



International School Delft Assessment Policy

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Assessment Philosophy

When we assess learning at International School Delft (ISD) we assess students' learning to determine their level of understanding and to provide a basis for future planning, teaching and learning. Our philosophy aligns with the International Baccalaureate's philosophy of assessment that states, '*Assessment is integral to all teaching and learning.*'

A number of principles help guide our approach to assessment.

- Assessment is used to find out what students already know, understand and can do; it helps students improve their learning and lets students, their parents and teachers know how much they have learned within a given period of time.
- Assessment must be planned, purposeful and made explicit in the written curriculum.
- A balanced approach to assessment must be taken in the classroom, including the use of a range of strategies in order to meet the learning styles of all students.
- Assessment and teaching are inseparable as assessment informs planning for the purpose of teaching and learning.
- Assessment practices and procedures must be given to students in language they understand. Students are made aware of what they have done well and what they need to do to improve.
- Assessment is a collaborative process that involves self, peer and teacher assessment.
- Standards and benchmarking are an important component of effective assessment.
- Grading and reporting student achievement needs to be done in a caring, supportive and thoughtful manner.

Assessment at ISD allows for

- Students to be an active part of the learning process by demonstrating their understanding and reflecting.
- Teachers to set the direction for ongoing learning, to analyse the effectiveness of their teaching and make appropriate adjustments and to communicate progress with students, families and the wider school community.
- Parents to support and celebrate their children's learning and achievements.

Formative and Summative Assessments

Formative assessment and summative assessment are labels that describe how various assessments tools and strategies are used. There are three distinct but interrelated purposes for classroom assessment, namely *assessment for learning*, *assessment as learning* and *assessment of learning*.

Summative assessment (*assessment of learning*) is aimed at determining a student's achievement level, generally at the end of a course of study or unit of work. It tells us what students know and can do, provides evidence of student progress and demonstrates whether they have achieved the intended learning outcomes.

Formative assessment (assessment *for* learning) refers to assessment tasks that provide information to be used as feedback to modify teaching and learning. It enhances learning by giving specific and timely feedback, keeping students focused on their progress, even in the face of occasional setbacks. Critically, it is formative assessment that has the greatest impact on student learning and achievement.

Whilst the above categories of assessment are usually teacher directed, assessment *as* learning, by contrast, is student directed. It involves students who set criteria and goals and assess their own and their peers' work. In this type of assessment, students focus on both the process of learning and the product of their learning.

Strategies and Tools in Effective Assessment

Strategies are the methods or approaches that teachers use when gathering information about a student's progress and learning. **Tools** are what teachers use to record this information.

Examples of Assessment Strategies

- **Observations**
All students are observed frequently and regularly, with the teacher's 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 non-participant (observing from outside) to participant (observing from inside).
- **Performance assessments**
Goal-directed tasks are assessed with established criteria. They provide authentic and significant challenges and tasks.
- **Process-focused assessments**
Students are observed frequently and regularly and observations are recorded, including both typical and non-typical behaviours. Multiple observations are collected to enhance reliability and evidence is synthesised from different contexts to increase validity. A system of note-taking and record-keeping is created that minimises writing and recording time. Checklists, inventories and narrative descriptions, such as learning logs, are common methods of collecting observations. Teachers also keep records in assessment folders that are available in the classrooms. Assessment data is then used to help plan teaching and learning opportunities.
- **Selected response**
These are single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.
- **Open-ended tasks**
These are situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written response, a drawing, a diagram or a solution. The work, with the assessment criteria attached, could be included in a portfolio.

Examples of Assessment Tools

The assessment strategies listed above may be put into practice using the assessment tools included below:

- **Rubrics**
These are established sets of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in student work and then how to rate that work on a predetermined scale. Generally, there is one benchmark for each achievement level in a scoring rubric. Importantly, rubrics can be developed by students as well as by teachers.
- **Exemplars**
These are samples of student work that serve as examples of good practice.
- **Checklists**
These are lists of information, data, attributes or elements that should be present. A mark scheme is a type of checklist.
- **Anecdotal records**
These are brief written notes based on observations of students. These records need to be systematically compiled and organized.
- **Learning stories**
These are focused, extended observations that can be analysed later.
- **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.

Assessment evidence will either be stored in assessment folders or on the server in the assessment folder within each unit folder.

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

1. Written reports.

Reports are written twice a year (in January or February and June or July).

2. Conferences.

- a. Parent-teacher conferences are held in October and April for children in Group 1 and 2. For children in Groups 3 to 8 there are three-way conferences in April.

- b. Student-led conferences (SLCs) are held in June or July.

- The importance of the SLC is mentioned at the Parent Information Days as part of the reporting process.

- SLC dates are published in the school.
- Classroom teachers and subject specialists meet together to plan what is to be shared.
- Students are involved in choosing what is shared with parents.
- Students report to parents addressing the five essential elements of the programme (knowledge, skills, concepts, attitudes and action).

3. The student portfolio.

During the SLC in July, the student portfolio is shown. The portfolio's purpose is to

- Empower students to be active participants in their own learning.
- Provide opportunities to show growth in different subject areas over time.
- Help students develop a sense of pride in their work and self-esteem.
- Provide evidence of and celebrate achievement during the student-led conference.
- Provide a tool for students' self-assessment and reflection.
- Enable students to see learning as a continuous process, one in which they are actively involved.

Expectations:

- The selection of work samples is ongoing, providing regular opportunities to add samples to the portfolio.
- Portfolios are managed mainly by students, guided and supported by teachers.
- Portfolios include work from all subject areas, including specialist subject areas.

Student portfolios are used as tools during student-led conferences and include

- 1 student-selected piece of work from each Unit of Inquiry (UOI) (6 pieces)
- 1 teacher-selected piece of work from each UOI (6 pieces)
- 1 student-selected piece of work from maths for each half year (2 pieces)
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- 1 student-selected piece of work from English language for each half year (2 pieces)
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