

Udon Thani International School

Assessment Policy

Established June, 2014

Revised 17 August, 2017

UDIS Assessment Philosophy Statement

Udon Thani International School is committed to the International Baccalaureate (IB) Primary Years Programme (PYP) practices and ensures that the Assessment Policy is implemented, understood and supported by all staff members. Parents will be informed about the policy through parent meetings, the school newsletter and at student/parent/teacher conferences.

We align our UDIS assessment philosophy to the guiding statements of the school. Foremost, is our school vision which is:

UDIS inspires internationally-minded, balanced learners who thrive and become active global citizens.

To accomplish this we use authentic assessment to engage students and encourage them to take responsibility for their own learning. We seek to develop global citizenship within our students and believe that environmental stewardship is the responsibility of every global citizen. As a school, we support sustainability and hope to foster this consciousness in our students. To develop balanced learners we also look to use a variety of assessment strategies and design assessment instruments which clearly reflect the particular learning outcomes on which they intend to report. A variety of assessment strategies help us cater these to the varied needs of our diverse set of learners. We also look to employ a range of strategies for assessing student work that take into account the diverse, complicated and sophisticated ways that individual students may use to understand their experiences. We also encourage students to thrive by recognising and supporting student success wherever it may occur in the school.

In all of these ways, we link our assessment policy to the guiding statements of our school.

Definition of terms

External Assessment	External assessments are assessments that use criterion or norm-referenced standards to evaluate students' learning.
Internal Assessment	Internal assessments are assessments predominantly developed and administered by teachers.
IB	International Baccalaureate
ISA	International School Assessment
PYP	Primary Years Program
Programme of Inquiry	The PYP Programme of Inquiry is a matrix made up of six Transdisciplinary Themes (Who we are; Where we are in time and place; How we express ourselves; How the world works; How we organize ourselves; and Sharing the Planet).
PYP Learner Profile	The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century.
MACII	Test of English Language Proficiency

Introduction

The UDIS Assessment Policy brings together the school's guiding statements, and our Core Beliefs about Learning and Assessment. This Assessment Policy addresses the following questions:

- Why do we assess?
- What do we assess?
- When and how do we assess?
- How do we report student's learning?
- How do we document student's learning?

The purpose of the Assessment Policy is to guide assessments in all areas of the school as well as to inform parents about the kinds of assessments that take place during the year. The Assessment Policy will be reviewed regularly.

At UDIS, we use both external and internal assessments in Early Years through Year 7. External assessments are assessments that use criterion-or norm-referenced standards to evaluate students' learning. Where external assessments are used they allow us to monitor students' learning in comparison to a larger context beyond the school. They also allow us to determine how well students are achieving relative to other students nationally and internationally. The Mac II test will be used to place students who fall within our EAL programme.

Internal assessments are assessments predominantly developed and administered by teachers meeting the IB criterion and the National Curriculum of England standards. We hope and expect that the Assessment Policy will increase the consistency and reliability of good assessment practices, making these practices explicit to the whole school community.

Philosophy and core beliefs about learning and assessment

UDIS recognises that teaching, learning and assessment are fundamentally interdependent. Assessment measures students' learning by recording the range of student understandings, knowledge and skills. It also informs instruction and guides curriculum review. Assessment is most effective when it is part of a larger set of conditions that promote growth, as well as when the programmes it seeks to improve have clearly, explicitly stated purposes. Through assessment, educators meet their responsibilities to students.

Core beliefs about learning

1. We believe that humans want to learn, and that learning is an essential, innate, ongoing, and lifelong process.
2. We believe that learning is a process of making meaning of the world.
3. We believe that learners are unique and they are responsible for their own learning.
4. We believe that learning depends on being able to connect prior knowledge, perceptions or patterns of experience to new experiences, new information, and contexts.
5. We believe that learning is profoundly influenced by social relationships.
6. We believe that learning is significantly affected by emotions.
7. We believe that self-perception directly affects motivation and learning.
8. We believe that learning is more effective when information is embedded in purposeful and meaningful experiences and interactions.
9. We believe that learning is contextual.
10. We believe that learning is enhanced when learners are aware of how thinking and learning occur (meta-cognition), which gives learners increased control over their learning.
11. We believe that learning is demonstrated when learners can apply their understandings in new situations in flexible and thought-provoking ways.
12. We believe that learning is complex and nonlinear.

