

Assessment Policy

Assessment Policy

Liwa International School for Girls provides a high quality, creative and challenging international education, based on the International Baccalaureate Philosophy. We foster within each student, staff member and community member an enduring passion for learning and empowering each individual to become a caring global citizen.

What is Assessment?

Assessment is a tool that drives instruction and involves teachers, students and parents and informs them in a meaningful way about individual strengths and weaknesses. It provides information for planning and identifies future goals and targets. Authentic assessment is cumulative and specific, being criteria-based and varied, through the use of a range of measurement tools. It encourages all participants in the process to communicate clearly and provides opportunities for the sharing of school-based expectations and the consideration of the individual. In this way, authentic assessment allows students to be active participants in their own continued learning and teachers to be accountable for the learning opportunities they provide for students.

Philosophy:

- Assessment is consciously designed to indicate/improve student performance.
- Reflection is an essential and integral part of assessment.
- Educative assessment is anchored in authentic tasks.
- Feedback is central to all teaching and learning.
- Educative assessment provides students and teachers with feedback that they can use to revise their performance.
- Assessment provides a direction for teachers, the learners (students), the parents, the administration and the larger school community.
- Assessment should be sensitive to cultural, linguistic, racial, learning, physical and gender differences.
- Criteria for assessment is shared or developed with the students prior to assessment when appropriate.

Aims of Assessment:

- Provide valid measurements of student performance
- Reflect student growth, development and learning
- Identify strengths and weaknesses
- Provide direction for future planning and instruction
- Develop a common language for discussing and evaluating
- Evaluate the curriculum (Is the curriculum appropriate for our students?)
- Promote goal setting
- Empower students as active participants in their own learning
- Develop shared grade level and school-wide expectations and to set standards vertically, horizontally and spirally
- Measure teacher performance (Is the teacher meeting student needs and the requirements of the curriculum)

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- Provide structured, focused and relevant feedback to students and parents
- Provide school management with information on needs in the school such as budget, resources, curriculum development and professional development

Assessment Practices

1. **Pre – Assessment** – All teachers will assess student’s prior knowledge and experience before embarking on new learning experiences.
2. **Formative Assessment** – On-going and regular assessment will be used during the teaching and learning process to inform teachers and children about how the learning is developing. Formative assessment and teaching are directly linked. A variety of methods will be used.
3. **Summative Assessment** – Summative assessment happens at the end of the teaching and learning process and is planned for in advance. The assessment is designed so that students can show their understanding in authentic contexts in new and flexible ways. All summative tasks are to be completed at school.
4. Concepts, knowledge, skills and attitudes are explicitly taught and will be assessed as appropriate. Action will be supported and modelled by staff and assessed when appropriate.
5. Assessments will be completed by peers, teacher and/or the student themselves and will occur consistently and in developmentally appropriate ways. Feedback should be provided within an appropriate amount of time.
6. A balance of strategies will be used at developmentally appropriate levels and should be outlined in planning documentation.
7. A balance of assessment tools should be used with the strategies. Assessment tools should be saved and a copy stored in the handover folders/portfolios.
8. Assessment data should provide evidence of developing the attributes of the IB Learner Profile. The assessment process at *Liwa International School* involves the active participation of students, teachers and parents. They work together to keep each other informed about the child’s progress. The student is at the centre of the process and is actively involved in and takes some responsibility for his/her own assessment. Teachers, students and parents support each other in the on-going assessment process.

This will be evident when teachers:

- Plan with assessment as the focus of the teaching and learning in their classroom.
- Value and promote assessment as an integral part of the learning process in the classroom with their students.
- Allow their students time to reflect on themselves and their own learning as part of the teaching and learning process.
- Model the habit of reflection with their students.
- Provide students with the skills and tools to evaluate their own learning and provide time and support for this in the classroom.
- Adapt their teaching and the learning environment to cater for all student learning styles.
- Provide students with the learning expectations or assessment criteria prior to a particular task.
- Identify the extent to which the learning expectations or assessment criteria are met by an individual student.

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- Select from a wide range of assessment tools, reflecting student needs and skills.
- Provide students with regular opportunities to share the outcomes of their learning experiences with others, including peers, teachers and parents.
- Communicate clearly and openly with students and parents about, achievements, on-going progress and future goals.

