American International School of Brazzaville Assessment Policy

Adapted from the International School of London

Policy written by: PYP and MYP Coordinators

Version Number: Version 01

Applicable to: Whole school

Section 1: Beliefs and Principles

Mission statement

Vision statement

Assessment policy by phase: Early Years and Primary (ages 3-11)

This policy describes the application of the assessment framework of the International Baccalaureate Primary Years Programme (PYP) at the American International School of Brazzaville. The details of the PYP assessment criteria can be found in the publication Learning and teaching (IBO 2018).

AISB/PYP-specific philosophy on assessment:

Assessment is ongoing and should be used to inform teaching and learning. The fundamental purpose of assessment is to understand where the pupil is at any given time and over time in their learning; and, to use this information to promote and support further learning. Highly effective assessment in the PYP will be integrated, authentic, holistic, developmentally appropriate and responsive to learners. Assessment, with a focus on teacher and peer feedback, should be documented in the planners and support next steps in learning and teaching. The focus is on developing assessment capability in teachers, students and across the learning community.

The following four dimensions of assessment will support knowledge and skills acquisition, the development of deep conceptual understandings and self-regulated learning, identifying what students know, understand and can do.

> ❖ **Monitoring** - observe and check the progress of a child over a period of time
> ❖ **Documenting** - record progress in written, photographic, or other form
> ❖ **Measuring**- assess the importance, effect, or value of the child's learning ❖ **Reporting** - give a spoken or written account of something that one has observed and documented

When developing and conducting assessment and evaluation, Primary teachers at AISB ensure that they:

• Have a clear purpose for all assessment and evaluation processes used

• Gather information in an ongoing way in a range of authentic contexts

• Use a wide range of appropriate strategies and tasks to gather information

• Use a collaborative approach to gather information about students

• Create systems to record and manage data, i.e. a class assessment folder containing assessment data

• Make adaptations to assessment and evaluation processes when necessary

• Take time to analyse and evaluate the information gathered and make judgements about future teaching

• Facilitate regular opportunities for students to **reflect, self-evaluate** and **set realistic learning goals**.

Assessment strategies for gathering information

General Guidelines

While we acknowledge that there are many ways to gather data in the classroom, we believe that it is important to develop **purposeful** and **balanced** processes for assessments that involve students, peers, parents or caregivers and teachers when gathering data.

Specific Guidelines

There are some strategies and tasks which are a mandatory element of the assessment process in the early and primary years. A brief description of these assessments is provided in the assessment tasks overview below. The PYP Unit planners on managebac, will provide more detailed information on how and when these tasks are to be implemented in each grade.
Effective assessment is an integral part of teaching and learning. It is ongoing and used as a

tool for students to reflect on and develop their thinking

● Assessment supports a personalized approach to teaching and learning, which involves listening to student feedback and adapting to that feedback.

● Assessment enables teachers and students to monitor current learning and plan for the future.

● Teachers use appropriate and varied assessment tasks.

● Assessment is used as a tool to enter into a dialogue with a student or group of students to enable them to take their learning further.

● Assessment provides explicit feedback to the learner so the student can monitor their own progress.

● Self-assessment and reflection are essential to further learning.

● Students work with peers to review and reflect on their learning.

Additionally, while Assessment *as* Learning is the ultimate goal at AISB, i.e. assessment is an integral part of learning - guiding the process and stimulating further learning, we appreciate that a comprehensive approach to assessment needs to include a combination of:

● Assessment *of* Learning - Teachers use assessment (usually summative) to measure the quantity and accuracy of student work and highlight the learning that has taken place. ● Assessment *for* Learning - Teachers use assessment (usually formative) to collect a wide range of data so that they can modify the learning work for their students and use the insights that come from the process to design the next steps.
● Assessment *as* learning - Students personally monitor, in conjunction with teachers and parents, what they are learning and use the feedback from this monitoring to make adjustments, adaptations, and even major changes in what they understand (metacognition).

Assessment strategies can be

Formative: to identify future targets for the class, group and individual as appropriate within the subject areas

Diagnostic: to identify students' strengths and weaknesses for the purposes of personalising their learning or appropriate class placement.

Summative: to evaluate and monitor students' progress for the purposes of benchmarking and reporting*

* Note that these categories are not mutually exclusive; for example, all summative assessments are simultaneously potentially formative.

