



Amity International School Amsterdam

Assessment Policy 2020-2021 (Senior School)

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1. School Guiding Statements

OUR MISSION

It is our mission to provide an engaging and challenging learning environment where students are empowered to succeed academically, socially and emotionally.

Our students learn within a real-world, inquiry-based curriculum which fosters their individuality, creativity and unique interests. We encourage our students to be innovative and reflective thinkers who demonstrate resilience and determination. We promote ethical, responsible action for positive change and provide opportunities for teamwork and leadership. We nourish the development of open-minded, caring individuals who are active and respectful members of the global and local community.

OUR VISION

Empowering each individual to thrive and make a positive difference.

2. Philosophy of Assessment

At Amity International School Amsterdam (Amity Amsterdam), we recognise that teaching, learning and assessment are interdependent and therefore we adopt a balanced approach to assessment.

In alignment with the International Baccalaureate, we believe: “Assessment is integral to all teaching and learning. It is central to 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 and the decision to take action. Both students and teachers should be actively engaged in assessing the student’s progress, in both formative and summative formats, as part of the development of their wider and self-evaluation skills.” (www.ibo.org)

Assessment is defined by Walvoord (2010) as “the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions that affect student learning.”

We believe that the main purposes of assessment are to promote student learning, to provide information about student learning and to contribute to the desired outcomes of the programme in order to set students up for success.

2.1. Authentic Assessment for Deep Learning

Teaching within the Amity Senior School is: inquiry-based; concept-driven; contextualised; collaborative; differentiated; and informed by assessment. This last element includes the balancing of assessment of, and for, learning.

Teachers develop authentic assessment tasks that promote deep learning, including opportunities for: collaboration; conceptual transfer; problem solving; creating; analysing; examining from multiple perspectives; making connections; and understanding complexity. Assessment of deep learning is embedded, transparent and authentic (Fullan, 2017), with explicit connections to real world applications.

A typical authentic assessment task follows the acronym GRASPS to construct the task. This refers to Goal; Role; Audience; Situation; Product/Performance/Purpose; Standards and Criteria for Success (Wiggins, Grant and McTighe). Such task-driven scenarios are encouraged as relevant, engaging and meaningful for students, and likely to support the transfer of knowledge and understanding to new situations.

2.2. Assessment connections to the IB Learner Profile

<p>Inquirers</p> <p>At Amity Amsterdam, we want to nurture our students' curiosity, providing opportunities for them to develop skills for inquiry and research. Students must know how to learn independently and with others, and to learn with enthusiasm to sustain their love of learning throughout life</p>	<p>Knowledgeable</p> <p>We want Amity Amsterdam's students to develop and use conceptual understanding, exploring knowledge across a range of disciplines. Students will engage with issues and ideas that have local and global significance.</p>
<p>Thinkers</p> <p>We want Amity Amsterdam students to use critical and creative thinking skills to analyse and take responsible action on complex problems. Students exercise initiative in making reasoned, ethical decisions.</p>	<p>Communicators</p> <p>We want Amity Amsterdam's students to express ourselves confidently and creatively in more than one language and in many ways. Students learn to collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p>
<p>Principled</p> <p>We expect all students at Amity Amsterdam to 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 expect students to take responsibility for their actions and their consequences.</p>	<p>Reflective</p> <p>We want Amity Amsterdam's students to thoughtfully consider the world and their own ideas and experience. We want students to work to understand their strengths and weaknesses in order to support their learning and personal development.</p>

3. Purpose of Assessment

Assessment is designed to support and enhance learning at all levels of ability. Specifically, the purpose of assessment is as follows:

For teachers:

- To enhance student learning
- To inform planning, and guide instruction and curriculum development
- To monitor student progress and record achievement
- To provide timely feedback
- To give praise, recognition and encouragement based upon student achievement
- To ask the questions: “What did I do?” and “What did my students learn?” and explore the relationship between the two.

For students:

- To receive regular and timely feedback, and an opportunity for reflection.
- To identify and reflect upon strengths and weaknesses in respect to the assessment descriptors and criteria.
- To promote student responsibility for, and ownership of, their learning.
- To know where they are going, how they are going, and where to next.

For parents:

- To receive regular feedback on their child’s progress and provide an opportunity for dialogue with their child and/or teacher.
- To allow parents and teachers to work in partnership to support the student’s learning.

