Udon Thani International School

Assessment Policy

Rationale:

This policy sets the guidelines and expectations for assessment at our school in terms of why we assess, what we assess, how we assess, how we use assessments and how we report on our assessments.

Purpose:

Udon Thani International School is committed to the International Baccalaureate (IB) Primary Years Programme (PYP) practices, the Middle Years Programme (MYP) practices and the Diploma Programme (DP practices and ensures that the Assessment Policy is implemented, understood and supported by all staff members and stakeholders.

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

Secondly, we have referenced our statement of high quality learning in the development of this policy:

At UDIS, high quality learning means learning which is goal focused, student initiated and led, where students are actively engaged, motivated and responsible for their learning and which involves critical thinking skills such as evaluation, synthesis and cognition within a teacher supported, active environment.

Assessment is a continuous and integral part of teaching and learning. It is at the heart of the process of promoting children's learning. It is the means by which each child's progress is measured. Assessment informs teachers of achievements, abilities, skills and knowledge that children have acquired. It pinpoints children's needs and informs teachers of specific next steps in a child's learning in order to ensure a quality education is provided for all learners.

So, the aims of assessment in our school are:
- To enable our learners to demonstrate what they know, understand and can do in their work
- To help our learners understand what they need to know to improve their work
- To allow teachers to plan work that accurately reflects the need of each child
- To provide regular information for parents that enables them to support their child's learning
- To provide the school leadership and Board of Governors with information that allows them to make judgements about the effectiveness of the school

This Assessment Policy addresses these aims by answering the following questions in the coming sections:

- Why do we assess?
- What do we assess?
- How do we assess?
- How do we use assessments?
- How do we report assessments?

The Assessment Policy should be read in conjunction with the school's Academic Integrity Policy as this policy aims to nurture personal integrity and to promote an understanding of academic integrity as good practice in learning and assessment.

Guidelines:

Why do we assess?

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.

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 learners
- Expanding the learning opportunities of our learners
- Building a profile of children's understanding (e.g. portfolios)

Information about learning may be (but is not limited to) provided through:
- Examples of the work or performances of our learners
- Statistics relating to benchmarks and/or rubrics or test scores

- Test results
- Discussions with parents

Programme evaluation uses a variety of learner assessments to:
- Assess the levels of learners current knowledge and experience before embarking on new learning
- Assess new learning
- Guide teacher planning and presentation
- Inform and prioritise the learning of our learners
- Assess learner performance relative to identified school outcomes
- Guide school community programs and initiatives
- Analyse the results of assessments to support ongoing learning across all areas of the curriculum

What do we assess?

Through the IB's Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP), 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.

In the PYP, we use the transdisciplinary themes – Who We Are, Where We Are in Place and Time, How We Express Ourselves, How the World Works, How We Organise Ourselves, How We Share the Planet – to provide a focus for inquiry, while literacy and numeracy provide the tools. Feedback is given on learner progress and performance in each of these areas.

Additionally, feedback should be provided on the attributes listed of the IB's Learner Profile which are Inquirer, Communicator, Thinker, Risk-Taker, Knowledgeable, Principled, Caring, Open-Minded, Balanced, and Reflective. This profile serves to increase the learner'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. Essentially this focus provides the development of international mindedness in our learners which fits the core vision of the school.

In the PYP, we assess performance and progress in each of the following subject areas: language (English, Thai), Mathematics, Unit of Inquiry (science, social studies), Art, Music and Personal, Social and Physical Education (PSPE).

In the MYP we assess performance and progress in Language and Literature (English and Thai), Language Acquisition (English and Thai), Mathematics, Science, Integrated Arts, Physical and Health Education (PHE), Individuals and Societies and Design.

In the DP we assess performance and progress in Language and Literature (English and Thai), Mathematics Applications and Interpretations (A&I), Language Acquisition (English), Mandarin Ab Initio, Business Management, History, Biology, Chemistry, Physics and Visual Arts.

We continue to incorporate student attitudes and attributes into everyday learning.

How do we assess?

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 learners' prior knowledge and experience before embarking on new learning.

