

International School of Kungsholmen

Assessment Policy

Our philosophy on assessment

The International School of Kungsholmen regards assessment as a feedback tool in which the educational objectives and the students' progress are monitored and expressed. We recognise that all forms of assessment (pre-assessment, formative and summative assessment, self-assessment and peer-assessment) are integral to the teaching and learning process. Assessment should guide students in understanding concepts, acquiring knowledge, mastering skills, and developing attitudes towards taking responsible action. Assessment should also be a means for students to become aware of their own learning process.

It is important for us to build a shared assessment culture through strong communication of the purposes of assessment and its value in the monitoring, documenting, measuring and reporting of learning. Through a school-wide assessment culture and continuous professional development we hope that all members of the learning community will develop *assessment capability*, which in turn will promote student learning.

Integrating assessment



(Assessment, From Principles into Practice, 2019)

Rights and responsibilities

At ISK, we understand that the development of knowledge, conceptual understandings and skills requires that both educators and students demonstrate assessment capability by having a clear understanding of the reason for the assessment, what is being assessed, the criteria for success, and the methods by which the assessment is made. (see Appendix 1)

The right to clear and transparent methods of assessment.

- ❖ **Educators** should co-create the success criteria together with the students and make the learning goals clear for the students.
- ❖ **Educators** should communicate success criteria early, thoroughly and clearly to students and guardians..
- ❖ **Educators** should give effective feedback (including strategies to improve) and communicate learning progress throughout the process of learning so as to feedforward student learning.
- ❖ **Students** should use teacher feedback to adjust their learning and identify where and when to make improvements.
- ❖ **The school** should inform parents about the various methods and platforms for feedback.
- ❖ **The school** should support educators through professional development, collaborative planning and reflection on developing consistent assessment practices and a common assessment culture.
- ❖ **The school** should support educators to standardise grade level communication on assessments by creating opportunities for such moderation sessions.

The right to be given equal opportunities to reach the highest level of the success criteria.

- ❖ **Educators** should differentiate their instruction based on the needs of their students and plan multiple opportunities for success through differentiated assessment strategies.
- ❖ **Educators** should promote a growth mindset in assessment, which supports students to learn from their mistakes.
- ❖ **Educators** should provide inclusive access arrangements, such as extended time, frequent breaks, assign readers and scribes in group assessments, use of assistive technology devices, etc., as needed by the student.
- ❖ **Students with the support of the educators** should approach assessments with a growth mindset.
- ❖ **Students** prepare and behave appropriately in assessment situations and demonstrate academic integrity.
- ❖ Families should participate in opportunities for receiving feedback of student learning progress (development talks, digital portfolio, report cards, Individual Development plans)

Links with other policies

Assessment and Inclusion

Students with identified learning difficulties are allowed inclusive access arrangements and reasonable adjustments (e.g. additional time, use of assistive technology, test retakes, breaks, etc.) for all assessments in one or more subjects throughout the year, as appropriate to their needs.

Assessment and Language

Like all subject areas at our school, assessment in language is carried out in accordance with the school's assessment policy guidelines. These guidelines follow the principles of the IB Primary Years and Middle Years Programmes. Language assessment is a continuous process and should take place every lesson by asking specific questions which challenge students' knowledge. Students are provided with constructive and specific feedback from teachers and peers. This feedback is best provided to the student immediately after the task and could be given verbally or in written form.

Assessment and Admissions

The International School of Kungsholmen is open to all students who apply and the only two priority criteria for admission are sibling priority and proximity to the school. Therefore no admission tests take place. After admission, the teachers assess the new students, so as to be able to further support them based on their learning abilities and needs.

Assessment and Academic Integrity

At the International School of Kungsholmen, students are expected to produce work and test papers based upon their own ideas and exhibit honesty in using sources. Both teachers and students have important roles to play in ensuring all work in school is done with integrity. These roles, the principles behind them, and the consequences for malpractice are outlined in our Academic Integrity policy.

Assessment and the Learner Profile

- ★ **Knowledgeable:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We understand that good assessment allows students to show their knowledge and improve their understanding.
- ★ **Principled:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- ★ **Communicators:** We express ourselves confidently and creatively and in many ways. We understand that assessment is about the communication of understanding, which can happen in many different formats.
- ★ **Risk-takers:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

During assessment we act independently and collaboratively, exploring new situations with confidence to show our understanding.