This will be evident when students: (as appropriate and applicable)

- Participate meaningfully in assessing and evaluating their own learning.
- Become aware of their own strengths and weaknesses.
- Become aware of their own learning style.
- Contribute actively to the setting of goals designed to focus on developing their performance in areas of both strength and weakness.
- Are aware of, use and develop a range of assessment tools.
- Share the outcomes of their learning with peers, teachers and parents.
- Contribute to the assessment process through managing their own portfolios.
- Select and reflect on the work put into their portfolios.
- Know what the expectations are for their work and behaviour at school.
- Recognise and increasingly use the common assessment vocabulary used throughout the school.
- Prepare for and lead their conferences with parents and teachers, describing their own learning and explaining the purpose behind the activities they have been engaged in.

This will be evident when parents:

- Are informed about the school-based expectations.
- Understand the assessment vocabulary used in the school.
- Are involved in setting goals for and with their children.
- Recognise that their child is at the centre of the assessment process.
- Value that their child is aware of his/her own strengths, weaknesses, learning styles and preferences.
- Are invited to provide information to the teacher regarding their child's on-going learning.

Documentation used for the purpose of on-going assessment:

Portfolios

Rationale:

A portfolio is a record of students' involvement in learning which is designed to demonstrate success, growth, high-order thinking, creativity, assessment strategies and reflection.

What does a portfolio include?

As a holistic assessment tool, the portfolio must include contributions from all areas of a student's school life. Teachers are responsible for monitoring the student portfolio content, for both the teacher selected and student selected entries.

How do we select the entries?

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- Portfolio selection can take place in a variety of ways. The student can at any time ask to add a piece of work to their portfolio. Likewise the teacher can at any time ask the student to add a piece of work to their portfolio.
- It is important to ensure that draft pieces and final pieces that demonstrate the process of learning are included.
- The most appropriate way in which work will initially be collected and later be presented in the portfolios will vary from one classroom to another. Students at each grade level should use the same format for their portfolios to give some consistency across the grade level.

How do we reflect?

- Student/teacher reflection needs to accompany each work sample. There should be a balance between student/teacher reflections.
- To encourage student ownership of the portfolio the more the student can discuss his/her progress the more student reflections should be in the portfolio.
- Peer assessment may be used but needs to be helpful and purposeful.
- Parent reflections may be added in Student Led Conferences.

When do we (students, parents and teachers) use the portfolio?

Portfolios will be used in Parent meetings, as well as evidence of school progress in ADEC inspections.

Who has access to the portfolio?

Students, teachers and parents have access to the portfolio. If parts of or whole portfolios are to be shown to other people a student's agreement is sought.

The following is a list of some assessment tools and strategies which teacher and students may choose from, to include in the portfolio, to assist in demonstrating student learning and development:

Strategies

Observations
Performance Assessments
Process-focused Assessments
Selected Responses
Open Ended Tasks

Tools

Rubrics
Exemplars
Checklists
Anecdotal Records
Continuums

Curriculum Tests

What are Curriculum Tests?

Curriculum tests are criterion-based tests, designed to measure the extent to which an individual child has achieved a particular skill or body of knowledge. The criteria are drawn directly from subject specific scope and sequence documents of the American Curriculum.

Why use Curriculum-referenced Tests?

- To provide data on individual students and/or groups of students
- To measure specific skill development of an individual student against the school-based expectations (curriculum)

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- To identify patterns of strengths and weaknesses (for an individual student, group, class or the whole school)
- To inform teacher planning and future directions for teachers and students as they continue to improve student learning
- To help evaluate curriculum
- To moderate standards across the school
- Designed by Grade teams for all students in that grade.

How Do We Use Curriculum Tests?

Curriculum tests provide us with a form of measurement which allows an evaluative judgement to be placed on student performance. This is possible because an individual student's performance in a certain area of the curriculum is compared to a set of school-based expectations.

This provides teachers, students and parents with a point of reference from which to view student performance.

- Results may be discussed to assist with goal setting for individuals, groups or classes
- Results of individual students provide points for discussion during Student-led Conferences
- Results provide information about student learning in comparison with the expected level of skill development and competence.
- Results may be discussed between teachers to identify how their students perform in relation to other groups/classes/levels.
- Reviewing results can provide important information for the school about how realistic the curriculum is and how well the students are prepared for attaining certain skills and performing well at certain levels, as they move through the school.

Reporting

Semester reports are provided once per semester for the student and parent. These semester reports contain data about the achievement of the student in each (subject) area of the curriculum, which will be indicated by a score or grade.

Parent Teacher Interviews

Parent Teacher interviews may occur at any time during the academic year as *Liwa International School for Girls* has an open door policy. The teacher, parent or Senior Leadership Team may initiate the interview. There is a scheduled parent/teacher interview time in term 1 to review the start of the year. This is an opportunity to address goals and concerns for the upcoming academic year. In term 3 another scheduled parent teacher interview will take place to review the academic year.