Why do we assess?

Purposes of assessment

Assessment is an essential part of the instructional cycle. It provides information about student learning and development, as well as a framework for planning, self-reflection, and collaboration for teachers.

Student learning is promoted through:

- Assessing prior knowledge and experience
- Differentiating instruction to meet individual needs
- Engaging learners in reflection to determine strengths and weaknesses and to set goals
- Providing feedback for students
- Expanding student learning opportunities
- Building a profile of children's understanding (e.g. portfolios)

Information about student learning may be (but is not limited to) provided through:

- Examples of student work or performances
- Statistics relating to benchmarks and/or rubrics or test scores

- Test results
- Discussions with parents

Programme evaluation uses a variety of student assessments to:

- Assess the levels of students' current knowledge and experience before embarking on new learning
- Assess new learning
- Guide teacher planning and presentation
- Assess student performance relative to identified school outcomes
- Guide school community programs and initiatives

What do we assess in the school?

Through the IB Program of Inquiry (PYP), UDIS strives to provide the opportunity for learners to construct meaning primarily through structured inquiry. This is accomplished by emphasising the connections between subject-specific knowledge and transdisciplinary skills and themes. The transdisciplinary themes – Who We Are, Where We Are in Place and Time, How We Express Ourselves, How the World Works, How We Organize Ourselves, How We Share the Planet – provide a focus for inquiry, while literacy and numeracy provide the tools. Feedback is given on student progress and performance in each of these areas.

Additionally, feedback should be provided on the attributes listed in the PYP Learner Profile: Inquirer, Communicator, Thinker, Risk-Taker, Knowledgeable, Principled, Caring, Open-Minded, Well-Balanced, and Reflective. This profile serves to increase the children's awareness of, and sensitivity to, the experiences of others beyond the local or national community, thus promoting an understanding that there is a commonality of human experience.

We assess performance and progress in each of the following subject areas: language (English, Thai, Chinese), mathematics, unit of inquiry (science, social studies), art, music and personal, social and physical education (PSPE). We continue to incorporate student attitudes and attributes into everyday learning.

How do we assess students' learning?

Assessment is viewed as an integral part of the teaching-learning process. It involves collecting evidence of learning over a period of time, using a variety of assessment methods. The goals are to provide feedback on both the ongoing process and the end-product in achieving the outcomes. The following are principles underlying classroom assessment:

Types of assessments

Pre-assessment

All teachers assess students' prior knowledge and experience before embarking on new learning.

Formative assessment

Formative assessment is woven into the daily learning process. It provides teachers and students with information about how the learning is developing. It helps the teacher to plan the next stage of learning.

Summative assessment

Summative assessment occurs at the end of a teaching and learning cycle. Students are given the opportunity to demonstrate what they have learned by applying their knowledge in new and authentic contexts. The summative assessment for the Units of Inquiry can be done in one language, or it can be shared with other languages as this is not a language assessment but linked to the central idea of the Unit of Inquiry. It should be used to assess the conceptual understandings and not the language skills of students.

Student self-assessment

Student self-assessment is interwoven throughout daily learning to engage students in reflection and assessment on their own learning. The students are given time to reflect on the progress in all subject areas, including the attributes expressed in the Learner Profile. After each Unit of Inquiry, students need to be given the opportunity to reflect on their learning using a variety of developmentally appropriate techniques.

Year 7 exhibition:

The Primary Years Programme (PYP) exhibition represents a significant event in the life of a PYP school and student, synthesising the essential elements of the PYP and sharing them with the whole school community. As a culminating experience it is an opportunity for students to exhibit the attributes of the International Baccalaureate (IB) learner profile that have been developing throughout their engagement with the PYP.

The exhibition unit takes place under any transdisciplinary theme at the discretion of the school. Students are required to engage in a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems. The central idea selected must be of sufficient scope and significance to warrant a detailed investigation by all students.

