



# Assessment Policy

## Rationale

The IC Assessment policy aims for consistency with its mission of academic excellence through the education of the whole person. It is a major component of the learning/teaching process. It ensures the coherence of assessment practices at the different schools and provides a supportive and positive mechanism that-

- Involves students in their own learning.
- Reports students' progress and achievement.
- Allows teachers to adjust their teaching.
- Aligns with the college's policies and documents – admissions, language, etc.,
- Contributes to the efficiency of the program, and
- Drives future decisions.

## Definition

Assessment is the gathering, analysis and reporting of information about student performance. At different stages in the learning process, it identifies student knowledge, understanding, competence, utilization in a real world setting, and attitudes, Assessment also aligns with the requirements of the programme to which it is applied.

## Why assess students' performance

### Purpose

The purposes of assessment are the following:

#### To promote student learning by-

- Assessing prior knowledge

- Planning the learning process to meet individual or group needs
- Making decisions about subsequent teaching and learning practices
- Engaging students in assessment and reflection on their learning

**To provide information on student learning by-**

- Assessing a student's acquisition of understanding, skills, and attitudes
- Collecting examples of work and performance
- Interpreting statistics based on standards, benchmarks and /or rubrics
- Studying and analyzing test results
- Utilizing a variety of measures such as grades, narratives, reporting, and scores.

**To contribute to the effectiveness of the program by-**

- Matching student performance to the school's and programme's standards and specific expectations
- Comparing results of different classes or groups
- Informing stakeholders: students, parents, teachers, other institutions...

**To review the curriculum and instructional practices in light of students' performance.**

**To make decisions regarding promotion and retention.**

## **Principles**

Effective assessment provides evidence of achievement and takes into consideration student potential and ability as well as motivating elements that will enable students to learn. It should be ongoing and reflect an understanding of learning as multidimensional and depicting performance over time.

**It allows the students to-**

- Have standards that are known and understood in advance
- Analyze their learning and understand what needs to be improved
- Demonstrate the range of their understanding, knowledge, and skills
- Apply, synthesize and evaluate their learning
- Highlight their strengths and demonstrate mastery and expertise
- Be reflective and become involved in self and peer evaluation
- Become responsible for their own learning
- Identify personal goals

**It allows the teacher to-**

- Identify what is worth knowing and assess it
- Plan and incorporate a variety of instructional methodologies
- Plan and incorporate different assessment strategies, techniques, and tools within the learning process using both formal and informal opportunities
- Give all pupils the opportunity to demonstrate what they know, understand or can do
- Take into account that students learn differently, and that each has a unique learning style
- Produce evidence that can be reported and understood by students, parents, teachers, administrators and others
- Use scoring that is both holistic and analytical
- Analyze assessment data in order to evaluate and modify the program
- Implement student promotion policies

## **When and How to Assess?**

### **Establishing essential agreements**

It is essential that each grade level or department within each school establish essential agreements on assessment that are in alignment with the College policy on assessment. Essential agreements should be reached collaboratively and should be few in number, concisely written, refer to how something is done including grading/marking, recording and reporting as well as homework. These agreements should be binding to all teachers and reviewed regularly.

Each school will include the essential agreements within its own action plan.

### **Strategies**

Assessment of students can be formative or summative. Strategies include:

- Observations
- Open-ended tasks
- Performance assessments
- Process focused assessments
- Tests and quizzes
- External exams

### **Tools and Methods**

The above strategies can be put into practice using the following:

- Anecdotal records
- Benchmarks/examples
- Checklists
- Continuums
- Rubrics/assessment lists
- Performance tasks

- Portfolios
- Projects
- Reports
- Presentations
- Models
- Journals and logs
- Interdisciplinary projects

## **Reporting**

### **Criteria**

Reporting is communicating to others the knowledge gained from assessing student learning. Effective reporting should include parents, students and teachers in the process.

### **The information reported should-**

- Provide meaningful information
- Focus on strengths and achievement
- Describe the student achievements based on stated standards and outcomes
- Be based on purposeful assessment.
- Be free of jargon and complex technical language
- Be fair, clear, comprehensive and accurate Serve as a guideline for improvement
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### **Types of Reporting**

Reporting takes place through conferences and written documents.

### **Conferences**

Conferences should take place regularly. There are several kinds of conferences involving teachers, parents, students, and administration, including both formal and informal-

- Teacher-student conferences
- Teacher-parent conferences
- Student led conferences
- Three way conferences

### **The Written Report**

The written report should be sent home at set times of the year.

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