The purpose of assessment

Why do we assess?

- ❑ To support, encourage and guide student learning.
- ❑ To provide information regarding students' levels of understanding, knowledge and skills to students, parents, teachers, and receiving schools.
- ❑ To identify and evaluate students' learning difficulties and needs.
- ❑ To determine and improve the effectiveness of the teaching process
- ❑ To confirm that the learning outcomes are in alignment with the curriculum objectives and goals.
- ❑ As a mechanism of feedback for further development of our curriculum.

How do we assess?

- ❑ By using *pre-assessment* to detect student pre-knowledge on a subject and use it to help teachers plan the learning process more effectively.
- ❑ By employing ongoing *formative assessment* practices, which provide the teacher with necessary information on what the students understand up to a certain point of the learning process. Teachers use formative assessment data to inform teaching and learning and adjust their teaching methods and strategies so as to address students' needs.
- ❑ By completing *summative assessment* tasks at or near the completion of a unit of work, so as to receive evidence of student learning and then provide meaningful feedback to the students. A summative assessment task should involve clear and understandable criteria, which have been discussed and agreed upon with the students in advance. *In PYP, a summative assessment is seen more as a culmination or celebration of the students' learning throughout the unit of inquiry.*
- ❑ By designing assessments that are both *backward by design* and *forward by design*, PYP teachers ensure that knowledge, conceptual understandings, skills and attributes of the IB Learner profile are monitored, supported and valued (see Appendix 1).
- ❑ By implementing *self-assessment* and *peer-assessment* strategies, which can encourage students to take greater responsibility for their learning and become more active in their learning.

Principles of effective assessment

Highly effective assessment shares some key characteristics (Adapted from Clarke 2012 in From Principles into Practice).

- **Authentic:** It supports making connections to the real world to promote student engagement.
- **Clear and specific:** This includes desired learning goals, success criteria and the process students use to learn.

- **Varied:** It uses a wider range of tools and strategies that are fit for purpose in order to build a well rounded picture of student learning.
- **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.
- **Collaborative:** It engages both teachers and students in the assessment development and evaluation process.
- **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.
- **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.

Effective assessment allows students to:

- Share their learning and understanding through a collaborative process.
- Co-construct together with the teacher success criteria that are specific and measurable and show clearly what successful learning looks like.
- Analyze their own learning throughout the process and gain a deeper understanding of what needs to be improved and how.
- Participate in the reflection processes, through both self- reflection and peer evaluation.
- Use a variety of learning styles, multiple intelligences and strategies to express their understanding.
- Develop the ability to express different points of view and interpretations.
- Encourage real life experiences in the learning and stress the need for personal and group action.
- Demonstrate their knowledge, skills and understanding of concepts.
- Visualize their own learning and progress.
- Understand there is always room for development and focus on individual progress instead of performance in relation to others.
- Reflect on the use of the learner profile attributes and ATLs in their learning process.

Effective assessment allows teachers to:

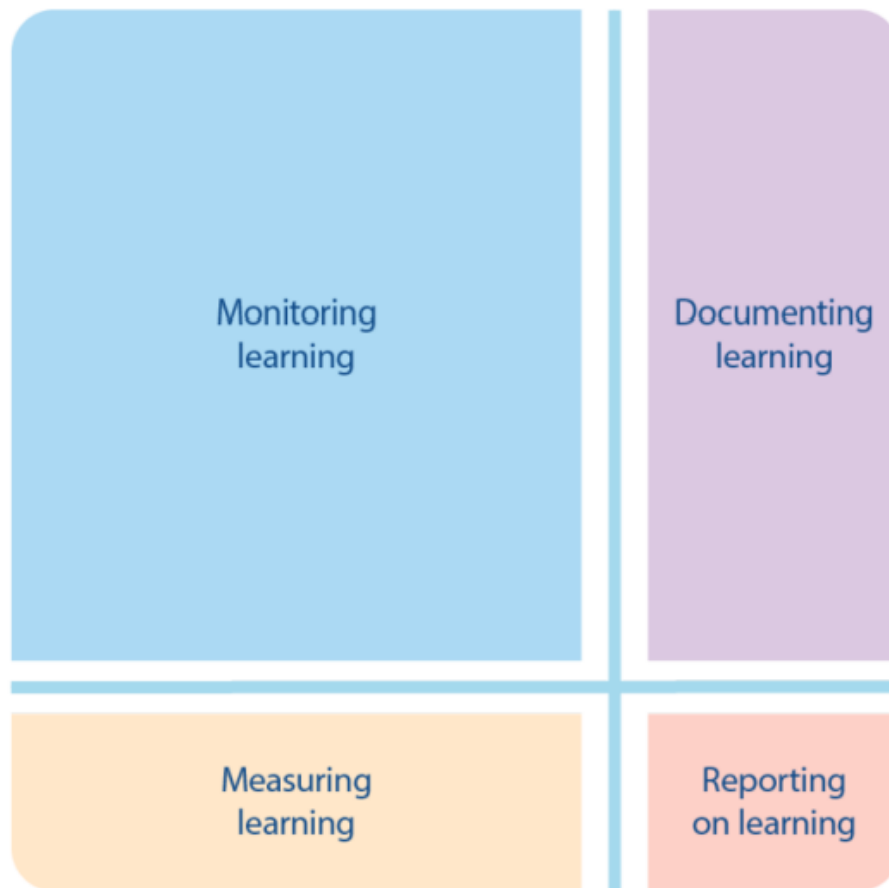
- Use student feedback as a guide throughout the planning, teaching and learning process that informs their learning and teaching.
- Collaboratively review and reflect on student performance and progress.
- Give meaningful feedback to students and parents which identifies achievements and areas of improvement.
- Report to students and parents in a way which celebrates their achievements and identifies areas of improvement.

Effective assessment allows parents to:

- Receive evidence of student learning and development through clear objectives and criterias.
- Develop an understanding of students' progress.
- Provide opportunities to support and celebrate student learning.

The four dimensions of assessment

Assessment to inform learning and teaching



(Assessment, From Principles into Practice, 2019)

Monitoring and documenting learning

Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria. It occurs daily through a variety of strategies: observation, questioning, reflection, discussing learning with peers and teachers, and well-considered feedback to feed forward for next steps in learning. Tools used for monitoring include open-ended tasks, written or oral assessment, and a learning portfolio.

The **documenting of learning** is the compilation of the evidence of learning. Documentation can be physical or digital, and can be displayed or recorded in a variety of media forms. Documentation of learning is shared with others to make learning visible and apparent. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria.

Assessment strategies and tools for monitoring and documenting learning

Observations

Teachers engage in continuous observation of the class, of specific groups of students and individual students. Observation can take place at any time and in any setting. It provides information on students' strengths and weaknesses, learning styles, interests, and attitudes. The observation may be focused on a specific area, such as a skill, or it can be a more general observation of, for example, the ability to function and cooperate in a group and can be done by both teachers and students.

For PYP specifically, the monitoring and documenting of the process of inquiry is of great importance. Through careful observation of the inquiry process, teachers monitor students' ability to make connections across subjects and to apply skills to construct new knowledge.

Selected response (Tests, Quizzes, Examinations)

Selected responses can be used as a method for formative assessments where knowledge is briefly assessed to gain insight into the progress of a unit or subject. They can be used at the end of a topic within the unit/subject. The most familiar examples of this form of assessment are tests and quizzes. Students are also often involved in creating tests and quizzes. These methods allow the teacher to ask general or specific questions to elicit responses from students that will indicate understanding and also help students reflect about their own comprehension of the specific subject. Quizzes are usually short; examinations are usually longer. Quizzes, tests, or examinations are adapted for exceptional students and for reteaching tasks and retesting students to help them progress.

Open-ended tasks

Students are presented with a stimulus and asked to communicate an original response. The students can choose the format of the response. The response could take many forms, such as a presentation, an essay, a diagram or a solution to a problem.

Performance-based Assessment/Presentations

Teacher-designed, student-led, authentic performances of understanding may take the form of a play, conducting a demonstration, creating a composition, a research report, making a presentation or proposing a solution. A classroom presentation is an assessment strategy that requires students to verbalize their knowledge, select and present samples of finished work, and organize their thoughts about a topic in order to present a summary of their learning.

