



Assessment Policy

1.1. Belief Statements on Assessment

Assessment is the gathering and analysis of information about student learning. It identifies what students know, understand, can do and feel at different stages in the learning process. It is a basis for ongoing reflection and evaluation of curriculum and instruction. We believe assessment is integral with planning, teaching and learning.

It is essential to our goal of inspiring students to participate responsibly, successfully and with integrity in the global community.

We do this by guiding them through the essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastery of skills, the development of attitudes and the decision to take responsible action.

Through a variety of means, we strive to ensure that all members of the school community have an understanding of the reasons for the assessment, what is being assessed, the criteria for success and the method of assessment.

Assessment focuses on the quality of student learning during the process of inquiry and instruction and on the quality of the products of the learning.

It is the means by which we analyze student learning and the effectiveness of our teaching and acts as the foundation on which to base our future planning and practice.

1.2. Purposes of Assessment

The purposes of assessment are to:

Promote student learning

This is done through -

- Giving constructive feedback to students highlighting strengths and areas for improvement
- Providing opportunities for self- and peer assessment/reflection
- Encouraging students to feel a sense of ownership of their learning
- Offering students opportunities to display their learning in a variety of ways
- Accommodating diverse learning styles and multiple intelligences

Provide information about student learning.

This is done through-

- Finding out what students know/don't know and can/can't do through assessing prior knowledge
- Giving students opportunities to demonstrate how well they can apply their understanding
- Recording student progress in the following skills: *thinking, research, communication, social and self-management*
- Monitoring student behavior and performance in order to highlight those students in need of additional support
- Providing data to support dialogue and analysis about class and individual learning with colleagues, parents, students and external bodies

Assist in the evaluation of instruction and the programme of studies

This is done through-

- Providing reflection on a unit of learning to assess:
 - the unit's suitability for a range of cultural backgrounds, language levels and learning styles student attainment
 - suitability of assessment tasks/learning engagements – relevant, engaging, challenging
 - suitability of assessment tasks/learning engagements for the aspects of the five essential elements (knowledge, concepts etc) being focused on
- Annual reflection on the programme of inquiry to track vertically and horizontally how each aspect of the essential element.

1.3. Principles of assessment

Effective assessments allow the student to:

- have criteria that are known and understood in advance
- analyze their learning and understand what needs to be improved
- demonstrate the range of their conceptual understandings, their knowledge and their skills
- synthesize and apply their learning, not merely recall facts
- base their learning on real-life experiences that can lead to other questions to ask or problems to solve
- focus on producing a quality product or performance
- highlight their strengths and demonstrate mastery and expertise
- express different points of view and interpretations
- promote reflection, self- and peer-evaluation.

Effective assessments allow the teacher to:

- plan them and build them into the learning, not add them after the fact
- identify what is worth knowing and assess it
- include collaboration between the student and teacher or among students
- take into account different cultural contexts and different ways of learning and knowing
- use scoring that is both analytical and holistic
- produce evidence that can be reported and understood by students, parents, teachers, administrators and board members
- inform every stage of the learning and teaching process
- plan further activities which address areas of interest for the teacher and the students.

Effective assessments allow the parents to:

- understand the learning process and the school's vision, mission and values
- actively support their child's education.

1.4. What to assess

The school curriculum provides the opportunity for learners to construct meaning, principally through structured inquiry, and emphasizes the connections between concepts and subject-specific knowledge, skills and attitudes. The units of learning provide a focus for student inquiry, while literacy and numeracy provide the tools for inquiry. Therefore, feedback is given on student progress and performance in each of these areas. Student progress and performance is assessed in the following curriculum areas - language, mathematics, social studies, the arts, science and technology, and personal, social and physical education. Additionally, feedback is provided on the attributes listed in the IB learner profile. This profile serves to increase the learners' awareness of, and sensitivity to, the experiences of others beyond the local or national community, thereby promoting and understanding their contribution to the creation of a better and more peaceful world.

1.5. When and how to assess

Policy

Continuous assessment is an integral part of teaching. The use of assessment to judge the effectiveness of both teaching and learning processes is essential to allow teachers and students to identify their strengths and weaknesses and the effectiveness of the programme. The students are clear about the purpose and means of assessment and information about the purpose and format of summative assessment tasks is communicated to students and parents.

Formative assessment

Formative assessment is interwoven with the daily learning and helps teachers and students find out what the students already know in order to plan the next stage of learning.

Summative assessment

Summative assessment takes place at the end of the teaching and learning processes and gives the student opportunities to demonstrate what has been learned. Summative assessments may include any of, and any combination of, the following: acquisition of data, synthesis of information, application of knowledge and processes.

An example of summative assessment is the required PYP exhibition, an extended collaborative inquiry undertaken by students in their final year of the PYP which provides the culminating experience of each learner's engagement with the PYP.