The school plans to offer the Year 7 Exhibition once it has been authorised for the PYP.

Assessment strategies

It is important that all teachers use a variety of assessment strategies. They assess the common areas of the student profile, attitudes and transdisciplinary skills and share the information gathered with students, parents and teachers to promote student learning.

Observations:

- are made often and at regular intervals
- are made of individuals, groups and whole class
- are made in different contexts to increase validity

Performance assessment

- performing or producing something that shows mastery
- criteria set for each performance
- assessment should be unbiased and relevant

Open ended tasks

- Designed to manipulate variables, interpret data, hypothesize and experiment
- requires thinking, collaboration
- higher level thinking
- multiple answers

Assessment Tools

The following assessment tools can also be used by teachers for assessment purposes:

Rubrics

- are established sets of criteria used for scoring or rating students work in all areas of the curriculum
- use descriptors that tell the student and the teacher what characteristics or signs to look for in the work and then how to rate that work on a predetermined scale
- can be developed by students as well as the teacher exemplars
- are samples of students' work that serve as concrete standards against which other samples are judged
- can be used in conjunction with rubrics or continua

Checklists

- are a list of criteria that can be 'checked' off as they are met
- may include information, data, attributes or elements that should be present in the work

Anecdotal Records

- are brief written notes based on observations of students

Continua:

- are visual representations of developmental stages of learning
- identify a progression of achievement or identify where a student is in that process

How do we report students' learning?

We report on student's learning in the following ways:

A. Conferences

- Teacher-Student Conferences
 - Held at discretion of the teacher
- Teacher-Parent Conferences
 - Held at the end of Term 1 and Term 3
- Student-Led Conferences
 - Held at the end of Term 2

B. Celebrations of learning

The school encourages the celebration of learning to help students present the high quality work they have done to a wider audience and to provide opportunities for them to be able to communicate their learning and to reflect on what they have achieved and learnt.

Celebrations of learning could include:

- Exhibitions of students work to parents and the wider school community
- The Year 7 Exhibition
- Students work being displayed in the school newsletter
- Students work being displayed in public spaces around the school
- Students work being performed at assemblies
- Students taking action in the school community

C. The written report

Written reports are issued to students at the end of Term 1 and Term 3. These assess the students against set standards for each year level and discuss the student's involvement in units of inquiry.

In the Early Years, an Early Years Profile will be completed for all students ending K2 to show evidence of students meeting the Early Learning Goals.

D. School wide reporting

The school will develop and communicate student results at the school wide level which can be used to look at the performance of the school relative to similar types of schools. The school could use external standardised testing or other tools to provide this information.

How do we document students' learning?

We document student's learning in the following ways:

Standards

Subjects that have no continua should follow the standards from the National Curriculum of England. Standards can be kept in an online format and checked off or highlighted when completed. Evidence can be stored proving progression on the standards.

Continuums

The school uses continuums in many areas (e.g. art, PSPE, mathematics, student behaviour) that can be used to show the progress of students over time. Working continuums can be stored as a hard copy within the classroom or electronically depending on the teacher's preference. Each student's cumulative record at the school will contain continuums that are updated annually.

Portfolios

Teachers are required to use a hardcopy portfolio to maintain evidence of student progress and to meet school expectations around evidence collection and to back up their assessment of where students are on the continuums or standards. This could include the evidence needed to show the students progress on the continuums and standards the school uses. Other items could also be included at the teacher's discretion. The school will publish an annual assessment timetable to detail the establishment and completion dates of assessments, reports and continuums.

How portfolios are used?

Portfolios are used as follows:

- Portfolios can be used at the parent-teacher conferences in Term 1 and Term 3 and the student led conference in Term 2.
- The portfolio can provide evidence for the achievement of the continuums by students.
- The portfolios document student learning across the year.
- Portfolios provide evidence which may be retained each year to show the overall progress of the student.

Cumulative records

At the end of each academic year, the main pieces of student work need to be maintained and saved in the cumulative record. The continuums should be updated in the student's cumulative record as well. UDIS maintains a separate policy for cumulative records which can be accessed here: [Cumulative Records Policy](#)