These principles underlie assessment practice in each phase of the school, Primary Years and Middle Years. Their application may differ in each section, as detailed in the phase-specific sections of the policy below.

Section 2: Scope of the policy

The purpose of this policy is to guide staff in the implementation of effective assessment in line with IB philosophy of assessment. This policy also describes the application of the relevant statements about assessment in the whole-school policy on teaching and learning, as they are applied in each of the school sections: Primary Years and Middle Years. In the Middle Years section, the operational aspects and detail of this application will differ across subjects.

Program Framework:

International Baccalaureate Standards and Practices

The policy is pertinent to the following IB standards / practices:

Coherent curriculum 3: The school develops, regularly reviews and shares its curriculum in ways that explicitly engage the school community. (0401-03)

Coherent curriculum 3.3: The school reviews IB requirements for learning, teaching and assessment, and communicates them to the school community. (0401-03-0300)

Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)

Approaches to assessment 1.1: Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation. (0404-01-0100)

Approaches to assessment 1.2: The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (0404-01-0200)

Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)

Approaches to assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)

Approaches to assessment 2.2: The school demonstrates that assessment practices are formed around conceptual learning. (0404-02-0200)

Approaches to assessment 3: The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)

Approaches to assessment 3.1: The school administrates assessment in accordance with IB rules, regulations, and/or relevant program documentation. (0404-03-0100)

Approaches to assessment 3.3: The school ensures that external reporting and/or predictions are as accurate as possible, and are appropriately designed for the contexts in which they are required. (0404- 03-0300)

Approaches to assessment 3.4: The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)

Approaches to assessment 3.5: The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable. (0404-03-0500)

Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)

Approaches to assessment 4.1: The school provides students with opportunities to consolidate their

learning through a variety of assessments. (0404-04-0100)

- International Baccalaureate Program Standards and Practices (October 2018, March 2019)

Section 3

Assessment policy by phase: Early Years and Primary (ages 3-11)

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AISB/PYP-specific philosophy on assessment:

Assessment is ongoing and should be used to inform teaching and learning. It involves the teacher and learners collaborating to monitor, document, measure, report and adjust learning.

The fundamental purpose of assessment is to understand where the pupil is at any given time and over time in their learning; and, to use this information to promote and support further learning.

Highly effective assessment in the PYP will be integrated, authentic, holistic, developmentally appropriate and responsive to learners.

Assessment, with a focus on teacher and peer feedback, should be documented in the planners and support next steps in learning and teaching. The focus is on developing assessment capability in teachers, students and across the learning community.

The following four dimensions of assessment will support knowledge and skills acquisition, the development of deep conceptual understandings and self-regulated learning, identifying what students know, understand and can do.

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Measuring- assess the importance, effect, or value of the child's learning

Reporting - give a spoken or written account of something that one has observed and documented

When developing and conducting assessment and evaluation, Primary teachers at AISB ensure that they:

- Have a ***clear purpose*** for all assessment and evaluation processes used
- Gather information in an ***ongoing*** way in a range of ***authentic contexts***
- Use a ***wide range*** of appropriate ***strategies and tasks*** to gather information
- Use a ***collaborative approach*** to gather information about students
- Create systems to record and manage data, i.e. a class assessment folder containing assessment data
- ***Make adaptations*** to assessment and evaluation processes when necessary ● Take time to ***analyse*** and ***evaluate*** the information gathered and make judgements about future teaching
- Facilitate regular opportunities for ***students to reflect, self-evaluate*** and ***set realistic***

learning goals.

<u>**Assessment strategies for gathering information**</u>

General Guidelines

While we acknowledge that there are many ways to gather data in the classroom, we believe that it is important to develop ***purposeful*** and ***balanced*** processes for assessing that involve students, peers, parents or caregivers and teachers.

<u>**Student Portfolios**</u>

'A portfolio is a record of students' involvement in learning which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection. A portfolio is a celebration of an active mind at work. It provides a picture of each student's progress and development over a period of time both as individual and group learners. It enables students to reflect with teachers, parents and peers in order to identify their strengths and growth as well as areas for improvement, and then to set individual goals and establish teaching and learning plans.

