ISN Nice
Assessment Policy
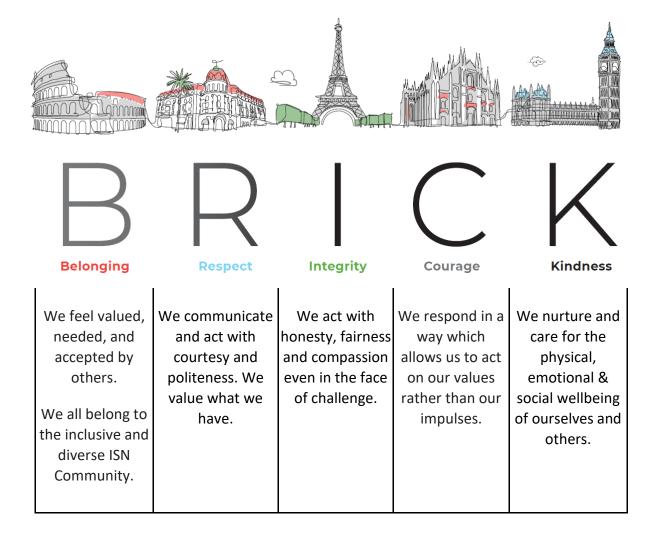# 2023

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1. Introduction

As an IB World School, the International School of Nice aligns its assessment practices with the IB mission, philosophies, standards and practices and the IB learner profile. Policies at ISN are developed in collaboration with teachers, students and parents to ensure that our policies reflect the needs and values of our community. Our policies are intended to embrace ISN's vision to prepare today's learners to confidently embrace challenges as adaptable, empathetic global citizens who will be active contributors for a more sustainable world and mission to:

- INSPIRE students to take a leading, active and caring role in our changing world
- SUPPORT students in achieving their academic potential and developing their individuality
- NOURISH the minds and spirits of our students in a safe, friendly and caring environment

2. ISN's values

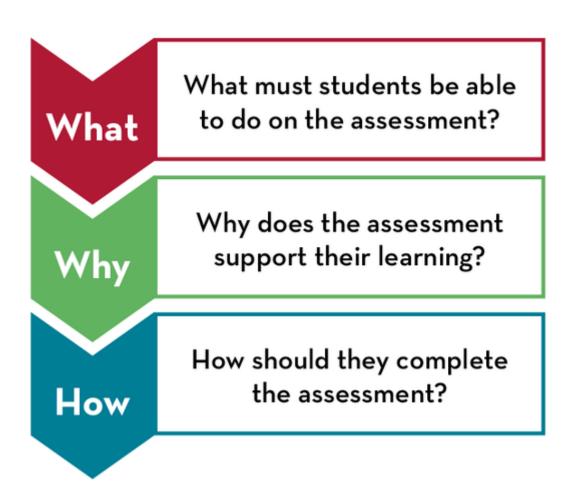| Belonging	Respect	Integrity	Courage	Kindness
We feel valued, needed, and accepted by others. We all belong to the inclusive and diverse ISN Community.	We communicate and act with courtesy and politeness. We value what we have.	We act with honesty, fairness and compassion even in the face of challenge.	We respond in a way which allows us to act on our values rather than our impulses.	We nurture and care for the physical, emotional & social wellbeing of ourselves and others.

3. Assessment Philosophy

At the International School of Nice, assessment is viewed as integral to all teaching and learning: planning, teaching and assessment are considered interconnected processes. Assessment at ISN identifies what students know, understand, can do and feel at different stages and defines future learning needs. ISN believes that assessment should be a motivating, positive experience that improves student learning, providing students with strategies for continuous improvement; therefore teachers and students are considered partners in the assessment process which includes meaningful feedback and reflection.

ISN's assessment philosophy is aligned with the IB programme's Approaches to assessment (0404).

What — What must students be able to do on the assessment?

Why — Why does the assessment support their learning?

How — How should they complete the assessment?