Process-focused assessment – Process Journals

Students write regularly to reflect on their experiences. It allows teachers to assess their writing abilities. They can be used as an inquiry tool. Journals can lead to enhanced understanding of the concepts. Checklists, inventories and narrative description (such as portfolios¹ in the PYP, design cycle² and development workbooks in the MYP) are common methods of collecting observations. A journal is also a student's personal record of learning, containing written, reflective responses to material he or she is reading, viewing, listening to, or discussing. The response journal can be used as an assessment tool in all subject areas.

Portfolio

Throughout the PYP, digital portfolios are used as a reflection tool at the end of each term. Students use the portfolios to visualize and reflect on their own learning and development. Portfolios are also used as a collection of evidence displaying students' learning throughout their school experience.

In the MYP, a portfolio is used in Design and Visual Arts, as a collection of samples of a student's work, and is focused, selective, reflective, and collaborative. It offers a visual demonstration of a student's achievement, capabilities, strengths, weaknesses, knowledge, and specific skills, over time and in a variety of contexts. This is shown throughout Design and Visual Arts and is used solely for summative assessments.

Rubrics

Assessment rubrics are developed and applied to all summative assessment tasks. These rubrics link the subject assessment/success criteria and conceptual understandings descriptors with task-specific clarifications. A well-constructed, student friendly rubric should guide the student's learning by providing clear expectations and offer opportunities for reflection. It should also provide clear, measurable evidence of learning.

Rubrics should always be published on Schoolsoft and on Google Classroom for all students and parents.

Exemplars

Samples of student work from previous years that serve to reinforce expectations, set concrete standards and guide the students' learning.

Checklists

Lists of information, data, attributes of the Learner Profile, key concepts, attitudes and other elements that should be present in a particular type of work.

Anecdotal Records

Learning stories that can be used by students as an opportunity for reflection and assessing their own work.

Continuums

¹ Making the PYP happen

² Middle Years Programme Technology guide, © International Baccalaureate Organization 2008, Republished with example interim objectives February 2010

Show developmental stages of learning, progression through the essential elements of the program and help identify where the student is in the process.

Dialogue between Teachers & Students

Teachers pose a question and the student answers verbally, rather than in writing. This strategy helps the teacher determine whether students understand the current task or reiterate previous lessons' tasks. This helps students to extend their thinking, generate ideas, or solve problems.

Interviews

An interview is a face-to-face conversation in which teacher and student use inquiry to share their knowledge and understanding of a topic or problem, and can be used by the teacher to explore the student's thinking; assess the student's level of understanding of a concept or procedure; and gather information, obtain clarification, determine positions, and probe for motivations.

Demonstrations

Through demonstrations, a teacher can check the initial and long term learning of tasks, during which a student explains and applies a process, procedure, etc., in concrete ways to show individual achievement of specific skills and knowledge.

The PYP Exhibition

The Primary Years Programme (PYP) exhibition represents a significant event in the life of a PYP school and student, synthesizing the essential elements of the PYP and sharing them with the whole school community. As a culminating experience it is an opportunity for PYP6 students to exhibit the attributes of the IB learner profile that have been developed throughout their engagement with the PYP. The PYP Exhibition process will be assessed by teacher and mentor assessment, self-assessment and peer assessment through different strategies.

Community Project

The MYP Community Project provides an opportunity for students to explore some of the essential elements of the IB. The community project focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. As a consolidation of learning, the community project engages students in a sustained, in-depth inquiry leading to service as action in the community.

Measuring learning

The measuring of 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. At ISKwe administer the government standardized assessment called National tests in specific grades. All other standardized assessments are school-designed.

Teacher moderation

It is necessary to have a shared understanding of what quality and success looks like for diverse learners before, during and after learning. At ISKwe use moderation sessions in the PYP once a year, so as to have a common understanding of student expectations and of how to measure assessment. This happens through professional discussions around student work samples. Once a year, MYP teachers also meet with teachers from other IB schools for a standardization session by using the same technique of looking at different samples of student work.

Reporting on learning

Reporting on learning informs the learning community and reflects the question “How well are we doing?” It describes the progress and achievement of the students’ learning, identifies areas for growth and contributes to the efficacy of the programme.

Feedback to the students is given in the beginning, during and after a unit of inquiry:

Start of the unit

- ❑ Students exhibit their pre-knowledge of the unit of inquiry and form questions to determine what they want to know and what their goals for the unit are. The teacher will give feedback to the students about their pre-knowledge and goals, guiding them through questions.
- ❑ Teachers provide students with task specific rubrics or preferably create them in collaboration with the students to guide them through their inquiry.

