



Santa Sabina College

Assessment Policy

**Santa Sabina College: Primary Campus
an International Baccalaureate
Primary Years Program Candidate School**

Assessment and Reporting Policy

The mission statement of the International Baccalaureate Organization

The International Baccalaureate Organization 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 IBO 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.

Standard C4

There is an agreed approach to assessment, and to the recording and reporting of assessment data, which reflects the practices and requirements of the programme.

IB Standards and Practices, 2014

INTRODUCTION

The aim of this policy is to provide clear guidelines and practical support for teachers faced with the challenging task of answering the question *How will we know what we have learned?*

PHILOSOPHY

1. Assessment is designed to improve student learning.
2. Reflection is an essential process of assessment and indicates understanding over time.
3. Assessment is anchored in authentic tasks.
4. Timely, direct, specific and contextualized feedback is central to all learning and teaching.
5. Assessment provides students and teachers with feedback to revise performance and improve learning and teaching.
6. Assessment allows the school to monitor effectiveness of programmes and provides direction for teachers, learners, parents, administration and overall school development.
7. Assessments should be sensitive to and reflect cultural, linguistic, racial, class, learning, physical and gender differences.

ASSESSMENT BELIEFS

- Assessment is integral to planning, teaching and learning and plays a fundamental role in supporting students in the acquisition of knowledge, understanding of concepts, acquisition of skills and development of attitudes
- Assessment provides direction for teachers, learners, parents and administration in improving student learning and teacher practice
- Assessment is an ongoing process that involves the teacher and student monitoring progress to improve student learning and teacher practice
- Using a range of assessment strategies for formative and summative assessment will enable individual students to show what they know and can do
- There is a need to maintain a balance between assessment for learning and assessment of learning.

Individual student growth in the following domains are assessed:

Knowledge, Understanding, Skills, Attitudes, Action

ASSESSMENT PRACTICES – *How we discover what students have learnt?*

This part of the document on assessment practices is divided into three sections:

- Assessing
- Recording
- Reporting

ASSESSMENT PRACTICES

Pre-Assessment

- All teachers assess students' prior knowledge and experience before embarking on new learning experiences. This does not require formalised assessment tasks and tests, but the gathering of data through questioning, survey, mind maps etc.

Formative Assessment

- Through a variety of methods, ongoing and regular assessment will be used during the teaching and learning process to inform teachers and students about how student learning is developing. Formative assessment and teaching are directly linked and provide feedback that is responsive to student needs and informs teaching practice.

Summative Assessment

- Summative assessment often occurs at the end of a teaching and learning process or experience and is planned in advance. The assessment is designed so that students can demonstrate their learning in authentic contexts and apply it in new ways.
- Summative assessments may take a variety of formats (including, for example; presentations, reports, interactive sessions, checklists, essays, projects, etc.).

Attitudes/Approaches to Learning Assessment

- Attitudes are explicitly covered and emphasised. Student reflections and teacher observations are documented. These records should show the development and demonstration of the targeted attitudes over time, for both spontaneous and planned activities.

IB Learner Profile

- The IB learner profile is transparent in the classroom, and evident in the general language of the primary school. Teachers may use informal observations to give feedback to students, but actual assessment is only done as student self assessment. The students should reflect on their development regularly with regard to targeted or selected aspects of the profile. This reflection will vary according to age groups, learning context and language abilities.

EFFECTIVE ASSESSMENT

Effective assessment involves student, teachers and parents working together to improve student learning.

Effective assessment allows the students to:

- demonstrate a range of knowledge, conceptual understanding and skills
- use a variety of learning strategies, multiple intelligences and abilities to express their understanding

- analyse their learning and know what needs to be improved
- participate in reflection, self and peer assessment

Effective assessment allows the teachers to:

- review and reflect on student performance and progress
- inform every stage of the teaching and learning process
- take into account a variety of learning strategies, multiple intelligences and abilities
- plan in response to student learning

Effective assessments allow the parents to:

- see evidence of student learning and development
- develop an understanding of student progress
- provide opportunities to support student learning

RECORDING – *How do we collect and analyse data?*

Assessment strategies and tools form the basis of a comprehensive approach to assessment. The following *assessment strategies* are used to provide a range of approaches to give a balanced view of the student.

Observations

All students are observed regularly, with the teacher taking notes on the individual, the group, and the whole class. Observations include how groups work and the roles of participants within the group.

