Zhuhai International School
Assessment Policy

Period of Review: Bi-annually
Reviewed by: IB Coordinators
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CONTENTS:

I. OVERVIEW

This policy document was written through the collaborative efforts of a group of teachers from all 3 divisions of ZIS, IB coordinators and administrators. In writing this policy, the team referred to the numerous IBO documents including <u>IB Standards and Practices</u> and the guides that outline the practices in each of the 3 IB programmes offered at ZIS.

Who we are

Zhuhai International School (ZIS) educates students aged 3-18 from around the world. Founded in 2007, it has maintained a family-oriented atmosphere. While a sizeable portion of our students have spent much of their childhood in the country, they hold passports from other nations. Students enter ZIS with a range of needs, cultural backgrounds, family dynamics and perspectives.

The ZIS Child Protection Policy outlines the necessary components of the environment needed for students to live out the school's mission statement:

> **At ZIS we strive to develop dynamic and principled global citizens who have the skills and attitudes to enable them to become compassionate, life-long learners who will contribute positively to the future of our world.**

II. RATIONALE

At Zhuhai International School we recognize that teaching, learning and assessment are interdependent. Assessment tasks should be viewed as an integral part of the learning and reflection cycle. We understand that students have differing learning styles and needs. We also realize that some students perform differently based on the type of assessments and the context of learning. Reporting is communicating to others the knowledge gained through assessment. The purpose of reporting is to support teaching and learning by providing information to students, parents and teachers about student learning, progress and achievements.

Purpose of Assessment

- Assessment supports and encourages effective teaching and learning.
- Assessment demonstrates, through both formative and summative tasks, the learners' levels of understanding.
- Assessment provides meaningful feedback and informs future learning for teachers, parents and students.
- Assessment must meet the needs of students at particular ages and stages of development.

Principles of assessment:

- Assessment is essential to effective planning, teaching, and learning.
- Assessment practices are clear to all members of the community [teachers, parents, and students].
- Through such transparency and other assessment practices and procedures, all students are clear about how, and therefore have the opportunity to, succeed in assessments.
- There is a balance between formative and summative assessment.
- There are opportunities for both peer and self-assessment which gives students an opportunity to reflect on their own learning.
- There are opportunities for students to reflect on their own learning.
- Before starting new learning, teachers assess students' current knowledge and experience.
- Teachers provide students with feedback so that students understand their performance for a given task and for future learning.
- Reporting to parents is meaningful.
- All stakeholders are entitled to the open and transparent application of assessment principles, have the right to request a better understanding of assessment practices, the right to question the interpretation and application of internal assessment, and the right to school support in all interactions that involve external communication with the IBO.

II. ZIS ASSESSMENT PRACTICES

Whole School Assessment Practices

While each section will use various assessment tools that facilitate the gathering of information about their age groups, there are a few practices that span the whole school.
Such Tools may include:

- ➢ Rubrics
- ➢ Exemplars
- ➢ Anecdotal records
- ➢ Checklists
- ➢ Continuums
- ➢ Peer and Self-Assessments
- ➢ Essays
- ➢ Written Reports
- ➢ Presentations
- ➢ Exhibitions
- ➢ Interviews
- ➢ Semester Reports
- ➢ Diagnostic Tests

Assessment in Early Years and Primary Years

The prime objective of assessment in PYP and Early Years Program is to provide feedback on the learning process of our students. Teachers use assessment tools to inform their planning and instruction, and to provide meaningful feedback to students, parents and colleagues. Assessment data is collected and communicated in the following ways:

Semester Reports

The EY and PYP teachers prepare a written report on each student's learning at the end of both semesters.
- **Early Years reports** detail students' development as a learner, their development in their transdisciplinary skills/ATLs and their learning within the units of inquiry covered that semester. Early Years reports are in a narrative format and use pictures and specific examples of the students' 'learning stories'.
- **PYP reports** are in a narrative format and use the Managebac report template. They are separated into:
  - ➢ Learner Profile comments that detail student progress as a learner with reference to the IB Learner Profile Attributes.
  - ➢ Unit of Inquiry comments that detail student engagement, skill application, and understanding of the central idea, concepts and content from the unit.
  - ➢ English Language comments that detail student progress in English language skills in reference to the Common Core State Standards for English Language Arts.
  - ➢ Chinese Language comments that detail student progress in Chinese language skills in reference to the ZIS Chinese Language curriculum for Chinese First Language and Chinese Additional Language students.

