measure the skills of international students in Mathematical Literacy, Reading and Writing. It was designed and developed by the Australian Council for Educational Research (ACER) and has been administered since 2001.

ISA is based on the internationally endorsed Mathematical Literacy and Reading Frameworks of OECD's Programme for International Student Assessment (PISA).

It is the school's stance that all students should take the ISA exam. Those with testing accommodations will be supported by the LS team in cooperation with the classroom teacher.

9. Testing accommodations

Students who receive support from the Learning Support department and who have specific testing accommodations on their Individual Education Plan (IEP), will receive these accommodations according to the testing being given. The Learning Support team will determine, along with the classroom teacher, how, when and where the accommodations will be done.

10. Implementation and Evaluation

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

11. References

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

12. Appendices

- X. 3 Way Conference Goal Setting
- XX. Student Led Conference template (example from PYP1-2 , June, 2021)

X.



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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: _____

May, 2021 SLC for PYP 1 and 2, Done at home Week of June 7, 2021

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Student Led Conferences(example)

Brave Bears Learning Journey (Gr 1-2)

The students will create a learning journey story to guide their Student Led Conference to include:

- Overview of the learning environment (Because parents have not seen the classroom and outdoor space) and how these spaces connect to the LPA, how these spaces help them to learn and grow.
- Reflections on work that they found challenging as well as interesting (Strengths and weaknesses) in Language Arts and Math.
- Reflection on their favorite UOI and how they improved on one or two skills within the Approaches to Learning. Likewise on one UOI that they found difficult and why?
- Overview of how they see their knowledge from the day they arrived until now. How do you see your progress? What does that look like? How do you know you have made progress? What evidence can you show?
- Norwegian, Art, PE, Library will be included but not sure how...I need to collaborate with them if they want it in the story or separate?
- Written piece about the whole year. I cannot believe that when I arrived I didn't know.....BUT NOW I CAN.....
- Conclusion This year made me feel....and next year I hope....

Within the story there will be reminders to stop and review their online portfolio or pictures in their IPAD photo Library. However, some kids may choose to use hard copies of work too.