Formative Assessment

This is used by teachers to evaluate learners' knowledge and understanding on a day to day basis. Formative assessment is woven into the daily learning process. It provides teachers and learners with information about how their learning is developing. It helps the teacher to plan the next stage of learning.

In the MYP and DP, teachers use effective formative assessment to gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Student peer and self-assessment are important elements of formative assessment plans (MYP: Principles to Practice 2014). Formative assessment is regularly conducted each term.

Summative Assessment

Summative assessment occurs at the end of a teaching and learning cycle. Learners are given the opportunity to demonstrate what they have learned by applying their knowledge in new and authentic contexts.

In the MYP and DP, internal (school-based) summative assessment is part of every MYP/DP unit. Summative assessments are designed to provide evidence for evaluating student achievement using required MYP/DP subject-group specific assessment criteria. Internal summative and formative assessments are closely linked, and teachers must use their knowledge of IB assessment expectations and practices to help students improve performance through consistent, timely and meaningful feedback. (MYP: Principles to Practice 2014). In the

DP, there are examinations at the end of DP Year 1, school run mock examinations in Term 2 DP Year 2 and the IB examinations themselves in Term 3 DP Year 2.

External Assessments

These are assessments set and validated by external agencies which provide some comparison with learners elsewhere and are an important part of understanding how our learners are achieving in a global context. Some examples of these assessments that the schools use include the CAT4 test, GL progress tests and PM reading benchmarks.

There are no Thailand level external testing requirements that the school needs to meet.

Within the MYP and DP, external assessments include assessments that are set and marked by the IB and not by the student's teacher (e.g. MYP eAssessment, external DP examinations for Y13 in May each year).

Learner self-assessment

Learner self-assessment is interwoven throughout daily learning to engage learners in reflection and assessment on their own learning. The learners are given time to reflect on the progress in all subject areas, including the attributes expressed in the Learner Profile.

In the PYP, after each Unit of Inquiry, learners are given the opportunity to reflect on their learning using a variety of developmentally appropriate techniques.

Learners are regularly encouraged to reflect on their learning at other times as well.

PYP: Year 6 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.

Programme specific advice for assessments

PYP: Guidance on making judgements

Our English and Mathematics subject areas use curriculum and benchmarks from the National Curriculum of England. The science subject area also draws from the Science curriculum from the National Curriculum of England. For other curriculum areas we use the PYP scope and sequence documents.

For English and mathematics, we assign judgements based on a range of opportunities that demonstrate achievement e.g. through questioning, observing, from marked work etc. Teachers may make a best fit judgement as to whether a particular benchmark has been reached. Teachers engage in moderation activities to ensure consistency of these judgements. The judgement terms the school uses are:

Entering	Learners are starting to demonstrate some of the features of this year group's expectations. Attainment is typical of what you would expect for a learner at the end of Term 1 that is on progress to meet the objectives by the end of the academic year.
Developing	Learners demonstrate more of the features of this year group's expectations. Some features may not be embedded. Attainment is typical of what you would expect for a learner in Term 2
Secure	Learners demonstrate most of the features of this year groups expectations which includes key learning indicators. Learning is more embedded. Attainment meets the expectations for the year

MYP assessment

In the MYP, teachers have a responsibility to document assessment data on all their students. During the course of MYP units, teachers will need to record assessment data using appropriate technology to support the determination of an achievement level. Teachers will need to take all the data into account when determining a summative achievement level for a student in each criterion. Summative assessment data must be recorded as an achievement level as described within a criterion (MYP: Principles to Practice 2014).

Determining final achievement levels in the MYP

Teachers must gain sufficient evidence from a range of assessment tasks to enable them to make a professional and informed judgement. All units include summative tasks according to one or more MYP criteria and all planning of units and assessment tasks should ensure all criteria have been included over time, providing balanced evidence that is sufficient for determining a final achievement level (MYP: Principles into Practice 2014).

The judgments will reflect the teacher's professional opinion on the achievement level of each student in each of the criteria at the end of the marking period or year. In gathering the evidence for the judgement to be made, teachers will analyse the achievement levels of students over the course of the marking period or year, which represents their summative performance for that period, paying particular attention to patterns in the data (such as an increasing level of performance), consistency and mitigating circumstances (MYP: Principles into Practice 2014).