4. Principles of Assessment

At ISN we agree to:

- Plan assessments before teaching (UbD)
- Collaborate to develop and moderate summative assessments
- Show criteria and models
- Communicate objectives in advance of assessment
- Assess before teaching
- Offer appropriate and varied choices for all learning styles
- Create reliable, valid and fair assessments (UdL[1])
- Use assessment results to frame meaningful performance goals
- Provide ongoing quality and timely feedback
- Bring students into the assessment process
- Allow new evidence of achievement to replace old evidence

5. IB's Principles of Assessment

The following five points summarise the underlying principles of IB assessment.

IB assessments must:

- be valid for the purposes for which they are intended. This means they must be balanced between the conflicting demands of construct relevance, reliability, fairness (that is, no bias), comparability with alternatives and manageability for candidates, schools and the IB
- have a positive backwash effect, that is, their design must encourage good quality teaching and learning
- be appropriate to the widest possible range of candidates, allowing them to demonstrate their personal level of achievement
- be part of the context of a wider IB programme, not considered in isolation. Does it support concurrency of learning and the overall learner experience?

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[1] UDL- Universal Design for Learning (UDL) is a framework to improve and optimise teaching and learning for all people based on scientific insights into how humans learn

https://www.cast.org/impact/universal-design-for-learning-udl

- support the IB's wider mission and student competencies, especially inquirers, knowledgeable, thinkers, communicators and internationally minded.

6. Feedback

Quality feedback has long been recognised as the single most effective classroom intervention for high performance learning and continuous improvement (Hattie, 2008). Whether oral or written, feedback must be clear and specific to the student's work and identify areas of success and examples of how to improve.

Feedback to enhance learning

Purpose:

To reduce discrepancies between current understandings/performance and a desired goal

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This discrepancy can be reduced by:

- Providing appropriate challenging and specific goals

- Assisting students to reach them through effective learning strategies

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Effective feedback answers three questions:

Where am I going? (the goals)	Feed up
How am I going?	Feed back
Where to next?	Feed forward

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Each feedback question works at four levels:

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Task level	Process level	Self-regulation level	Self level
How well tasks are	The main process	Self-monitoring,	Personal evaluations

understood/ performed	needed to understand/ perform tasks	directing and regulating of actions	and effect (usually positive)
			About the learner

Source: Hattie and Timperley, 2007, p.87.

7. Inclusion

Assessment at ISN understands inclusion is an ongoing, flexible process that aims to increase access and engagement in learning for all students by identifying and removing barriers.

Inclusion is an organizational paradigm that involves a continual process of increasing learning and participation for all students in a holistic manner. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment.

Aligned with ISN's Definition of Learning, inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.
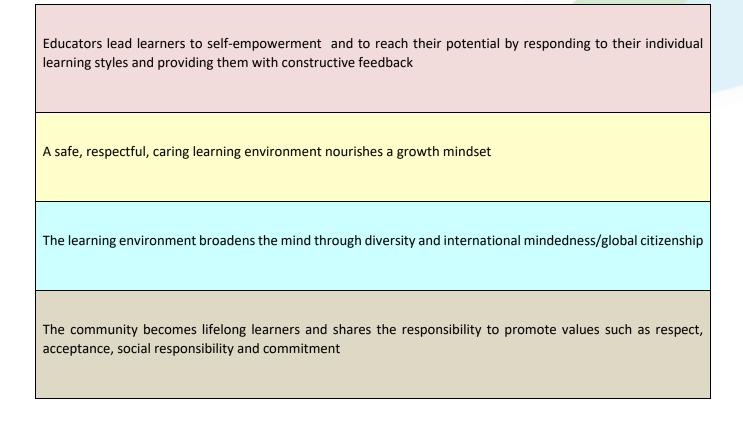
8. Definition of Learning at ISN

High quality learning is a transformative experience in which learners engage actively with challenging concepts and experiences to construct knowledge, understanding and skills, as well as dispositions that enable them to reach their individual potential.