During the unit

- ❑ During the unit the teacher provides students with formative assessment feedback in various forms; verbally in group and/or individually or in written format over a variety of mediums (e-mail, Schoolsoft, Google Classroom, notebooks, etc.)
- ❑ Feedback is also given through structured peer reviewing.

After the unit/summative assessment

- ❑ Peer feedback is given in response to student presentations and performance.
- ❑ Summative assessment grades and comments connected to the task-specific rubric are provided for each student.
- ❑ After students have completed the summative assessment task teachers are to give feedback as promptly as possible.

Student progress is reported to the parents and students in the following ways:

MYP

- ❑ For each unit, classes receive grades on their summative assessments according to the IB MYP grading criteria. In the MYP, for the summative assessments, all four criteria A-D and the different strands within the criteria are tested summatively at least twice a year and graded according to the

IB-scale 1-8 for both the A and B classes. These grades are reported through our school report cards, according to the IB grading system.

The **assessment criteria** for the MYP are as follows:

- **N/A:** Indicates that this criterion has not been assessed within the reporting period.
- **1:** Minimal achievement in terms of the objectives.
- **2:** Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.
- **3:** Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
- **4:** A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
- **5:** A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
- **6:** A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
- **7:** A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost flawlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.

PYP

- In PYP students receive written feedback on reaching their goals in the form of online report cards at the end of each term.
- The goals are based on the Assessment criteria documents of the school, which are based on the IB Scope and Sequence documents.

The **assessment criteria** for the PYP are as follows:

- **N/A:** Non- applicable for this term or there was not enough assessment Information.
- **Emerging:** Demonstrates achievement in only a few of the expected learning outcomes.
- **Developing:** Demonstrates achievement in some of the expected learning outcomes, but lacks consistency.
- **Achieving:** Demonstrates achievement of the expected learning outcomes.
- **Excelling:** Consistently exceeds expectations of the expected learning outcomes.

Feedback to the parents and students is carried out in the following ways:

- ❑ Development talks (where mentor, student and guardian/s meet) are offered twice a year to discuss student progress and record student goals in their Individual Progress Plan (IUP).
- ❑ Periodically, progress is reported through optional parent meetings, emails and telephone conversations, as needed.

Appendix

Table 1

<p>Assessment in the Primary Years Programme Forward by design</p>
<p>Assessment in the PYP has generally followed the “backwards by design” process (Wiggins and McTighe, 2005). This assessment philosophy encourages teachers to design assessment by first identifying the desired knowledge, conceptual understandings and skills, followed by the design of the assessment, and finally planning learning activities to ensure acquisition of knowledge, conceptual understandings and skills.</p>
<p>“Forward by design” takes into consideration what other learning may have occurred beyond what has been planned. This design approach supports the development of “soft” skills that are not immediately measurable, and that can emerge through the learning process, such as the development of approaches to learning (ATLs) and of the learner profile. This encourages student participation in assessment design, inviting them to evidence what else they know or can do.</p>
<p>In the PYP inquiry learning environment, the learning process is valued as much as the learning outcomes and therefore designing assessments that are both backward by design and forward by design is important.</p> <p><i>(From Principles into Practice)</i></p>

Table 2

<p>IB Standards and Practices for Assessment</p>
<p>Standard: Culture through policy implementation (0301)</p>
<p>Practices</p>
<p>Culture 5: The school implements, communicates, and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)</p>
<p>Culture 5.1: The school implements and reviews an assessment policy that makes the school’s philosophy clear and is aligned with the IB philosophy concerning learning and</p>

assessment. (0301-05-0100)

Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)

Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)

Culture 5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)

Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

Culture 6: The school implements, communicates, and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between its IB mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built, or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the learner profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

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)

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

- PYP 1: Teachers document and analyse student learning over time to design learning experiences based on data. (0404-02-0111)
- MYP 1: Teachers plan and design the assessment of student learning based on the criteria and procedures in accordance with programme documentation. (0404-02-0121)
- MYP 2: The school records criterion level totals and submits MYP personal projects for IB moderation in accordance with programme documentation. (0404-02-0122)

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

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

- MYP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0121)

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

4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)

- MYP 1: All students in MYP Year 5 complete the personal project, and all students finishing the programme in Year 3 or 4 complete the community project. (0404-04-0121)