Cedar International School Assessment Policy

Revised November 2022

Purpose & Philosophy of Assessment

The purpose of assessment is to inform teaching and learning. It involves the gathering and analysis of information about student learning in order to inform teaching practice and support differentiated learning. It identifies what students currently know, understand and can apply at different stages of their learning process.

Effective assessment that achieves this purpose provides valuable information to understand what constitutes learning and how to support it, and is meaningful to all members of the learning community.

Students become effective and self-sufficient learners through self-management, communication, critical and creative thinking, research, and social and emotional development. This leads to students taking action and ownership of their own learning.

Teachers become more effective when they continually acquire knowledge of students' skills and proficiency. They reflect on their practices, adjust their teaching and set instructional outcomes based on data. They also offer timely, specific and evidence-based feedback to better support learning.

Parents and legal guardians become more informed when they understand the philosophy of the IB curriculum framework. They extend their child's understanding, development of skills and joy of learning when they support their learning.

Schools become more proficient when they use assessment as a tool to evaluate the appropriateness of their curriculum and the effectiveness of teaching and learning within the community. They make decisions about allocating resources and support towards priorities and professional development needs.

Principles of Assessment:

At Cedar International School, we recognise that assessment in all three programmes must be designed to support effective teaching and learning experiences. We believe that highly effective assessments share the following key characteristics (adapted from PYP: Learning and Teaching, 2018):

- **Authentic:** developed in local and global contexts to support making connections to the real world
- **Clear and specific:** this includes desired learning goals, success criteria and the process students use to learn
- **Varied:** use a wide range of tools and strategies in order to build a well-rounded picture of student learning

- **Developmental:** focuses on an individual student's progress rather than their performance in relation to others
- **Collaborative:** engages both teachers and students in the assessment development and evaluation process
- **Interactive:** assessment encompasses ongoing and iterative dialogues about learning
- **Feedback to feedforward:** provides feedback on current learning to inform what is needed to support future learning and raises students' motivation

Assessment can be used for a variety of purposes. The intended purpose of a given assessment will have a major impact on how it is designed. Traditionally, assessment has been divided into two broad categories: **formative** (assessment for/as learning)
and **summative** (assessment of learning).

Regardless of the type of assessment, we believe that all learners should have an equitable opportunity to demonstrate their understanding as stipulated in our Inclusion and Language policies.

Assessment practices and reporting in the PYP

Assessment in the PYP follows the IB framework and is central to the goal of supporting students in acquiring subject-specific knowledge and skills, the understanding of concepts, and the development of approaches to learning.

Students are involved in the process of assessment and therefore the criteria for assessment must be known to the students at the beginning of the inquiry cycle; ensuring they also reflect on emergent knowledge, understanding, and skills.

Assessment provides evidence to inform learning and teaching in the primary school through four dimensions of assessment: monitoring, documenting, measuring and reporting. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching. This evidence is recorded on Toddle, a teaching and learning platform adopted by the primary division in order to streamline planning, collect evidence of student engagement and reporting to all stakeholders.

Monitoring learning: Students check the progress of learning against personal learning goals and success criteria. It occurs daily through a variety of strategies: observation, questioning, reflection, and discussing. Tools used for monitoring include open-ended tasks, written or oral assessment, and an electronic learning journal.

Documenting learning: Students and teachers compile evidence of learning both physically and digitally. Documentation of learning is shared with others to make learning visible and apparent.

Students and teachers can document learning goals, questions, reflections and evidence of learning using a variety of formats. Documentation tools could include blogs, journals, class news, exemplars, checklists, rubrics, anecdotal records and portfolios.

Measuring learning: Aims to capture what a student has learned at a particular point in time. Not all learning can be, or needs to be, measured. Measurement tools can be school-designed or commercial, but each measurement tool used provides further data to support a larger picture of student achievement and progress in learning. With the use of International Schools' Assessments in Grades 3 and 5, the students assessment can serve as a benchmark against International standards. When standardised achievement tests are used, administrators and teachers are encouraged to carefully consider how to minimise the impact of testing on student well-being and how to effectively use this data point to add to the comprehensive view of student learning.

Reporting on learning: Informs the learning community and describes the progress and achievement of the students' learning, identifies areas for growth and contributes to the efficacy of the programme. There are six reporting periods within Grades 1-5 and four for Pre K and Kindergarten. When reporting in the PYP, the school will ensure that these processes are open, transparent and understood by all stakeholders.