We know that high quality learning happens when:

Learners actively engage with challenging experiences and take responsibility for their learning

Learners are inspired and supported

Learners feel happy

Educators lead learners to self-empowerment and to reach their potential by responding to their individual learning styles and providing them with constructive feedback

A safe, respectful, caring learning environment nourishes a growth mindset

The learning environment broadens the mind through diversity and international mindedness/global citizenship

The community becomes lifelong learners and shares the responsibility to promote values such as respect, acceptance, social responsibility and commitment

9. Global Competence[2]

Assessment for global competence covers a range of assessment strategies and outcomes that may include:

- Demonstration of intercultural understanding
- Authentic local and/or community engagement
- Digital Citizenship
- Initiatives associated with the UN's Sustainable Development Goals

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[2] *ISN defines global competence as an ongoing process to critically understand the connections between environmental, economic and social forces, to understand and appreciate the perspectives and worldviews of others, to engage in respectful, open interactions with people from different cultures in recognition of our shared humanity and guardianship of the planet, to carefully evaluate causes and possible solutions to local and global issues and to act ethically for collective wellbeing, peace and sustainable development.*

10. Academic Integrity

International Baccalaureate (IB) programmes and IGCSE offered at ISN encourage students to inquire and to think critically and creatively, and to present their thinking in a variety of ways. They are encouraged to make their thoughts and their learning visible and explicit, show how they have constructed their ideas, and demonstrate the views they have followed or rejected. This is essentially what scholarship and academic honesty are: making knowledge, understanding and thinking transparent. An essential aspect of this is an understanding of the technical aspects of academic honesty, of citing and referencing.

Academic integrity is an essential principle of ISN's academic programme and values. As stated in the IB Learner Profile, all members of the ISN community strive to be "principled", acting with "integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities''.

All students submitting work for assessment understand the principles of Academic Integrity as:

"a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work" (Academic integrity, International Baccalaureate Organization 2019).

11. Reporting

ISN uses specific and constructive school-based reporting to provide students, parents and teachers with information that can be used to improve learning, teaching and assessment.

Conferences at ISN include:

Teacher–student: These are designed to give students clear, focused, meaningful feedback in relation to defined criteria so they can reflect on their work and further refine and develop their skills.

Teacher–parent(s): These are designed to give parents information about the student's progress, development and needs, and about the school's programme.

Student-led: Student-led conferences involve the student and the parent. The students are responsible for leading the conference and also take responsibility for their learning by sharing the process with their parents. The conference involves the students discussing and reflecting upon samples of their work. The student identifies strengths and areas for improvement.

Three-way: Three-way conferences involve the student, parents and teacher. Students discuss their learning and understanding with their parents and teacher, who are responsible for supporting the student through this process.

The written report: Written reports are seen as a summative record for students, parents and the school of a student's progress. Reports will clearly indicate areas of strengths, areas for improvement, and are helpful as aids to a student's development.

12. PYP Assessment Policy

The purpose of assessment in the Primary is to improve student learning, to provide information on student learning and to contribute to the efficacy of learning programmes. Assessment is the ongoing process of gathering evidence for and of learning. This evidence will be used to give recognition and timely feedback to the learners. Assessment will reflect best practice that supports the learner and the teacher in the promotion of student achievement.

Assessment is integral to all teaching and learning. It is central to the PYP goal of 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
- the decisions to take action

Our approach to assessment recognises the importance of assessing the process of inquiry as well as the products of inquiry. The main aim of assessment in the PYP at ISN is to provide feedback on the learning process and the development of the five essential elements to inform further learning. Students and teachers are actively engaged in assessing the students' progress as part of the development of their wider critical thinking and self assessment skills. The assessment component in the school's curriculum can itself be subdivided into three closely related areas.

- Assessing – how we discover what the students know and have learned

- Recording – how we choose to collect and analyse data

- Reporting – how we choose to communicate information

12.1. Assessing

The assessment of the students' development and learning is an essential component of the curriculum, and helps to inform continued development, learning and teaching. Students are

observed in a variety of situations and a wide range of assessment strategies are implemented. Our classroom's employ a range of formative and summative assessments, which demonstrate student achievements.

Summative assessment: aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned. It can assess several elements simultaneously: it informs and leads to improvement in student learning and the teaching process; it measures understanding of the central idea, and prompts students towards action.

Formative assessment: provides information that is used in order to plan the next stage in learning. It is interwoven with learning, and helps teachers and students to find out what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together. Formative assessment aims to promote learning by giving regular and frequent feedback throughout the learning process. This process helps learners to improve knowledge and understanding, to foster self-motivation and enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognise the criteria for success.