- ➢ Mathematic comments that detail student progress in Math skills in reference to the Common Core State Standards for Mathematics.
- ➢ Visual arts, music and physical education comments that detail students' engagement and skill progression in each subject in reference to the related PYP Scope and Sequence document.

Conferences

Conferences are used to share important information about student learning and overall development between teachers, students and parents.

- ➢ **Goal Setting Conferences** are planned for early in the school year and bring together student, parent and teacher to set student learning and developmental goals together for the course of the school year.
- ➢ **Parent Teacher Conferences** are an opportunity for parents and teachers to meet to discuss student progress in the first semester, scheduled following the 1st Semester Report.
- ➢ **Student Led Conferences** are an opportunity for students to share their learning with their parents. They are student driven and a showcase for students to demonstrate new skills and knowledge.

Portfolios

Portfolios are a method of collecting and storing information that is used to document and assess student progress and learning throughout the school year. They are designed to demonstrate the process of student learning, as well as the finished product, and give students a chance to regularly reflect upon the things they do in school.

At ZIS the goal is for students to include a piece of work from each unit that highlights their work in English and Chinese literacy, Mathematics and within their Unit of Inquiry. Reflection for Visual Arts, Music and PE are included once or twice per semester. Portfolio reflections are recorded and stored using the Seesaw application.

Diagnostic Assessments

In the PYP two formal forms of diagnostic assessment are used. The *Direct Reading Assessment* is used to assess each student's reading fluency and comprehension skills. These assessments are used at the beginning and end of each school year, and the data is collected and recorded. Some teachers may also choose to administer DRA tests at the end of the 1st Semester as well. NWEA's *Measure of Academic Progress* assessments are also used with students beginning in Year 4. Students sit these online tests once in the fall and once again in the spring. The data from these tests are used to inform teaching and shared with parents.

Assessment in Secondary

Zhuhai International School at the Secondary level is comprised of two different components

1. The Middle Years Programme (MYP) which spans years 7-11
2. The Diploma Programme (DP) for grades 12-13.

The manners in which students are assessed align with the pedagogy of "beginning with the end in mind". Whereas, instructors create assessments that align with preparing students to be successful when sitting for the externally invigilated exams for the terminating years of each subcomponent (Year 11 eAssessment and ensuing MYP certificate, and Year 13 internal and external assessments with ensuing DP Diploma or Course certificate). The manner in which instructors assess students in preparation for these exams reflects the school philosophy of students "having different learning styles". Where assessment is similar in Secondary is as follows:

- The manner of assessment in both components is articulated as either formative or summative.
- Although there are differing criterion(s) for each subject matter that express the goals of academic achievement as aligned to the academic strands for each discipline, the mark band (numerical ranges) are the same.
- Assessment takes on various forms
- Feedback to students is offered in both numeric and anecdotal commentary
- Formal conferences with students and parents are included in the school master calendar to occur twice in an academic year
- Teachers engage in routine standardization of assessed student work to build capacity in teachers, to promote consistency and fairness, and to reflect on assessment design.
- Teachers reflect on internal and external assessment data in order to inform planning for teaching and learning.

Formative assessments are defined as teaching and learning activities that are designed to provide anecdotal feedback on a student's capability, learning, knowledge, skills and understanding of a unit of work. Formative assessments are done throughout the unit, distinct from a summative assessment in that they do not occur as a terminating means of assessment for the unit.

Summative assessments are tasks that are formally reported to the parents and align with the mark bands of a courses respective discipline. These mark bands are prescribed by the IB and cannot be modified at the teacher's discretion. They asses mastery of content and align with the criterions of each discipline. Summative assessments occur twice per every criterion. Often these assessments take the form of mock IB examinations where the instructor either models a released IB exam or uses are past paper from the IB. All students in the DP component will sit in mock exams at the end of Year 1 and just prior to the May examination session of their final exam. Scoring for these assessments will align with either the released mark scheme of the IB for released assessments or using the criteria rubrics based on the relevant subject or core guide.

