

ASSESSMENT POLICY

“A valid assessment system provides information about the particular tasks on which students succeed or need reinforcement, but more important, it also presents tasks that are worthwhile, significant and meaningful- in short -authentic.”

(Arcabald and Newman 1988)

The rationale behind this document is to establish a consistent understanding of the assessment and reporting process at the International School of Billund. Our procedures and philosophy underlining assessment and reporting will apply to all departments at ISB and will be communicated to the board, existing and new members of the teaching staff, students, administrators and parents. This document is directly linked to our mission statement and our educational philosophy.

ISB MISSION STATEMENT

“We guide and stimulate children to become ambitious lifelong learners who achieve personal fulfilment and who will make positive contribution to our ever-changing world. We believe this is consistent with the IB mission statement, which focuses on the idea of creating a better world through education.”

OUR PHILOSOPHY OF ASSESSMENT

Assessment is the collection and analysis of information regarding student performance. It identifies what students know, understand, can achieve and enables them to reflect at different stages in the learning process. At ISB we believe assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning:

- the acquisition of knowledge
- the understanding of concepts
- the mastering of skills
- the development of attitudes
- the decisions to take action

At ISB we believe assessment informs teaching and enables teachers to make appropriate decisions. Effective assessment includes both formative and summative approaches to ensure both the monitoring and the evaluation of student learning.

Everyone involved with assessment needs to have a clear understanding of why we assess, what is assessed, how achievement is measured and the way assessment is delivered.

WHY DO WE ASSESS

The purpose of assessment is to inform teaching practice.

- Assessment seen as integral to teaching and guides instruction
- Learning starts with assessment
- Feedback to students
- Informing teachers, parents and the school of student's progress
- Links to the notion of lifelong learning in ISB/IB mission, through helping the student understand their learning process



In Kindergarten feedback is principally oral and immediate. In P1-5 feedback to students may be oral or written depending on the learning experience and the individual student.

WHAT DO WE ASSESS

Assessment thoughtfully and effectively guides students through the essential elements of learning, the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of attitudes, the decision to take responsible action and the setting of goals.

ISB's approach to assessment recognizes the importance of assessing the process of inquiry as well as the product of inquiry. The main aim of assessment in the PYP at ISB is to provide feedback on the learning process and the development of the five essential elements to inform further learning. Students and teachers are actively engaged in assessing progress as part of the development of their wider critical thinking and self-assessment skills.

At ISB assessment:

- Is on-going, varied and continuous
- Involves authentic assessment
- Informs planning and teaching
- Utilises a wide range of multiple strategies and tools
- Has clear criteria which are known and understood in advance
- Uses authentic contexts directly related to unit
- Is consistent, fair and reliable
- Involves regular and accurate reporting to students and parents

There are two written reports in December and June. Throughout the year there are parent teacher conferences and a student led conference to share assessment information. Teachers send a weekly class letter and maintain regular contact with parents to inform them with regard to their student's progress.

HOW DO WE ASSESS

The teaching staff at ISB use and develop a range of assessment tools. Teachers select from a number of assessment tools, reflecting student needs and skills.

Teachers utilise:

- Pre-assessments, Formative and Summative
- Rubrics
- Checklists
- Portfolios
- Observations/discussions
- Assessment records are kept by teachers
- Reflection is viewed as a vital and integral part of the PYP programme.

Teachers use a range of methods to document the evidence of student learning and understanding. These include video, audio, photographs and graphic representations. Teachers keep written records of conversations, comments, explanations and wonderings as well as annotated pieces of students' work that form part of a student portfolio. In the PYP a portfolio is seen as a record of students' involvement in learning which is designed to demonstrate success, growth, high-order thinking, creativity, assessment strategies and reflection.

Effective assessment aids teachers' identification of learning needs and support is provided by ISB dedicated staff or outside agencies if necessary. Individual students may be referred to Pædagogisk/ Psykologisk/Sundhedsfaglig Rådgivning: Psychological/Pedagogical/Health Care Counselling (PPS). The PPS has a range of specialists: reading consultants, speech therapists, physiotherapists, special pedagogues and psychologists. The help PPS offers depends on the child's age and their needs based on meetings with parents teachers and observations of the student of

concern. There are allocated staff to oversee students' wellbeing in each section of the school. Three times a year PPS staff provide an open consultation with teachers on individual students to support staff with suggested strategies.



“A portfolio is a celebration of an active mind at work”.
(Making the PYP Happen 200)

WRITTEN REPORTS

In K 1/2 reports are descriptive, outlining the learning journey of our younger students.

In K3-P5 descriptors are used for achievement of learning outcomes and effort.

E - The student is exceeding the learning outcomes and level of effort expected.

M- The student is meeting the learning outcomes and level of effort.

W/T- The student is working towards the learning outcomes and needs to make more effort.

R/A- The student requires extensive teacher assistance and is not yet able to meet the desired learning outcomes.

N/A- The area was not addressed in this reporting period.

DEFINITIONS

Pre-Assessment – The assessment of a student’s prior knowledge and experience, which will be evaluated prior to new learning experiences.

Formative assessment: Provides information that is used in order to plan the next stage in learning. It is interwoven with learning, and helps teachers and students to find out what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together.

Summative assessment: aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned. It can assess several elements simultaneously: it informs and leads to improvement in student learning and the teaching process; it measures understanding of the central idea, and prompts students towards action. All summative tasks are completed at school.

Authentic assessment: a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.

Reporting: is the process of communicating the knowledge and understanding gained from assessing a student’s learning.

Tools: are the instruments used to gather data about student learning. Tools can be both quantitative and qualitative, and refer to both written and oral tasks, group problem solving, performances and demonstrations, portfolios and observations.

Review of assessment:

The policy will be revisited annually at the beginning of each academic year.

REFERENCES:

- International Baccalaureate: (2009) Making the PYP Happen
- Assessment in the PYP online (2013) www.ibo.org
- Arcabald, D. & Newmann, F (1988) Beyond Standardised Testing. Virginia.

Reviewed and approved by ISB Board 30 November 2017