



Amity International School Amsterdam

Assessment Policy

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Mission Statement

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.

Rationale

The purpose of the Assessment policy is to emphasize that the single most important aim of assessment across the Primary Years Programme, Middle Years Programme and the Diploma Programme is to support curricular goals and encourage appropriate student learning. As stated by the IB (International Baccalaureate) assessments are based upon evaluating course aims and objectives and, therefore, effective teaching to the course requirements also ensures effective teaching to the examination and other formal assessment requirements. (Guidelines for developing a school assessment policy in the Diploma Programme).

Purpose

This policy outlines that assessment is designed to support and enhance learning at all levels of ability. Assessment is used to improve and encourage student learning and is a continuous ongoing process.

Responsibilities

Principal and Heads of Schools:

- Ensure all members of the school community have access to the School's Assessment policy.
- Oversee and monitor the implementation of the Assessment Policy.
- Ensure written reports are provided to parents and caregivers twice a year.

Programme Coordinators:

- Manage programme assessment calendars to ensure that students' assessment deadlines are appropriately distributed.
- Coordinate the administration, proctoring and analysis of student standardized assessments for the purpose of monitoring student growth and enhancing differentiated teaching and learning.
- Maintain oversight of Managebac as the platform for all community stakeholders: to access assessment objectives; be advised of, and receive feedback on, assessments and tasks; record grades and generate academic reports.

Teachers:

Teachers will conduct assessment to:

- Enhance student learning
- Inform planning, and guide instruction and curriculum development
- Monitor student progress and record achievement
- Provide regular and timely feedback
- Give praise, recognition and encouragement
- Continuously reflect on how teachers are using assessment to inform their teaching

Students

Students will engage with assessment to:

- Reflect on their learning and receive regular and timely feedback
- Identify and set learning goals based on their strengths and weaknesses
- Take responsibility for, and ownership of, their learning
- Know where they are going, how they are going, and where to go next.

Families and Caregivers

Families and Caregivers will:

- Engage in parent teacher conferences and student-led conferences to discuss progress
- Read their child's report and work in partnership with the school to support the student's learning.

Procedures

Procedures are subject to review and may be adjusted at the discretion of the senior leadership team.

Please see Appendix 1 for Assessment Practices and Procedures and refer to the Assessment Policy Guidance for further information regarding this policy.

Appendix 1: Assessment Practices and Procedures

Types of assessment include standardized, formative, summative and self/peer assessment. Formative assessment takes place on a daily basis through teacher observation and feedback. Forms of assessment include processes, such as journals and classroom observation, and products, such as portfolios and performances. Assessment tasks may be authentic – designed to promote deeper learning and embedded within units of inquiry. Assessment practices may be holistic – designed to integrate assessment for, of and as learning. Ultimately, assessment practices deployed throughout the school serve as both goals for students to work towards and as mechanisms to propel student learning.

Primary Years Programme

Assessment within the Primary Years Programme provides evidence to inform learning and teaching and has four dimensions: monitoring, documenting, measuring and reporting on learning. Each of these dimensions has its own value and significance, although greater emphasis is placed on monitoring and documenting learning. In particular, when monitoring and documenting student learning, the teacher considers:

- the nature of students' inquiry over time—observing for depth and breadth
- students' awareness that authentic challenges require solutions based on the integration of knowledge that spans and connects different subjects
- how students demonstrate and develop subject knowledge
- how students apply their conceptual understandings to further their inquiries successfully
- how students demonstrate and develop the approaches to learning
- how students demonstrate both independence and an ability to learn collaborative

Assessment strategies are interwoven into the daily learning process in order to guide and plan the next stage of learning, and aims to promote learning through giving regular and frequent feedback. Some examples of assessment strategies used are: self-assessment; peer assessment; observations; oral or written responses; rubrics; hinge point questions. Assessment for and of learning is aligned with the PYP inquiry process and supports students' cognitive, social, emotional and behavioural development.

Amity provides PYP families with two written reports – a mid-year and end-of-year report. In addition, families are invited to attend a student-led conference with their teacher. On-going assessments are reported through the See-saw application. Further information about students learning is documented through portfolios; statistics; formative and summative assessments. MAP Growth tests provide on-going diagnostic reports throughout the PYP and MYP. Students' progress in Mathematics is assessed and monitored against the standards provided by the Australian Victorian curriculum. Within the PYP, students and teachers continually

ask themselves: “Am I making progress? How do I know?” Evidence gathered through the four dimensions leads to actionable feedback for students.