Assessment practices in Secondary:

- ➢ Multiple forms of assessment that meet the differentiated needs of students including but not limited to:
    - o Lab reports, experiments, investigations
    - o Live and digital presentations
    - o Creative representations
    - o Research papers
    - o Visual Art portfolios and exhibition pieces
    - o Assessments of receptive and productive skills in both the literature and acquisition courses for English and Mandarin
    - o Analysing and evaluation of various multimodal texts
    - o Writing texts and text types
    - o Design projects and exhibition
- ➢ Anecdotal notes and commentary
- ➢ Use of IB and teacher made rubrics to speak to level of mastery
- ➢ Reflection forms
- ➢ Formal conferences
- ➢ Scheduled conferences via Head of Secondary

<u>Externally Invigilated Assessments:</u>
Secondary assessments for MYP and DP differ in the manner in which they are externally invigilated by the IB for the awarding of either the MYP Certificate or DP Diploma or Course Certificate.

MYP Year 11:
Students in year 11 will sit for the IB MYP eAssessment. The eAssessment is comprised of three strategies for assessing what students know and are able to do:
- ➢ **ePortfolio** -This is carefully defined coursework in language acquisition, art, design and physical and health education. A process of dynamic sampling is culled by the instructor to be moderated at a global standard. The portfolio is internally marked by the instructor of the course as aligned by the IBO rubrics. A dynamic sampling is then forwarded for external moderation by an IB invigilator
- ➢ **On-screen Examinations:** (two hours in duration) for Mathematics, Language and Literature, Sciences, Individuals and Societies, and the Interdisciplinary Unit. These exams are externally marked by an IB invigilator.

➢ **Personal Projects** are a student centered extended project in which students consolidate their learning throughout the programme. All MYP year 5 students must take part in the personal project eAssessment. The Personal Project is internally marked by a cadre of school instructors as aligned by the IB rubrics and in turn moderated externally.

The maximum total score that can be achieved to be awarded the IB MYP certificate is 56, with a grade from 1-7 assigned to each required eAssessment. Students must achieve a total of at least 28 points with a grade of 3 or higher in each eAssessment component to be eligible to receive the IB MYP certificate.

DP Year 13
Students in year 13 will prepare and submit for invigilation internal and external assessments for each course in which the IB student is enrolled. In order for the student to be awarded the full IB DP Diploma, the student must sit for 6 courses, complete CAS hours and submit an Extended Essay and the TOK paper and presentation. Students enrolled in Visual Arts will submit three components (process portfolio, comparative study and the exhibition) that are internally marked and externally moderated with a prescribed sample culled by IB for the review of the exhibition.

➢ **Internal assessments** are assessments that illustrate aspects of a students' progress that is not typically evaluated in an external assessment. There is a prescribed manner in which the student will research and proffer, per discipline specific theories, a written document that will include subject specific components (e.g. lab reports, data analysis, commentary in response to visual and auditory stimuli, application of theory). The number of words and citation methods are prescribed per the IBO guide of the enrolled subject. These assessments are uploaded via IBIS and disseminated to discipline specific examiners by the IB.
➢ **External assessments** are, for the majority of the disciplines in which students are enrolled, written assessments completed at the end of the DP academic year for year 13. Students sit for a number of papers through the first three weeks of May. Scoring for these assessments is completed by an IB appointed invigilator and range from 1 (lowest) to 7 (highest).

The IB Diploma is awarded to students who meet the subject requirements, receive a minimum score of 24 points *(maximum is 45)* and satisfactorily complete the core components of the Extended Essay, Theory of Knowledge, and Creative, Action Service (CAS). Candidates must receive a minimum of 12 points from their Higher Level subjects and a minimum of 9 points from their Standard level subjects. Failing conditions that will prevent a student from being awarded a diploma, regardless of points received, are non-completion of CAS, more than three scores of 3 or below, not meeting the specific points required for Higher Level or Standard Level subjects, plagiarism "P" or "E" for elementary on their Extended Essay or Theory of Knowledge essay, in addition to scoring higher than a score of 1 in any subject/level or not sitting for each of their mandated external assessments "N".

IV. ASSESSMENT and INCLUSION

Our Inclusion Policy states that and inclusive classroom at ZIS, "should be a place where students feel valued, are actively engaged in learning, and feel safe and secure. As an inclusive school we work with various exceptional students.