Evidence of learning in a portfolio should be from a range of experiences and curriculum areas. The portfolios are used to show the development of knowledge, conceptual understanding, transdisciplinary skills, attitudes and the attributes of the learner profile over a period of time. It may also be used to document student action. Portfolio entries should document both the process of learning and the product, including images and evidence of students in the process of constructing meaning. It can be used as a tool for assessment and reporting purposes for students, parents, teachers and administrators (*Making the PYP Happen*, 2009).

Portfolio Detail

Managebac is used as a portfolio for student work and as a communication tool with parents.

A folder entitled 'Portfolio' should be created in managebac and students' names added so that each student is able to upload his or her work..

Work samples should primarily be student selected with some teacher guidance.

Portfolio Reflections

Throughout each unit, students will reflect upon key elements for all areas of their learning. Portfolio reflections should encourage students to:

- Reflect on the key conceptual understandings and learning outcomes that were being developed in the different areas of learning
- Consider their strengths and weaknesses in relation to the outcomes and any other aspects they identify - the attributes of the learner profile should be considered when doing this ● Set goals for future learning
- Make connections or see the transdisciplinary nature of what they are learning

<u>**Evaluation tools for recording and analysing assessment data**</u>

General Guidelines

The information gathered using the tools below can be used for analysing and evaluating at:

- Student level

- Class level
- School level

At the **student level,** teachers monitor individual student learning, strengths and weaknesses, specific knowledge, understandings and skills. They use the information gathered to set goals for student learning, to inform co-teachers, and to report to parents.

At the **class level,** teachers and the Curriculum Coordinator monitor class learning. They use the information gathered to plan teaching, group students, review curriculum and identify teacher professional development needs.

At the **school level,** the Primary Leadership Team monitor learning across the school. They use the information gathered to develop coherent continua of student outcomes, identify appropriate grade level benchmarks, make decisions about curriculum revision and school professional development needs.

Used systematically at all three levels, a rigorous structured tailored system of internal assessment can be more effective and more efficient than external standardised testing.

Specific Guidelines

As is the case with assessment strategies and tasks, teachers need to also use a variety of tools for recording and analysing the information they have gathered. The main ways of recording and analysing information at AISB include:

Evaluation Tools	Guidelines/Expectations
Anecdotal notes	● Short descriptions of observations in the classroom ● Teachers may develop their own methods and templates for recording observations
Rubrics	● Recording frameworks that feature short descriptive statements along a continuum of excellence

	● The use of rubrics is at the teacher's discretion, however, there are guidelines to consider when developing rubrics ● Students may contribute to the development of class rubrics
Checklists	● Lists of skills or behaviours to be checked off as they are observed ● The use of checklists is at the teacher's discretion ● Students may contribute to the development of checklists
Annotations	● Short judgements recorded on student work ● All work should be dated and initialled and contain annotations as appropriate
Continua	● Measurement scale on which to rate and track achievement ● There should be solid evidence to substantiate judgements ● Whole class progress should be mapped on the class profile sheet contained in the class assessment folder for the appropriate key learning areas and strands
Exemplars	● Sample pieces of work that illustrate the different levels of the continua or rubrics ● Teachers should refer to text type exemplars when evaluating student work

Benchmarks	● Exemplars used to set expectations for a particular grade level or age ● Diagnostic benchmarking and data to be kept in the PYP Data Tracker

Section 4

MYP Assessment Policy

This policy describes the application of the assessment framework of the International Baccalaureate Middle Years Programme (MYP) at the International School of Brazzaville. The details of the MYP assessment criteria for each subject group can be found in the relevant IB MYP Subject Guides, and in the publication the *MYP: From Principles into Practice* (IBO 2017).

Rationale

MYP assessment at AISB comprises a broad range of performance tasks which measure what students can 'do'. Teachers use assessment data to inform teaching and students value assessment opportunities to reflect on learning. The nature of assessments, therefore, should be varied, creative and challenging, which promotes critical thinking and metacognitive development. The MYP assessment cycle involves setting individual goals, developing and implementing assessment strategies, analyzing outcomes, and creating action plan. This continuous process should support a personalized approach to teaching and learning.

Assessment strategies

General Guidelines

Assessment is a continuous process and is designed to address the MYP objectives in each of the eight subject groups, as well as the MYP Projects (e.g. Personal Project) and Interdisciplinary learning, according to the criterion-related approach.