Assessment in the classroom includes:

- collecting evidence of students' understanding and thinking
- documenting learning processes of groups and individuals
- engaging students in reflecting on their learning
- students assessing work produced by themselves and by others
- developing clear rubrics
- identifying exemplary student work
- keeping records of test/task results

We also stress the importance of peer and self assessment and reflection. In the final year of our PYP, Grade 5 students undertake a collaborative, interdisciplinary inquiry process that requires identifying, investigating and offering solutions to real life issues. As the culminating experience of the PYP, the exhibition offers an exciting opportunity to demonstrate independence and responsibility for their own learning.

12.2.   Reporting

Reporting on assessment includes communicating what students know, understand and can do. Reporting involves parents, students and teachers as partners and is honest, comprehensive and understandable to all parties. Reporting to parents, students and teachers occurs through:

- Parent Information Evenings
- Conferences (parent-teacher) (Student Led)
- The Portfolio
- Seesaw
- Formal reporting three times a year
- The Exhibition
- GL Standardised Tests

Parent Information Evening: Parents gain information about the school from the Director of the School; Head of Primary and classroom teachers regarding the curriculum and classroom routines via this important evening that is held at the beginning of Term 1.

Conferences: Parents are given the opportunity to meet teachers twice a year to discuss their child's progress and attitude to learning. The Student Led conference is a formal reporting sessions to parents, led by the students themselves. The teacher's role in this process is to guide and prepare the students. The emphasis is on the discussion between a child and his/her parent. The focus of the Student Led Conference is on students' progress – academic and social. Student Led Conferences are designed to give students ownership of the assessment of their learning, so they can become more actively involved and committed. These conferences make students accountable for their learning and encourage student/parent communication. Other benefits are that students learn to evaluate their own progress and build critical thinking skills, self confidence and self esteem. Parents become an active participant in their child's learning and skills, and have an opportunity to help their child set positive goals.

The Portfolio: This is an important part of the school's reporting program. It provides a record of student effort and achievement in all areas of school curriculum and life as well as a dynamic means of threeway communication between parents, students and teachers. Each student has his/her own Portfolio, which is taken home and shared with their parents before the Student-led conference.

Seesaw: is an online platform where daily achievements are shared with parents both by children and their teachers.

Formal Reporting: These include formal grading and comments based on Program of Inquiry units; Mathematics; English; computing; French; PE; music and a pastoral comment using the IB learner profile attributes. All teacher comments will include references to the IB Learner Profile, the transdisciplinary skills and the essential elements of the PYP.

The Exhibition: Students in the final year of the PYP carry out an extended, collaborative inquiry approach – the PYP Exhibition. At ISN, this takes place towards the end of the school year. One of the purposes of the PYP Exhibition is to provide a forum for student driven

reporting. Other key purposes include the following:

- For students to engage and report on an in-depth, collaborative inquiry
- To provide students with an opportunity to demonstrate independence and responsibility for their learning
- To provide students with an opportunity to explore multiple perspectives of their topics
- For students to synthesize and apply their learning of previous years, and to reflect on their journey through the PYP
- To provide an authentic process of assessing student understanding
- To demonstrate how students can take action as a result of their learning
- To unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP
- To celebrate the transition of learners from PYP to MYP education

GL Standardised Tests: Standardised assessments are used as a part of the whole school assessment policy in an effort to gain as much information as possible about the student as a learner and about the programme. Standardised assessments are specifically used for the following reasons:

- To inform teaching.
- To provide information which shows growth over time
- To provide comparison with a peer group
- To inform decisions about programs
- To allow the REACH Team 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 will access support from the Learning Support Department.
- To form part of the process of reporting to parents

13. Marking and Feedback Policy

Introduction

This policy aims to give all members of the school community clear guidance with regard to the rationale, principles, strategies and expectations of effective marking and feedback for the Primary section of ISN.

This policy will be:

- Consistently applied by all staff

- Clear in its purpose
- Manageable
- Productive in raising achievement
- Informed by pupils'' individual learning needs and prior assessments

Rationale

ISN is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Feedback and marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process.