Strategies

The following methods cover a broad range of approaches, from the more subjective and intuitive to the more objective and scientific. They provide a range of approaches and therefore aim to provide a balanced view of the child.

- **Observations**

All children are observed often and regularly, with the teacher taking a focus varying from wide angle focusing on the whole class to close-up focusing on one child or activity, and from non-participant observing from without to participant observing from within.

- **Portfolios**

Portfolios are used up to and including Grade 5. These are collections of students' work that are designed to demonstrate successes, growth, higher order thinking, creativity and reflection. A portfolio should be thought of as an exhibition of an active mind at work.

At primary level, portfolios, which include examples of self, peer and teacher reflections are shown to parents at least once a year a year at Student-led conferences and Student-Parent- Teacher conferences.

- **Open-ended tasks**

These are situations in which children 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.

- **Selected responses**

These are single occasion, one-dimensional exercises such as tests, quizzes and examinations.

- **Process-focused assessments**

The students' skills are observed regularly, and the observations are recorded.

- **Performance assessments**

These are assessments of goal-directed tasks with established criteria that are authentic challenges and problems. There are numerous approaches to the challenges/problems that require the use of many skills and there is rarely only one correct response. Audio, video and narrative records are often useful for this kind of assessment.

Taken together, the assessment strategies form the basis of a comprehensive approach to assessment.

Whatever strategy is used, self and peer as well as teacher (and sometimes parent) reflections are seen as an important stage in the learning process. Peer reflections include reflections completed by students at different grade levels, and teacher reflections include those completed by teachers other than the homeroom or subject teacher.

How do we assess

Assessments tools:

- Self, teacher and peer assessment
- Anecdotal records
- Student-teacher negotiated rubrics
- Observation
- Classroom displays
- Student checklists
- Artistic responses, including art, drama, songs, poetry
- Tests and quizzes
- Portfolios
- Performances
- Collaborative work
- Written work, e.g. creative writing, essay, journal
- Reading records
- Parent – teacher conference
- Student-led conferences
- Standardized national tests
- Benchmark tests
- Oral presentation /debate
- Homework
- Video /photography
- Exhibitions

1.6. Reporting

Criteria for effective reporting

Reporting is a means of giving feedback from assessment. It describes the progress of students' learning, identifies areas for growth, and contributes to the consolidation of the entire school community.

Because feedback is the component of assessment that lets us make sense of judgment and improve our work we encourage both assessment and feedback.

Reporting at ISoB:

- involves parents, children and teachers as partners
- reflects the school community values and the school's mission statement
- aims to be comprehensive, honest, fair and credible
- aims to be clear and understandable to all parties
- allows teachers to incorporate what they learn during the reporting process into their future
- teaching and assessment practice.

Involving parents, children and teachers as partners

Parents, students and teachers have the opportunity to participate in the reporting process by asking for clarification and examining particular examples. In order for students to participate in the reporting procedure effectively, students are given guidance at different stages of assessment tasks in learning how to self-evaluate and report on their progress. Some of the many ways we support parent/student understanding of how assessment is linked to teaching and learning include: open day for parents, parent workshops, class and school newsletters, ISoB website, regular communication through homework, diaries/communication books, Class Dojo/ManageBac and school assemblies. IB reports are issued in English as the main language of instruction as well as certificates in Polish as requested/required by the law.

The written report

Progress Reports based on the assessments outlined above, are written by class teachers and specialists twice annually (a brief report at the end of Semester 1 and a more detailed report at the end of Semester 2). These are given to parents during the parent – teacher conferences and included in student files. These reports include teacher’s comments on the IB learner profile. Progress reports include the following grades/descriptors:

N – needs time

B – meets expectations at the beginning level

M – mainly meets expectations

MF – meets expectations fully

NA – not assessed

In Grades 4 and 5 they approximate with the following polish grades:

N	niedostateczny
B	dopuszczający/ dostateczny
M	dobry
MF	bardzo dobry/ celujacy

Criteria for each grade:

N – needs time – the student presents an insufficient level of understanding and performance in the following areas: concepts, skills, attitudes, action and knowledge. The student requires help to complete tasks in class and makes many mistakes.

B- the student presents a basic level of understanding and performance in the following areas: concepts, skills, attitudes, action and knowledge. The student may require help from the teacher at times to complete tasks in class and makes some mistakes.

M- the student presents a good level of understanding and performance in the following areas: concepts, skills, attitudes, action and knowledge. The student is able to complete most tasks in class independently and makes few mistakes.

MF - the student presents a very good level of understanding and performance in the following areas: concepts, skills, attitudes, action and knowledge. The student is able to complete tasks in class independently and communicates their knowledge accurately and clearly.



International
School
of Bydgoszcz



In Grades 4 and 5 there exists the possibility to be awarded the grade “celujący / academic excellence” which is reserved for any students who complete independent research and learning out of school hours and can present this beyond the required standards. This may also be awarded to any students who take part in interschool, regional or national competitions (laureates), including P.E.