Objectives and their corresponding assessment criteria are prescribed by the IBO for application by the subject teacher at the end of Grade 6 (MYP Year 1), Grade 8 (MYP Year 3) and Grade 10 (MYP Year 5).

Teachers make decisions about student achievement using their professional judgement, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent. Across a variety of assessment tasks (authentic performances of understanding), teachers use descriptors to identify students' achievement levels against established assessment criteria. MYP internal (school-based) assessment uses a "best-fit" approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically.

This "criterion-related" approach represents a philosophy of assessment that is neither "norm referenced" (where students must be compared to each other and to an expected distribution of achievement) nor "criterion-referenced" (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level).
It is the responsibility of the IBMYP Coordinator to ensure that all teachers are kept up-to- date with the MYP guidelines set by the IBO. This includes deadlines established externally by the IBO for

external moderation (e.g. Personal Project).

Teachers are responsible for maintaining and devising assessments of students in a subject area throughout the academic year

Specific Guidelines

Formative and Summative Assessment

Teachers devise a wide range of tasks to assess students' development of understanding and abilities. The assessment tasks should not only address an objective, but also allow students to access all the achievement levels in the corresponding criterion.

When devising tasks, teachers should use task-specific clarifications to bring a level of specificity to the assessment criteria. Each task-specific clarification will be based on a published MYP assessment criterion.

Formative assessment should be used for teachers to gather, analyze, interpret and use a variety of evidence to improve students' learning and to help students to achieve their potential. Students' peer and self-assessment can be important elements of formative assessment plans.

Students are to be informed of the criteria and/or task-specific clarifications for each task prior to the assessment and full criteria descriptors should accompany assessment tasks via Managebac. The subject criteria should be aligned with the most up-to-date version of the MYP Subject Guide published by the IBO.

Teachers are to help students improve performance through consistent, timely and meaningful feedback.

Summative assessment is part of every MYP unit and is designed to provide evidence for evaluating student achievement using required MYP subject-group-specific assessment criteria. All four subject specific criteria should be assessed at least once in the form of summative assessment within a semester. The results of summative assessments must be recorded in Managebac gradebook.

For semester final grades, teachers are to make a professional judgement based on a 'best-fit' approach. To this end, teachers should use level descriptors to identify student performance levels against the established assessment criteria. MYP assessment must include attention to the most accurate demonstration of students' performance, rather than mechanically and uncritically averaging achievement levels over given reporting periods.

Submitted assessment tasks that do not meet any of the assessment criteria will not receive an MYP grade; teachers will seek a redemption task for grading and adjust ATL levels assigned.

External and Moderated Assessment

All MYP Year 5 (Grade 10) students are to be registered for Personal Project moderation with the exception of English Language Acquisition phase 1-3 students or new students who join after the registration period.

The Personal Project Coordinator will ensure that all the Personal Project supervisors are familiar with the guiding and assessment process of the personal project.

Personal Project supervisors will be involved in internal standardization of Personal Project reports and will authenticate personal projects by signing the MYP projects academic Integrity form.

Students with specific learning difficulties: inclusive access arrangements

Assessed learning objectives and associated assessment criteria in the IB Middle Years Program may not be modified; however, students with appropriately diagnosed specific learning difficulties / special educational needs can be granted access arrangements that accommodate their personal needs and enable them to access the externally defined learning objectives. The procedures for the application of inclusive access arrangements, and the range of such access arrangements, are as detailed in the IBO publication *Access and Inclusion Policy* (IBO, November 2018).

A reasonable adjustment is an action taken to remove or decrease a disadvantage faced by students with learning support requirements. A reasonable adjustment could be unique to a specific student and may include changes in the presentation of the test or method of response. Where reasonable adjustments involve changes to specific aspects or specific criteria of the assessment, the overall learning outcome must remain the same. (*MYP: From Principles into practice*, p. 84).

Modification of the curriculum happens when a student requires modifications to subject-group objectives/assessment criteria or assessment criteria descriptors due to a more challenging learning support requirement. In which case, we are unable to award IB MYP grades.