In the ISN Primary, we aim to:

- Provide consistency and continuity in marking throughout the school so that pupils have a clear understanding of teacher expectations and how to respond to next steps.
- Use the marking system as a tool for formative ongoing assessment
- Improve standards by encouraging pupils to give of their best and improve on their last piece of work in a specific way.
- Ensure that all practitioners use marking to inform future planning so that next steps and common misconceptions are addressed.
- Develop pupils' self-esteem through praise and valuing their achievements
- Create a dialogue, which will aid progression

Effective marking should:

- Be manageable for staff
- Be positive, motivating and constructive for pupils
- Be marked using a pink pen or highlighter to indicate that pupils have met specific success criteria (Positive feedback)
- Be marked using a green pen highlighter to indicate how pupils can improve their work further. (growth comment or task)
- Be at the pupil's level of comprehension
- Not penalise pupil's attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the pupil
- Every piece of work is to be marked before pupils use them in the next session.
- Allow specific time for the pupils to read, reflect and respond, in purple pen to marking

comments

- Involve all adults working with pupils in the classroom
- Give pupils opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement

Marking Non-negotiables

All work must be marked using the colour-coded system in place.

Pink- Positive comment. This should not just be '***well done' It*** is important to highlight what the child has done well in relation to the learning objective.

Green- growth comment. It could be a question; a highlighted word to improve or correct, addition of punctuation or grammar. This needs to ensure the children's learning will be moved on.

Spellings in all subjects should be corrected (especially high frequency words) and the formation of numbers correctly formed.

Purple- pupil's response to their growth comments.

Symbols to be used for marking SPAG and Writing:

_ Underline missing capital letters (no more than 2 per-piece of writing)

Sp Add sp above a spelling mistake and the correct spelling to be written in the margin, (ensure high frequency words are targeted) which the children need to practise during reflection time.

0 Circle round missing punctuation (no more than 2 per-piece of writing)

/ To show where paragraphs should be (no more than 2 per-piece of writing)

^ Missing word.

Effective Marking and Feedback Strategies

The following strategies can be used to mark, assess and provide feedback.

Verbal Feedback

This means the discussion of work and direct contact with the pupil. It is particularly appropriate with younger, less able or less confident children.

A discussion should be accompanied by the appropriate marking code symbol **(VF)** in the pupil's book or remark to serve as a permanent record for the pupil, teacher and parent.

Peer Marking

From Grade 1, pupils are encouraged to support each other and feedback on each other's work. Pupils should be given the opportunity to act as response partners and pair mark work. This can be linked to 'talk for learning partners'. Pupils should first point out things they like then suggest ways to improve the piece but only against the learning objective

Pupils could highlight evidence of success G1/G2 or write a comment(s) in another pupil's book in a different coloured pencil (G3-5), which is then recorded with the first name in G1/2 and initialed in G3-5.

Self-assessment

Children are also sometimes asked to assess their own learning in order to identify how they have progressed against the 'Steps for Success' or rubric used.

Quality Feedback Comments

Personalised Quality Feedback Comments should be used <u>frequently </u>to extend learning and must be differentiated appropriately. When marking, staff may see a piece of work that requires clarification or is a good opportunity to extend that pupil's learning. <u>The emphasis when marking should be on both success and areas for development against the learning objective </u> 'Correct' work is highlighted in pink and areas for development are highlighted in green, with a corresponding written prompt. A focused comment should help the pupil in "closing the gap" between what they have achieved and what they could have achieved.

Useful "Closing the Gap" comments are:

- *A reminder prompt – e.g. "What else could you say here?"*
- *A scaffolded prompt- e.g. "What was the dog's tail doing?", "The dog was angry so he…", "Describe the expression on the dog's face".*
- *An example prompt – e.g. "Choose one of these or your own: He ran around in circles looking for the rabbit / The dog couldn't believe his eyes"*

Time is then given for the pupil to respond to the written prompt, thus enabling them to 'close/ bridge the gap' and improve their work further.

Hot Marking

'Hot Marking' is the process of the teacher moving around the classroom during a period of the lesson to check and briefly mark children's work using the agreed marking policy symbols. This marking should ensure that all children are making progress during the lesson and that they are extended or supported where necessary. Children find this type of marking very beneficial as it provides them with instant feedback. When used well, hot marking is an effective form of assessment and will also reduce the quantity of marking at the end of lessons. In mathematics, hot marking may just be used in the form of highlighting correct calculations and dotting incorrect calculations for the pupil to go back and correct. It may also be used to provide an example to show the pupil how to improve.

