



Assessment Policy

I. Rationale and Purpose

IC approaches assessment as a major component of the teaching and learning process which aims for academic excellence through the education of the whole person. By ensuring coherent and aligned assessment practices across the different schools, IC provides a supportive and positive mechanism that involves students in their own learning and allows for agency in the assessment process.

The purpose of assessment at IC is to partner with families and form shared goals, make school-wide decisions surrounding resources and curriculum, help teachers be responsive in lesson planning and teaching, and encourage students' feedback, reflection and goal setting.

II. Responsibilities

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. Different stakeholders have specific responsibilities to ensure effective assessment at IC.

Pedagogical Leadership Team:

- Informs and trains new teachers on the implementation of the school policies including the assessment policy.
- Ensures that all learning objectives, content, skills and concepts have been covered in the same timeframe.
- Supervises the communication of assessment information to parents and students.
- Supports teachers on developing consistent assessment practices.

Teachers:

- Plan and incorporate varied instructional methodologies in line with varied assessment strategies.
- Collaboratively plan and incorporate different assessment strategies, techniques, and tools for formative and summative purposes. (In the IB DP, teachers standardize and moderate the internal assessment of the same subject area before submission to IB).
- Apply differentiated assessment strategies for all learners.
- Provide feedback for formative and summative purposes.
- Provide and report evidence of assessment understood by all stakeholders.
- Analyze assessment data in order to evaluate and modify the curriculum.
- Implement student promotion policies.

Students:

- Demonstrate the range of understanding, knowledge, and skills.
- Apply, synthesize, and evaluate learning.
- Self-reflect on their learning.
- Engage in peer reflection.
- Identify and set personal goals.
- Take responsibility for their own learning.

III. Process of Assessment

The process of assessment involves monitoring, documenting, measuring and reporting on student progress and performance.

a. Monitoring Learning: Checking the progress of learning

- Assessing prior knowledge.
- Assessing student's acquisition of understanding, skills, and attitudes.

b. Documenting Learning: Compiling evidence of learning

- Collecting examples of work and performance.
- Interpreting statistics based on standards.
- Using benchmarks and rubrics.
- Studying and analyzing test results.
- Utilizing a variety of measures such as grades, narratives, reporting, and scores.

c. Measuring Learning: Analyzing standards met

- Sharing criteria, expectations and achievement levels on the schools' platforms in advance. This allows for students to become "assessment capable learners".
- Matching student performance to the school's and program's standards and specific expectations.
- Comparing results of different classes or groups.
- Using a variety of assessment methods: *for* learning (formative assessment), *of* learning (summative assessment), and *as* learning (self-assessment).
- Applying numerous strategies including performance assessment, process-focused assessment, selected responses, and open-ended tasks.
- Employing criterion-based tools, such as checklists, rubrics, continuums, and exemplars, to measure the acquisition of knowledge, understanding, dispositions, and skills.
- Integrating self and peer assessment across all programs at IC.
- Measuring learning through homework, as a formative assessment method and feeding forward into the teachers' planning.

d. Reporting on Learning: Communicating evidence of learning

- Providing meaningful information free of jargon and complex language.
- Focusing on strengths and achievement.
- Describing achievement based on stated standards and outcomes.
- Sharing assessment calendars in middle and secondary schools to inform students and parents of dates, including official exam dates. These calendars are created to enhance students' self-management and well-being.
- Providing fair, clear, comprehensive and accurate feedback to serve as a guideline for improvement.
- Sharing the report cards with parents via digital platforms (Toddle and Pronote) at the end of each grading period: The report cards depict both numerical grades in middle and secondary schools, and levels of achievement at preschool and elementary school. Both include narrative comments per subject.

IV. Connections to other policies

Assessment and Admissions

As per the [Admissions Policy](#), admissions are based on results of entrance exams, previous academic achievements, and interviews with students and parents.

Assessment and Language

As per the [Language Policy](#), the scope of every language and the sequence of concepts and competencies will be assessed according to grade-level standards and expectations using international documents such as "le socle commun," PYP scope and sequence, DP subject guides, the European Framework, Massachusetts Standards, etc.

Assessment and Academic Integrity

As per the [Academic Integrity Policy](#), we develop in our students the ethical skills needed to demonstrate academic integrity throughout their learning journey.

Our students are taught since preschool the value of honesty and the importance of acknowledging the work of others. Our teachers design assessments to reflect our students' original work.

V. Cycle of Review

The Educational Resources Center periodically appoints committees to review school policies. These committees are composed of the pedagogical leadership teams across the school, teachers, students, and parents. This policy was published in May 2022 and amended in December 2022.

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