

Policy Document

Assessment Policy 2015

Drafted: 2007/2008

First Review: 5th November 2011

Reviewed: November 2015 (In anticipation of an annual review cycle)

An Understanding of Assessment:

Greenfield Community School (GCS) recognizes that teaching, learning and assessment of that learning are fundamentally interdependent. Learning outcomes, which include knowledge and understanding of a subject as well as cognitive, personal and academic skills (e.g. ATL/Transdisciplinary Skills), should be explicitly stated for each assignment and unit of work, and these should be the pivot around which the whole course is developed.

Assessment pays appropriate attention to the higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding and application).

GCS also believes that authentic assessment for and of learning is cumulative and specific, being criteria-based and varied, through the use of a range of age appropriate formative and summative 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. Constructive teacher and peer feedback will generate effective learner reflection and shared target setting.

GCS also supports the International Baccalaureate's commitment to International Mindedness through active differentiation, accommodation (as appropriate) and an awareness of learners' cultural backgrounds and linguistic needs.

In order to be authentic, then, the practice of assessment needs to involve the ongoing collection of evidence providing descriptive information about a learner's progress. It involves teachers, students and parents and informs them in a meaningful way about individual strengths and areas for development. In so doing it provides qualitative information for planning and helps to inform future goals and targets.

Authentic assessment also allows students to become active participants in their own continued learning and teachers to be accountable for the learning opportunities they provide for students. All assessment should be informed by the school's mission and philosophy.

Mission statement:

Greenfield Community School 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.

Additional Aims of Assessment

- Assessment provides valid measurements of student performance and, consequently, valid data and effective tracking of progress throughout the school.
- Assessment develops a common language for discussing and evaluating.
- Assessment helps to evaluate the application and interpretation of the curriculum/curriculum framework.
- Moderation ensures consistency of assessment standards both vertically and horizontally and is strongly recommended.
- Assessment provides information regarding curriculum and professional development.

Assessment Expectations:

1. Procedure throughout each unit of inquiry or Assessment:

- a) **Pre – Assessment (predominantly in PYP and MYP)** – All teachers will assess students' prior knowledge and experience before embarking on new learning experiences.
- b) **Formative Assessment (Assessment FOR Learning)**– On-going and regular assessment will be used during the teaching and learning process to inform teachers and learners about their progress. Formative assessment is integral to teaching and learning.
- c) **Summative Assessment (Assessment OF Learning)** – Summative assessment happens at the end of the teaching and learning process and is planned for in advance. All summative tasks are to be completed at school unless. Teachers are expected to devise a series of “checks and balances” to avoid Academic Malpractice and to ensure that students work is original and that others' ideas are acknowledged. Various Internet-based plagiarism-prevention services (Such as Turnitin) should be used as a matter of course with all Summative assessments.
- d) **Assessment Calendars** - Each Phase of the school, especially in the Secondary will maintain an up to date Assessment Calendar that will able to be accessed by all stakeholders.

Appropriate Outcomes 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. Model the habit of reflective practices with their students and allow students time for self-reflection.
- Provide students with the skills, tools and language to evaluate their own learning and provide time and support for this in the classroom.
- Adapt their teaching and the learning environment to cater as far as possible for all student learning styles.
- Provide students with the learning expectations and assessment criteria prior to a particular task.
- Identify the extent to which the learning expectations or assessment criteria are met by an individual student.
- 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.

Appropriate Outcomes 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 areas for development.
 - Become aware of their own learning style.
 - Contribute actively to the setting of goals designed to focus on developing their performance.
 - Share the outcomes of their learning with peers, teachers and parents.
 - Contribute to the assessment process through managing their own portfolios.
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- Select and reflect on the work put into their portfolios.
- Have a good work ethic.
- Recognise and increasingly use the command terms 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 in which they have been engaged.

Appropriate Outcomes will be evident when parents:

- Are informed about the school-based expectations.
- Understand the assessment vocabulary used in the school.
- Support goal setting for their children.
- Recognise that their child is at the center of the assessment process.
- Is aware of their child's strengths, areas for development, learning styles and preferences.
- Are invited to attend and engage in information sessions based around reporting, assessment and other curriculum areas.

Criterion Based Assessments (MYP, IBCP, DP and where used in the PYP)

What are they?

Criterion based assessments are designed to measure the extent to which an individual student has achieved a particular skill or body of knowledge. The criteria are drawn directly from subject specific criteria based assessments derived from the IB.

Why use Criterion based assessments?

- 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).
- To identify patterns of strengths and areas for development (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 (PYP).
- Designed by subject teachers within their specialized departments (MYP).

How do we use criterion based assessments?

Criterion based assessments provide us with a form of measurement which allows an evaluative judgment and prediction to be placed on student performance. 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 Three Way and 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.



Follow-up, monitoring and revision of the policy

- This policy was developed during the school year 2007/2008 by the PYP Coordinator and Greenfield's teaching staff. The draft was written by the PYP Coordinator during 2007/2008.
- Following this, the assessment policy was further updated and developed by the Programme Coordinators. The GCS' staff reviewed the policy in the academic year of 2011/2012. Prior to the update, feedback was sought from all stakeholders of the school community. The IB standards and practices were taken into account in developing the policy.
- Following Consultation with Teaching Staff, the Grade Level coordinators, the Senior Pedagogical Team and the Senior Management Team, this policy was reviewed in November/December 2015.
- The Assessment policy will be reviewed and updated in consultation with the whole staff on an annual basis.