Process focused assessments

Students' skills and developing understanding are observed in real contexts regularly, using checklists, narrative notes and inventories. The emphasis is on the process and skill application rather than the product.

Selected responses

Single occasion exercises usually in the form of tests and quizzes are carried out to find out what students know or are able to do.

Open ended tasks

Students are given a stimulus and asked to communicate an original response. No two students will have the same response. In this way, each student's understanding and application can be individually assessed.

Student Portfolios

Teachers and students maintain a portfolio of work that demonstrates growth, thinking, creativity and reflection for both academic and social development over time.

Performance Assessments

These represent the kind of challenges that adults face in the world and often involve a realistic scenario. They require students to use a repertoire of knowledge and skills to accomplish a goal or solve a problem. They require students to apply knowledge and

understanding rather than recall facts. Students have a set of criteria to meet.

ASSESSMENT TOOLS

The following *assessment tools* are used to record assessment information

Rubrics

An established set of criteria for rating students in all areas. The descriptions tell the assessor what characteristics or signs to look for in students work and use a predetermined scale to rate that work. Rubrics can be developed by students as well as by teachers.

Checklists

Lists of information, data, attributes or element that should be evident.

Benchmarks/ Exemplars

Samples of student work that serve as concrete standards against which other samples are judged.

Anecdotal Notes

Written notes based on observation of students. These records need to be systematically compiled, organized and analysed.

Continuums

Visual representation of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.

STUDENT PORTFOLIOS

- Work in the student portfolios should be annotated with a student reflection indicating what the work shows, the reason for inclusion, and the date it was done.
- The student portfolio is a dynamic tool for encouraging habits of meta-cognition, self-management, goal setting and celebration.
- The student portfolio is used for parent conferences (Three Way conferences) and student led conferences, and should be respected as the student's property.

Student Portfolios for Early Years and Primary

- The student and subject teacher are responsible for regular additions to and revision of the portfolio. Portfolio work must be part of the weekly schedule.
- The student portfolio could include self and peer assessments, draft and final form exemplars, reflections and samples that show growth over time.
- Class teachers are responsible for monitoring student portfolio content, both for the teacher-selected and student-selected entries.
- The portfolio may be kept in a hard copy or as a digital portfolio (stored on the school server).

Student Portfolios for the Secondary School

- Each student has a digital portfolio. The 'inclusion framework' of the portfolio is reviewed at the commencement of each school year through '**portfolio essential agreements**'.
- Each student is responsible for regular additions to and revision of the digital portfolio.
- Both subject teachers and homeroom teachers are required to provide time and structure for the development of the student portfolio. This is ongoing work and both students and teachers need to plan for this accordingly.
- The student could include self and peer assessment, draft and final form exemplars, reflections and samples that show growth overtime.

REPORTING TO PARENTS

Three Way conferences – (Early Years and Primary)

During the first semester, students, parents and teachers meet to discuss progress for the commencement of the school year and to establish individual goals for each student for the year.

Three Way conferences (Secondary)

Early in the first semester, students, parents and homeroom teachers meet to establish individual student learning goals for the year.

Student Led Conferences (Early Years and Primary)

Student-led conferences are an important event in the school calendar and are usually held in the second semester. The value of student-led conferences is that the children reflect on and consolidate their progress and share the responsibility of informing their parents.

The children, with the support and guidance of the teacher, select the work (based on predetermined criteria) to be discussed. A time line is produced well in advance for all stakeholders to ensure careful preparation and time for the children to select their work and review their presentation. The format for these conferences depends on the age of the child and varies from grade to grade. All participants understand the format and their roles prior to the conference.

Student Led Conferences (Secondary)

Student Led Conferences take place during the second semester. The focus of the conferences is the student portfolio, which students use to articulate their progress in achieving their learning goals. Students and parents revisit goals set in Semester 1, reflect on the student's progress and refine the strategies for achieving the goals.

Written Report

A formal written report is provided at the end of each semester. This report is electronically generated but each student is provided with a signed, stamped hard copy for future

references. The report covers all aspects of student development- knowledge, skills, attitudes and reflects on action taken throughout the semester.

The end of semester report is professional both in content and presentation. The information, should be written in English (with the exception of Mother Tongue Language Reports if required) and must be accurate and reflect demonstrated learning outcomes. The report must be completed for proof reading within the agreed, calendared timeframes. The report will be endorsed by; a member of the College Executive before it is sent to parents. All written reports will be stored on the school server and backed up with an archive hard copy.