Inclusive access arrangements are granted only based on valid evidence such as a psychological/psycho-educational/medical report or a standardized language test for additional language learners, in accordance with the IBO publication *Access and Inclusion Policy* (IBO, November 2018)

Assessment strategies

The MYP values the use of a variety of assessment strategies during the program. The following list of strategies is not exhaustive, and the strategies themselves are not mutually exclusive; indeed, they should be used in conjunction with one another to provide a more balanced view of student achievement.

Evaluation Tools	Guidelines/Expectations
Observation	Teachers may choose to observe all students regularly and often, taking a wide-angle view (for example, focusing on the whole class) or a close up view (for example, focusing on one student or one activity). Teachers can observe from the point of view of a non-participant (observing outside the task) or of a participant (observing when engaging in the task with the student). Observation will be particularly useful when assessing some behaviors and skills.
Selected response	Tests and quizzes are the most familiar examples of this form of assessment. Selected responses allow the teacher to ask general or specific questions to elicit responses from students that will indicate understanding and, possibly, misunderstanding. This strategy is particularly useful during the course of a unit, in formative assessment, as it is usually quick and straightforward to administer and can provide instant feedback for students and teachers.
Open-ended tasks	This strategy allows teachers to present students with a stimulus and ask them to communicate an original response. The response could take many forms, such as a presentation, an essay, a diagram or a solution to a problem. Open-ended tasks may be

	combined with other strategies, such as performance assessments.
Performance	The MYP assessment model provides opportunities for teachers to devise assessment tasks that enable students to demonstrate the range of knowledge, skills, understandings and attitudes that they have developed in the classroom. Performance assessments can allow students to perform the learned skills and show their understanding in real-world contexts. Teacher-designed performances of understanding may take the form of a composition, a research report, a presentation or a proposed solution. Such performances serve two functions: they build student understanding, and they make such understanding visible and available for assessment. Teachers can use the information to find out how to support students further (formative assessment) and whether the student has achieved the learning objectives (summative assessment). Teachers should consider the distinction between activities or tasks and performances of understanding that are more effective in building deep understanding. Performances of understanding allow students both to build and demonstrate their understanding in and across subjects. They are based on the theory that understanding is not something we have— like a set of facts we possess—but rather is something we can do. In unit designs, performances of understanding take different forms depending on where in the unit they are placed (beginning, middle or end) and whether they target disciplinary or interdisciplinary understandings. The MYP uses the term "performance" in its widest sense to describe all forms of assessment where students are assessed on their ability to demonstrate predetermined learning objectives.

Process Journals	Reflection is an essential element of effective learning. The MYP objectives for all subject groups require students to develop higher-order

	thinking skills and conceptual understanding. Student reflection and metacognition are essential aspects of that process. Through ATL, all teachers are responsible for actively involving students in all stages of the learning process. The use of process journals (required in some subject groups, such as the arts or design) can allow the teacher and student to communicate about the processes of learning, and can be used for meaningful and purposeful reflection. Regular recorded reflections by the students about key issues or important activities can lead to enhanced understanding of the concepts. For example, process journals can allow students to detail their service and action, and to reflect on the impact of these.

Portfolio assessment	Portfolios can be used by students and teachers to record their learning achievements and express their identity. Students and teachers will choose pieces of work, or include observations or evidence from other assessment strategies, that show their levels of knowledge and understanding, and that demonstrate their skills and attitudes. Portfolios are useful ways to involve students in their own learning and the assessment of that learning. We use digital portfolios via ManageBac and/or other digital platforms. The main purpose of portfolios is to curate the story of a learning journey. To this end, students are responsible for curating their own learning journey with teacher guidance.

International Baccalaureate (2014. May) *MYP from principles into practice* (pages 85-86) Retrieved from www.ibo.org

Tools for recording and analyzing assessment data

The school uses ManageBac to report on student achievement at least twice per academic year, a final MYP grade will be issued at the end of each academic year based on the IB MYP grades found in 'From Principles to Practice".

ManageBac will also be used by teacher and the MYPC to input student grades, monitor progress and analyze assessment data.

Academic progress reports

All the assessment data and individual students' targets are shared with students and other stakeholders through

- Progress reports
- Semester reports
- On-going grades and feedback via Managebac Gradebook

Bibliography

International School of London (2021, 2022) *Assessment Policy.* Retrieved from https://resources.finalsite.net/images/v1638354295/islschoolsorg/ztopnhydrngt0kztonvu/AssessmentPolicy2021-22.pdf