14. MYP assessment policy

Principles of MYP assessment at ISN

- MYP assessments in Grades 6-8 aim to show an accurate demonstration of student performance.
- A range of tasks will be used to assess students in each MYP subject and authentic assessment tasks will be planned and reviewed every academic year to ensure suitability.
- MYP *best fit approach* will be adopted when grading summative assessments.
- Internal standardisation will take place before student grades are awarded.
- Grades will be communicated to students and parents via Managebac in a timely manner.
- All MYP subject groups will assess each strand of all four assessment criteria twice per year.

There is also a focus on agency in MYP assessments. Students at ISN will have a *voice, choice and ownership* of how they would like to be assessed.

Summative assessments in the MYP

The purpose of a summative assessment at ISN is to provide students and parents/guardians with an accurate representation of what knowledge and skills their child/children have gained throughout the learning process in a particular unit. The following principles will be adhered to in grades 6-8:

- Each summative assessment will be based on the whole unit to allow students to demonstrate the knowledge and skills which they have gained.
- Each summative assessment will use the MYP subject specific criteria and be aligned with the subject objectives.
- Each assessment task will address at least one subject-group objective.
- Each assessment task will allow students to access all levels in the criteria.
- All students will be provided with detailed assessment instructions and MYP specific rubrics prior to the assessment.

Formative assessment in the MYP

Formative assessments will be used to develop ATL skills within the curriculum and help students to prepare for their summative assessment. Formative assessments will be used to give an indication of students' knowledge and skills at that specific point so the necessary steps can be taken to prepare the student for their summative assessment.

A variety of formative assessment methods can be used such as:

- Peer or self-assessment
- Questioning
- Written feedback
- Oral feedback

MYP Grade boundaries

Grade	Boundary guidelines	Descriptor
7	28-32	Produces high quality and innovative work. Communicates comprehensive, 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	24-27	Produces high-quality 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.
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 real-world situations and, with support, some unfamiliar real-world situations.
4	15-18	Produces good-quality work. Communicates basic understanding with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills, but requires support in unfamiliar situations.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding with occasional errors. Basic critical and creative thinking is demonstrated. Inflexible use of knowledge and skills in the classroom.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding. Limited use of creative or critical thinking and limited use of knowledge and skills.
1	1-5	Produces work of very limited quality. Lack of understanding demonstrated, rarely demonstrates critical thinking, and rarely uses knowledge and skills.

MYP Subject assessment criteria overview:

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

MYP Principles into Practice (p.80)

ATL skills: Approaches to learning:

ATL skills provide students with a foundation for learning independently. They also help students to prepare for their assessments and demonstrate their learning. Two/three ATL skills will be addressed within each unit and these can be implicitly or explicitly taught and assessed via formative assessments.

ATL skill categories	MYP ATL skill clusters
Communication	I. Communication
Social	II. Collaboration
Self-management	III. Organization
	IV. Affective
	V. Reflection
Research	VI. Information literacy
	VII. Media literacy
Thinking	VIII. Critical thinking
	IX. Creative thinking
	X. Transfer

Taken from: MYP Principles into Practice (pg.20)

Formative assessment of ATL skills maybe use the following criteria:

Expert	The student shows others how to use these skills and self-assess his/her usage
Practitioner	The student often demonstrates these skills effectively without being asked
Learner	The students use these skills if they are demonstrated or specifically asked
Novice	The student rarely uses these skills

15. MYP ACADEMIC INTEGRITY

As a transition from PYP to DP, the Middle School has the responsibility to equip students with the skills and attributes to 'become creative, critical and reflective thinkers' who understand and apply the principles of academic integrity, developing skills in Information Literacy: research, quoting, sourcing, etc. is embedded throughout our MYP curriculum across all subjects and disciplines. The school librarian further supports learners in the correct use of citations and references systems. Training in Academic Integrity begins in grade 6 and is integral to the inquiry process throughout the MYP programme in the way that we:

- *Provide advice on and/or examples of what constitutes academic misconduct, intellectual property and authentic authorship*
- *Provide examples of conventions for citing and acknowledging original authorship*
- *Provide guidance on the distinction between legitimate collaboration and unacceptable collusion.*

At the beginning of the academic year, students sign the Academic Integrity Policy as an agreement to adhere to the principles of academic integrity as a foundational value in academic scholarship.