4. Types of Assessment

Standardised Assessment	The school uses standardised assessment tools, specifically GL CAT4 and MAP Growth to identify student potential and barriers to learning, to inform future planning, to validate and challenge teacher-generated assessment data, and to benchmark the performance of students against international norms. Standardised assessments are diagnostic tools that may identify the need for additional learning support, with respect to either learning gaps or the need to stretch and challenge the student further.
Pre-Assessment	Pre-assessment occurs before embarking on new learning to uncover prior knowledge and experiences. It will assist the teacher in planning or adjusting relevant learning experiences for the unit, and serve to identify students own learning interests. It also serves as a metric against which to measure the impact of teaching over time.
Formative Assessment	Formative assessment, or assessment for learning, is an on-going process to monitor student knowledge and understanding, and is interwoven into daily interactions. It is the teacher's responsibility to collect and organise data on the student's learning in order to inform future planning and adjust instruction in response to individual student needs. Formative assessments may be a tool for making judgements about a learner's proficiency in order to provide timely feedback, and to promote agency in learning so that students understand where they are in relation to assessment criteria and the required next steps in their learning.
Summative Assessment	Summative assessment, or assessment of learning, typically occur at the end of a learning cycle and provides an opportunity for students to demonstrate mastery of their subject learning. Summative assessments are designed before the unit is taught, and students are given prior notification of the task(s) in order that they can adequately prepare.
Self-Assessment	Self-assessment provides students opportunities to assess their own achievements in order to realize their individual needs and take ownership over future learning goals. Assessment as learning, such as self-testing and retrieval practice, which is spaced out over time and effortful, supports longer-term memory functions.
Peer-Assessment	Peer assessment provides opportunities for students to compare their understanding with others, listen to each other and offer constructive feedback as members of a learning community.
Differentiated Assessment	Assessments may be differentiated according to individual student needs. This may include adjusting the rigour of the task or the time given in which to complete it. Where possible, and within reason, students should be given the opportunity to re-sit an assessment once they have reached the appropriate level of mastery.
Internal and External Assessment	Internal assessments are those which are created, marked, standardised and/or moderated internally by Amity teachers. External assessments are those which are carried out by external assessors, such as the MYP Personal Project and Diploma exams, or the DELP French exams.

5. Forms of Assessment

Each subject area will determine appropriate formative and summative assessments related to its assessment criteria. Assessments may include, but are not limited to, the following:

Processes (formative)	Products (summative)
Developmental workbooks	Compositions
Process Journals	Exams
Notebooks	Reports
Quizzes	Projects
Classroom observation	Lab Reports
Homework quality	Oral Presentations
Group or panel discussions	Portfolios
Online forums	Performances (e.g. debates, musical, video)
Oral discussion	Essays
Plenary activities	Tests

6. Recording Assessment

6.1. The Middle Years Programme

The school will record on Managebac the academic achievement as measured against the published MYP criteria for years 1, 3 and 5 of the programme, as stated in the IB MYP Subject Guides.

Subject Group	Criterion			
	A	B	C	D
Arts (Drama, Music and Visual Arts)	Knowing and understanding	Developing skills	Thinking creatively	Responding
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Language Acquisition (Dutch and French)	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Language and Literature	Analysing	Organising	Producing text	Using language
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in the real world
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performance	Reflecting and improving performance
Science	Knowing and understanding	Inquiring and designing	Inquiring and designing	Reflecting on the impacts of science

Each criterion will be assessed at least twice in each year. Task specific rubrics must be aligned with the IB published criteria and tailored to describe the assessment tasks. The school's assessment uses a "best-fit" approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically. Rubrics are designed by the IB and made task-specific by the teacher as the evaluation tool for formative and summative assessments. Rubrics are communicated on Managebac and shared with students at the start of a unit and explained again prior to the beginning of an assessment.

6.2. When will students be assessed?

Standardised assessments

Upon entry into Amity, students will sit the CAT 4 standardised test that provides data on students' cognitive ability. Students will also sit MAP Growth standardised assessment tests in September, February and June to determine their level of knowledge and developed ability in mathematics, reading and language usage, as well as in science for MY4-5 students. MAP Growth data also provides instructional

guidance to support differentiated planning for individual students' needs. The data benchmarks the growth of each student over successive grade levels. Teachers will draw upon the data to modify the level of rigour for each student and to account for gaps in students' existing knowledge, thus supporting a personalized approach to learning.