Middle Years Programme

Students are regularly assessed throughout their units of inquiry using formative assessments techniques. Summative assessments tasks, objectives, deadlines and criteria are communicated on Managebac at the start of each unit of inquiry and explained again prior to the beginning of an assessment. Upon completion of a summative assessment task, 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. Teachers will provide individual feedback on a student’s assessed summative task with reference to the assessment criteria. Parents and students may refer to this feedback throughout the year on Managebac.

Each criterion will be assessed at least twice in each year. Rubrics are designed by the IB and made task-specific by the teacher as the evaluation tool for formative and summative assessments. 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.

Students are provided with two Progress Grade Reports (December and March). At the end of each academic year students are provided with an IB MYP summative attainment grade in each subject area.

Standardized assessments

Upon entry into Amity, students may be asked to sit the CAT 4 standardised test that provides data on students’ cognitive ability. Students will also sit MAP Growth standardised assessment tests in September and May to determine their level of knowledge and developed ability in mathematics, reading and language usage. This data 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.

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.

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 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/or the MYP Subject Coordinator.

Diploma Programme

Assessment for Learning

With close reference to course aims and objectives, Diploma subject teachers analyse students' assessment data to inform teaching and learning and to support curricular goals. Teachers refer closely to the assessment levels and descriptors in each of the Diploma and Core subject guides, and stated in the Grade Descriptors guide (2017), to explain the academic requirements of each assessed component to students. Assessment is criterion-related and so judges students' work in relation to identified levels of attainments, rather than in relation to the work of other students, and so ensures validity, reliability and fairness.

Teachers will undertake formative assessment, report progress and predict candidates' grade prior to completing the Programme, and when supporting University admissions requests. Consistent with the purpose and process of assessment in the PYP and MYP, teachers recognize that assessment for learning in the Diploma Programme is crucial for providing feedback and guiding future planning and teaching. Formative assessment enables students to self-evaluate their own progress against rubrics and develop strategies for self-improvement.

Reporting Assessment

Subject scores are derived from a combination of summative internal assessments, which are generally marked by the teacher and moderated by IB external examiners, as well as external assessments. Students will be entered for external IB examinations which they sit in the May examination session of the second year. In preparation, students will sit end of year exams in May of DP1, and Mock exams in January of DP2 so that they are familiar with the expectations of exam procedures and conduct and can address teacher feedback of their academic performance.

Throughout the DP, students complete a range of formative assessments that are created and assessed by the teacher for the purpose of monitoring student progress in relation to the prescribed course content. Although not directly contributing to the student's final mark, these tasks play a critical role in teaching and learning, and will ultimately support students to develop the knowledge, understanding and skills required for successfully completing the requirements of the Diploma Programme.

Student academic progress is recorded on Managebac against the criterion-related standards for each course component. 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.

Assessment Timelines

Students must adhere to deadlines indicated for all internal and external assessments, including draft versions, on the DP Assessment calendar. It is important that students understand that, excluding exceptional circumstances, these dates are non-negotiable. The dates are carefully mapped out to ensure that deadlines are reasonably distributed across the timeline of the programme – for the benefit of students and teachers – and is intended to support students in managing their time effectively.

Homework

As detailed in the Home Learning Policy, homework is an opportunity for students to practice, explore, or elaborate on previous learning, or prepare for future classes. At DP level, students are expected to take responsibility for their learning to ensure that they meet task deadlines through dedicated independent study.

Internal Moderation and Standardisation

Teachers undertake internal moderation processes to ensure that grades awarded are a true reflection of global IB examination standards. Internal moderation is conducted with subject colleagues and/or with the IBDP Coordinator, and in collaboration with linked IB schools.

Standardisation of assessment is 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/descriptors, in order that colleagues are aligned and consistent in their interpretation of the standards. To ensure a robust standardisation process, teachers select work samples that demonstrate a range of levels of students' ability, and then seek to determine whether marks awarded are accurate, generous or harsh. Teachers should refer to the flowchart in the Standardisation Policy for further guidance. Teachers must refer to recent Subject Reports to determine mark ranges and grade boundaries for each of the components, as well as the Principal Examiner's recommendations for the teaching of future candidates.

Academic Integrity

It is the responsibility of all teachers to support students in the preparation of their assessment and to ensure that all students' work complies with the requirements of the subject guide. It is necessary that the teacher provide assurance of the authenticity of a student's work by acknowledging that to the best of their knowledge and belief, the work being submitted has been undertaken by the student. For further details about academic Integrity and examination conduct, please see the Academic Integrity Policy.