Upon evidence of plagiarism, the sanction is as follows: plagia will prompt feedback from the teacher and the student will rewrite the plagiarized extract.

16. IBO Academic Integrity Policy

https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf

17. Glossary of Assessment Terms

Assessment Task: What the student does to demonstrate his/her learning

- Lab Report
- Dramatization
- Oral Presentation
- Project
- Written Task
- Test

Assessment Strategy: What the teacher (or student) does to collect evidence of student learning

Examples of Assessment strategies

Diagnostic	A form of pre-assessment that allows a teacher to understand a student's knowledge and skills prior to instruction. Diagnosing strengths and weaknesses guides lesson planning.
Formative	Wide variety of methods that teachers use to evaluate student comprehension and learning during a lesson or unit, the goal of which is to support their progress. Formative assessment targets a range of skills, including content and ATL skills. Additionally, GL Assessments are part of ISN's formative assessment practices, offering external data that further helps to support student progress.
Summative	Assessments used to evaluate student learning at appropriate points in the learning period of a particular instructional period. These include internal as well as external (IGCSE, IB) test scores.
Self-assessment	Learning Log or Portfolio – a form of self-assessment in which students write journal entries summarizing what they have learned, commenting on strategies they have found helpful and plans for future improvement.
Peer-assessment	Learning Log or Portfolio—a form of assessment in which peers use assessment criteria to comment on another student's performance. This may also take the form of annotations and comments on a specific piece of work.
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 nonparticipant (observing from without) to participant (observing from within).
Performance assessments	The assessment of goal-directed tasks with established criteria. They provide 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.

Differentiated	Differentiated assessment involves teachers making adjustments to and modifying assessment activities for individual students or a group of students to cater for: • different learning needs • a range of learning styles and preferences. Differentiated assessment may take into account the differences between individual students such as their: • current level of understanding and ability in relation to a particular topic or skill • prior learning experiences • learning style and preferences • motivation and engagement with learning • interests and talents
Process focused assessments	Students are observed often and regularly, and the observations are recorded by noting the typical as well as non-typical behaviours, collecting multiple observations to enhance reliability, and synthesizing evidence from different contexts to increase 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.
Authentic	Real-world application.
Selected responses	Single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.
Open-ended tasks	Situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution. The work, with the assessment criteria attached, could be included in a portfolio.
Conferencing	Sessions in which teachers and students work together to diagnose areas of strength and weakness. They plan for future development and reflect upon solutions in case of difficulties.

18. Tasks, Strategies and Tools

Assessment Tool: What is used to evaluate a student's performance against a set of predetermined criteria

Examples of Assessment tools

Rubrics	An established set of criteria for rating 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.
Exemplars	Samples of students' work that serve as concrete standards against which other samples are judged. Generally there is one benchmark for each achievement level in a scoring rubric. Each school is encouraged to set benchmarks that are appropriate and usable within their particular school context.
Checklists	These are lists of information, data, attributes or elements that should be present. A mark scheme is a type of checklist.
Anecdotal records	Anecdotal records are brief written notes based on observations of students. —Learning stories‖ are focused, extended observations that can be analysed later. These records need to be systematically compiled and organized.
Continuums	These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.
ATL	Approaches to learning skills: Evaluations of student research, thinking, communication, self management and social skills. The focus is on the process and skill application rather than on the product. These skills are regularly observed and recorded in a range of everyday interactions, including learning portfolios and process & progress forms.
Portfolios	An ongoing, purposeful documentation of student work, designed to demonstrate planning, growth, understanding, creativity and reflection.

19. IB Learner Profile

IB Learner profiles will be embedded into the curriculum and will be evident in formative and summative assessments.

Inquirers: Students develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable. Students explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers Students exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators. Students understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled. Students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded. Students understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

Caring. Students show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers. Students approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced. Students understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective. Students give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

20. Cycle of Review

Following a full review by teachers, students, parents and the Senior Leadership Team, this policy was published on _____ and applies until the next review in _____.