In order to achieve this aim, teachers provide:
- open and respectful communication with their students
- opportunities for students to advocate for their needs
- a variety of materials and equipment to meet the different learning styles and needs of their students
- flexible and cooperative groups in which students can work
- instructions and assessments differentiated for their students
- support for students in their classrooms with appropriate activities and guidance
- an emotionally and physically safe environment to learn in
- clear and consistent routines to follow
- clear, high expectations for themselves and their students
- accommodations to help students with mild to moderate learning needs to access the regular curriculum
- modifications to the curriculum for those students with significant learning difficulties and who require more intensive support

There are 4 areas of accommodations outlined in Student Learning Support Plans (SLSP) and Individual Education Plans (IEPs). They are:

1. **Content:** *(how do we adjust <u>what</u> we teach?)*

2. **Process:** *(what can we adjust <u>how</u> we teach?)*

3. **Product:** *(how can students <u>show</u> their learning?)*

4. **Environment:** *(how does the <u>classroom</u> support their learning?)*

This 3rd accommodation gives teachers directive as to how assessment can be adjusted to meet the needs of different students in their classroom. Adjustments can include type of assessment, offering a scribe or reader, shorter/longer responses, shorter/longer prompts,

V. LINKS TO OTHER POLICIES

The following policies outline and clarify how different elements of our curriculum are implemented and supported.

Inclusion Policy	Reviewed bi-annually, this policy outlines support given to our exceptional students. Identified students receive Individual Education Plans (in collaboration with teachers informed by formal, external testing), EAL support, Special Educational Needs support and Social/Emotional Support.
Curriculum Policy	Reviewed bi-annually, this policy outlines the how curriculum is designed, implemented and reviewed through the guidance provided by the IBO.
Teaching and Learning Policy	Reviewed bi-annually, this policy outlines the foundation upon which ZIS approaches to teaching and learning is built and extends further upon the guidance provided by the IBO.
Academic Integrity Policy	Reviewed bi-annually, this policy defines academic integrity, it's importance and how to support our student development in it.

VI. POLICY REVIEW

This policy document will be reviewed bi-annually to ensure that it is both current and relevant to the changing needs and dynamics of the school. After each review, the policy document will be shared with our school community on the school website.

VII. GLOSSARY OF TERMS

Criterion-Related Assessment
An assessment process based on determining levels of achievement against previously agreed criteria. The standard is therefore fixed rather than depending on the achievement of the entire cohort of students

Diagnostic Assessment
Strategies to understand the student's preparedness for new knowledge and skills. These can be formal, such as standardized testing, or informal, classroom-based activities planned by the teacher.

Differentiation
Adjusting the content, process, product or environment during learning to meet the individual needs of the student

Early Years
Nursery and Reception. Students can be enrolled in Nursery at the age of 3. Students typically progress from Reception to Year 1 at the age of 4 or 5 years.

Exceptionality
A learning difference (whether physical, behavioural, intellectual, communication or multiple) that changes what a child needs in order to be successful in a regular school setting

Formative Assessment
Ongoing assessment aimed at providing information to guide teaching and improve student performance.

Inclusion
Ensuring the classroom is a place in which all students can access learning, regardless of their individual needs

IEP (Individual Education Plan)
Describes the student's learning difficulties, how the student learns, how the student best demonstrates that learning and what teachers and service providers will do to help the student learn more effectively; the plan is reviewed regularly by all involved parties; a legally necessary document in some countries and cities

MYP eAssessment
Offered to students in the final year of the MYP, eAssessment provides the opportunity to achieve the MYP Certificate; an award based on internally completed portfolio work in some subjects and externally assessed onscreen examinations in others.

Peer Assessment	Opportunities for students to engage in conversations with peers on the nature of the task, their performance, the learning expectations, and where suitable, teacher feedback.
Primary School	Follows the PYP (Primary Years Programme). Students enter in Year 1 and finish in Year 6. Students are typically 10-11 years old upon their completion of Year 6.
Self-Assessment	Opportunities for students to reflect on the nature of the task, their performance, the learning expectations, and where suitable, teacher feedback.
Secondary School	Made up of 2 separate programmes: MYP (Middle Years Programme) Year 7-11 DP (Diploma Programme) Year 12-13
Senior Management Team (SMT)	Made up of the Head of School, Head of Primary, Head of Secondary, and Head of Learning Services, this team meets weekly to make decisions that impact well-being, teaching and learning and policy matters.
SLSP (Student Learning Support Plan)	A more informal document that outlines a student's learning difficulties, how the student learns, how the student best demonstrates that learning and what teachers and service providers will do to help the student learn more effectively. It is not based on an official diagnosis but rather on observed behaviours/approaches/ learning.
Summative Assessment	Learning activities that are formally reported to the parents and align with the mark bands of a courses respective discipline.

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