Internal Assessments

At the end of each unit of work students will receive a summative assessment grade, recorded on Managebac, with diagnostic comments where applicable. At the end of each academic year students are provided with an IB MYP summative attainment grade in each subject area. The grade boundaries and descriptors are as follows:

Grade	Boundary Guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

6.3. Missed Assessments

Students who miss a scheduled summative assessment due to illness or other authorised absences, will be given the opportunity to complete the assessment at the earliest available opportunity upon their return to school.

6.4. Repeated Assessments

Should a student under-perform in an assessed task, it may be reasonable to give them a subsequent opportunity to improve their performance, and to demonstrate their mastery. We wish all of our students to achieve academic success, even if this requires multiple attempts. However, there is the expectation that the student has genuinely invested time and effort in preparation for the first assessment, and therefore merits an additional opportunity to reach the higher mark bands.

Permission to repeat an assessment is based upon the professional judgement of the teacher, and the MYP Subject Coordinator, if required. It should be noted that for IB assignments, such as the Personal Project or IBDP internal assessments, teachers can only provide guidance and feedback on a limited number of occasions in order that the work can be authenticated as the student's own.

6.5. Diploma Programme

The school will record on Managebac the progress of each student against age related expectations and criterion-related standards to support curricular goals and encourage student learning in IB Diploma subjects. Student performance is measured in relation to identified levels of attainment using the specific assessment criteria for each Diploma course and its respective components. Hierarchically ordered level descriptors for each assessment criterion represent the development of student skills in relation to open-ended assessment tasks. Student performance for each criterion is judged against a best-fit mark band. Where a particular kind of student response is expected in which the total mark is broken down into different parts, teachers must refer to the analytic mark schemes. Teachers must refer to recent subject reports to determine mark ranges and grade boundaries for each of the components, as well as the examiner's recommendations for the teaching of future candidates.

7. Moderation and Standardisation

Teacher moderation in the MYP section provides opportunities for teachers to discuss learning, improve assessment practices, and develop a shared understanding of what quality and success looks like at given points in the learning process. Exemplar work will be selected for future modelling to students.

Standardisation of assessment will be undertaken to ensure that assessments are consistently rigorous, and that the marks awarded by different teachers reflect the agreed standards described by the assessment criteria. The standardisation process involves teachers marking blind samples of work, discussing the awarding of marks with close reference to the rubric, in order that colleagues are aligned and consistent in their interpretation of the standards. Where there is only one subject specialist, standardisation may still proceed in collaboration with colleagues from other subject areas, and in consultation with the MYP Coordinator.

8. Feedback

Effective and timely feedback is in the top ten factors associated with student achievement (Hattie, 2009), and answers three main questions essentially addressed through formative assessment: Where am I going? How am I going? Where to next? Therefore, at Amity Amsterdam we strive to:

- Provide proper and clear feedback so that students can judge their progress and be more autonomous in their learning.
- Explicitly make time for effective feedback.
- Differentiate feedback according to the individual student and their level of understanding at that time in their learning journey.
- Provide timely feedback so that it is relevant and meaningful, and linked to students' current thinking.
- Provide qualitative feedback, rather than, or in addition to, a numerical mark, so as to encourage further progress.
- Provide feedback that requires the student to correct their own deeper learning, rather than providing answers or correcting students.
- Provide feedback that is not personal, or includes value judgements, but makes students feel safe and supported, in an environment of trust, while encouraging high expectations. Praise and feedback are distinct responses.

9. Reporting Assessment to Parents

Students' academic progress will be recorded on Managebac after each summative task in order that parents can view the ongoing progress of their child. Progress reports will be published twice per year, at the end of November and mid-February. An end-of-year academic report will be published in June. Staff are requested to write end-of-year comments for students who are being withdrawn at other times of the school year.

9.1. Parent-Teacher Meetings

Parents and Teachers will communicate via School Cloud to discuss their child's progress with subject teachers in March. Additionally, three-way learning conversations will be arranged with the House Advisor, Parents and Students in October. These conversations will be led by the student to discuss goals, progress and challenges, and as part of the process of supporting students to become autonomous learners.

10. References

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Hattie, J. (2009) Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York, NY: Routledge.

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Wiggins, Grant and Jay McTighe. *Understanding by Design Professional Development Workbook*. Alexandria, VA: Association for Supervision and Curriculum Development. 2004.