EIS ASSESSMENT POLICY

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Assessment Philosophy Statement

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 are reviewed by all teachers, and Essential Agreements are put in place for the school year. Our assessment philosophy should be communicated and understood by all continuing and new teachers, students, families, administrators. This assessment policy is in accordance with both EIS and IB mission statements.

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. It is meant to effectively children through the five essential elements of learning:

- the understanding of concepts,
- the acquisition and transfer of knowledge,
- the mastering of skills,
- the development of positive attitudes, and
- the decision to take responsible action.

Our beliefs about assessment:

At EIS, 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 ultimate purpose of assessment is to guide our planning, instruction, and inquiry so that we can support and enhance learning.
- Assessments are planned and purposeful.
- Timely feedback enhances learning and performance.
- Performance 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, and subsequently grow as international citizens.

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. Although the examples of assessment strategies and tools listed below are taken from *Making the PYP Happen*, they 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.

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 units of inquiry, 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.
Testing	Testing include structured assessment methods with multiple choice, gap filling, as well as open ended response questions. These tests shall serve mainly as standardized assessment techniques (see "Standardizes testing" below)

Assessment for Learning

Pre-assessment

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.

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.

Standardized Achievement Tests

In addition to in-class formative assessments, standardized assessments (e.g. State Examinations) 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.

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.

Assessment of Learning

Summative Assessment

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.

Learner's Portfolio

The faculty members essentially agree to help students in goal setting and tracking their progress through Learner's Portfolio. The aims of creating Learner's Portfolio:

- To understand the student's strengths, interests and growth opportunities
- Collaboratively develop individual growth paths for every student (student – teacher – parents)
- To facilitate student's autonomy in learning – the students are involved in tracking their own progress and achievement
- To track student's individual progress and show learning.

The portfolio is an important part of the school's reporting program. It provides an ongoing record of student effort, achievement and reflection in all areas of school curriculum, as well as a dynamic means of three-way communication between family, students and teachers. Portfolios provide examples of a range of assessment tools and strategies, and include a selection of student and teacher selected work samples and reflections. Portfolios are a product as well as a process for students, teachers, and families to use as a guide to plan for the future.

Standardized Testing

Apart from internal summative assessments, students in Grade 3 and 6 Families of students in Grades 3 and 6 receive the standardized results of their child's State Examination test. The school provides family education about how to read and interpret the results. Teachers are given time to analyze and set goals based on results.