Key MYP documentation regarding assessment

Please consult the following guides for more information about MYP assessment:
- *MYP Teacher Assessment Guide
- MYP - Standardisation of assessment
- Personal Project folder: Student handbook, Supervisor handbook, PP calendar and timeline

Diploma Programme Assessment

Within the Diploma Programme, for most courses, written examinations at the end of the DP form the basis of the assessment. This is because these examinations have high levels of objectivity and reliability.

Externally assessed coursework, completed by students over an extended period under authenticated teacher supervision, forms part of the assessment for several programme areas, including the theory of knowledge (TOK) essay and the extended essay (EE).

In most subjects, students also complete in-school assessment tasks. These are either externally assessed or marked by teachers and then moderated by the IB.

These can vary subject by subject as follows:
- Internal assessment (e.g. papers, projects, student work) can vary from 20-40%
  - These are subject to each subject guide but usually draft internal assessment are due in Term 1 of DP Year 2 and completed in Term 2 of DP Year 2
  - All assessments are detailed within the assessment calendar that the DPCO provides each year
- External assessments (e.g. tests the IB holds, portfolios) can vary from 60-80%
  - These are subject to each subject guide but external assessments are usually conducted in Term 3 of DP Year 2
  - All assessments are detailed within the assessment calendar that the DPCO provides each year

Internal assessment and moderation

The Diploma Programme Coordinator (DPCO) is responsible for the internal quality control of Internal assessments (IA) to ensure that internally marked coursework is at the standard defined by the IB and that students get a true reflection of the marks they will receive

Internal assessments (IA) conducted by the school are also subject to a moderation procedure by the IB. The IB will review a sample of a teacher-assessed coursework and establish whether the teacher-awarded marks were correct, too harsh or too lenient. In cases where teacher-awarded marks were either too harsh or too lenient, a moderation factor is determined and applied to all of the school's marks for that particular component so that candidates, schools and higher education institutions can be confident of a consistent (global) standard for IA between schools.

Please see 'Diploma Programme Assessment Procedures' in the references below for more information about this.

How DP assessment is scored

In the DP, students receive grades ranging from 7 to 1, with 7 being highest. Students receive a grade for each DP course attempted.

A student's final diploma result score is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points (including at least 12 points in HL subjects), subject to certain minimum levels of performance including successful completion of the three essential elements of the DP core.

The DP core

The theory of knowledge (TOK) and extended essay (EE) components are awarded individual grades and, collectively, can contribute up to 3 additional points towards the overall diploma score. These subjects are marked with a standard A-E grade with A being the highest and E meaning the subject was not completed successfully.

Creativity, activity, service (CAS) – the remaining element in the DP core – does not contribute to the points total but authenticated participation is a requirement for the award of the diploma.

Higher level and standard level courses

The IB awards the same number of points for higher level (HL) and standard level (SL) courses, reflecting the IB's belief in the importance of achievement across a broad range of academic disciplines.

HL and SL courses differ in scope but are assessed against the same grade descriptors, with HL candidates expected to demonstrate the various elements of the grade descriptors across a greater body of knowledge, understanding and skills.

Receiving a bilingual diploma

A bilingual diploma is awarded to candidates who complete and receive a grade 3 or higher in two languages selected from the DP course studies in language and literature.

Students who gain a grade 3 or higher in studies in language and literature and a grade 3 or higher in an individuals and societies or science subject, completed in a different language, will also receive the bilingual diploma.

Assessment Strategies

It is important that all teachers use a variety of assessment strategies. They assess the common areas of the learner profile, attitudes and transdisciplinary skills and share the information gathered with learners, parents and teachers to promote children's 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, hypothesise and experiment
- requires thinking, collaboration
- higher level thinking
- multiple answers

Assessment tools

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

Rubrics	Established sets of criteria used to rate students' work in all areas of the curriculum.
Exemplars	Comparing learning with high quality samples of the genre/skill/desired outcome
Checklists/ Benchmarks	Lists of criteria that can be checked off as they are met and can include a particular set of expectations. For instance, year group expectations for English and Maths
Anecdotal Records	These are brief written notes based on observations of learners, continuums, interviews
Continua	Visual representations of developmental stages of learning which identify a progression of achievement or identify where a learner is in that process.