The following ways are examples of how the PYP may report on learning:

- Parent/teacher/student conferences
- Showcases, assemblies or class share outs
- Written reports
- Goal setting and learning progressions
- Digital journals using Toddle platform

Grades 1-5 are graded mid-year and end of year on their progress. The following evaluation criteria is used when grading in the Cedar primary program.

Dev	Developing	The student is developing their understanding of the skills and concepts taught.
MT	Meets with teacher support	The student is able to demonstrate understanding and application of skills and concepts taught, with teacher support.

MI	Meets independently	The student is independently able to demonstrate understanding and application of the skills and concepts taught.
EL	Extended learning	The student consistently demonstrates understanding and application of skill and concepts beyond grade level expectations.

Assessment Practices and reporting common to MYP and DP:

- The methods of assessment and evaluation of student's learning are developmentally appropriate and take into account the student's needs.
- Authentic assessment tasks are developed according to the published criteria that are derived from the course aims and objectives. A wide variety of tasks should be used, including, but not limited to, projects, presentations, performances, written papers, essays, examinations, self and peer assessment.
- The assessment methods are made clear and reported on ManageBac to parents and students.
- All summative and formative assessments are reported on Managebac (for parents and students) within 10 days of the assessment date.
- A distinction can be made between:
    - Summative assessment: aimed at determining a student's achievement level, generally at the end of a unit or course of study.
        - Examples of this type of assessment include open-ended tasks, performance assessments, process journals, portfolios, etc.
    - Formative assessment: aimed at identifying the learning needs of students and forming part of the learning process itself.
        - Examples of this type of assessment include classroom observations, homework, quizzes, etc.
- Students are expected to complete tasks at home outside of school hours. Teachers will post assessments on ManageBac and consider other subject assessments when considering timeframes for the completion of homework.
- Teachers make professional judgments based on the Diploma Programme (DP) and the Middle Year Programme (MYP) assessment criteria **as defined in the subject guides.**
- From an IB perspective, it is fully acceptable to determine MYP or DP grades and then convert these to grades for other systems. **It is not acceptable to determine grades for other systems and then convert these to MYP grades.**

- Other inappropriate methods include the practice of awarding final levels, or even grades, determined by a proportion of class work, homework and test scores. Weighting these would not be appropriate.
- Wherever a student earns a level 3 or below in two assessments then a mandatory reflective and supportive response is required. This response should take the form of collaboration between the subject teacher, the Solution Studio, the IB Coordinators and the student. The outcome of this collaboration will be the creation of an agreed and student-centred action plan. Progress on this action plan will be reviewed by the Solution Studio and the IB Coordinators in the first instance two weeks after its initiation.

Assessment Practices and reporting specific to MYP:

- At the start of a new task, students are provided with a copy of the assessment criteria and introduced to the assessment expectations, standards and practices. Performance expectations are specified for each individual task (task specific criterion referenced rubrics).
- **All the data** is taken into account when determining a level of achievement for a student in each criterion. Summative assessment data must be recorded as an achievement level as described within a criterion.
- The published assessment criteria and achievement level descriptors are used when assessing student work.
- In years 2 and 4 of the MYP, assessment is organised in a way that is consistent with the interim objectives by modifying the existing assessment criteria to reflect each stage of learning.
- End of semester reports include grades for each criterion. These represent the 'best fit' judgment of the teacher of the ability of each student within each criterion. In the MYP each criterion must be assessed at least **once** in each semester to provide the teacher with required evidence. **The greater number of criteria assessed effectively, in line with MYP standards, the more reliable is evidence.**

Assessment Practices and reporting specific to the DP:

- In the DP the difference between school summative assessments (for calculation of semester grades) and IB prescribed internal assessments must be explicit.
- The DP Coordinator at the beginning of grades 11 and 12 provides modified deadlines for all IB prescribed internal assessment.
- In the DP a **minimum** of four formative and two summative assessments will be recorded each semester. All summative assessment should mirror the format of that subject's external assessment expectations. Teachers are required to provide regular and challenging summative assessment to allow the student to practice all forms of DP external examinations, according to their IB subject guides.

- In the DP, all school's summative assessments must be generated from pre-approved resources such as In-Thinking, IB Questionbanks or past IB papers.
- In the DP, teachers will use the last few years of published **grade boundaries** for their subject to determine grade levels. Consideration should be made for different grade boundaries for each component of the subject.
- Final assessment levels are determined based on assessment results and on the teachers matching the student's performance against the **DP grade descriptors.**
- DP grades should indicate the student's current level of achievement and not the expected level at the end of the DP programme.
- During grade 12, teachers will be asked to provide **predicted grades** on their students. These should be determined using the **DP grade descriptors**, matching them against all the data available, including progress on the IB internal assessment.