Learner Portfolios	A picture of each learner's growth and development over a period of time both as individual and as group learners. It enables learners to reflect with teachers, parents and peers in order to identify their strengths and growth as well as areas for improvement and then to set individual goals and establish the next stage for teaching and learning. Both teachers and students make choices regarding what goes into the portfolio and students have opportunities to reflect on their learning and attach these reflections to their work. Students are encouraged to share these with parents.
Cumulative records	At the end of each academic year, some key items of the learner's work are recorded in a cumulative record for the learner that the school keeps. UDIS maintains a separate policy for cumulative records which can be accessed here: Cumulative Records Policy
Self Assessment	Students are encouraged to peer and self assess their learning, frequently using rubrics to identify their levels of success and use a range of formats to reflect on their learning such as rubrics, continua, word maps etc

Expectations for documentation of assessments for teachers

Tracking

All teachers are required to update tracking data in line with the school's assessment calendar. A link for the annual assessment calendar is at the end of this policy.

Portfolios

Teachers are required to use an electronic portfolio to maintain evidence of student progress, to meet school expectations around evidence collection and to back up their assessment of where students are at. 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.

General records

Teachers are also required to collect general records to show learning and progress that may form entries to the cumulative record or to backup assessments used for online reporting etc. These could include teacher observations and anecdotal notes collected by the teacher.

How do we use assessments?

We use and analyse the data from assessments for different stakeholders including learners, parents, teachers and the school.

For learners

Assessment data from summative assessments, formative assessments and learner reflections can help our learners measure their progress against the required learning objectives and to identify where they need to target their efforts to improve. Learners can identify how well they have achieved across different subject areas which can in turn lead to actions to strengthen their understanding or to address areas of development.

For parents

Assessment data from formative assessments and summative assessments can provide a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and the school in supporting children's education. For our external assessments (e.g. GL testing), these allow parents to compare the progress of their child in comparison to groups of children outside of UDIS. The assessment data we collect is also used as our evidence to show the progress of learners.

For teachers

Collecting and analysing assessment data is an integral part of the teaching and learning process. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when learners are struggling, when they have consolidated their learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary.

The use of external tests help our teachers compare our expectations in a broader context and make comparisons between the performance of our learners and their peers elsewhere. In sum, this enables teachers to evaluate their own teaching of particular learning and to plan future lessons accordingly.

Teachers meet at least termly with a member of the Senior Leadership Team to discuss student progress based on assessment data. They look at the range of data collected and determine whether children are performing at their expected levels/or need additional support with their learning.

For the school

The collecting and analysis of assessment data provides a level of assurance. If staff are carrying out effective formative assessment, the school can be assured that problems will be identified at the individual level and that every child will be supported to make progress and meet expectations.

The use of external assessment enables school leaders to benchmark their school's progress against other similar schools elsewhere and to make informed judgements about the schools effectiveness. In sum, this enables school leaders to monitor the performance of pupil cohorts,

to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

How do we report on assessments?

We report on the data from assessments for different stakeholders including learners, parents, teachers and the school in different ways.

For learners

Student led conferences

There is a formal student-led conference in Term 2 for all students to celebrate learning with their parents. As these are student-led they provide an opportunity to assess how well the students can communicate their learning to others and these are also helpful in recognising student development in relation to the IB Learner Profile.

Discussions with the teacher and the learner

These are of vital importance as they occur at the time of learning. Immediate teacher interaction and intervention, while children are learning and immediately after, are particularly important assessments. They enable the teacher to model, re-teach and reassure students while having a two way dialogue to ensure shared understanding.

Portfolios

Portfolios contain work from both teachers and students that provide snapshots of learning. For our learners, this allows them to document their learning as they work through the school year and provides a way to report on that learning at any point in time.

For parents

To report to parents, we hold regular conferences as follows:

- Teacher-Parent conferences at the end of Term 1 and Term 3
  - These use the formal reports as content for discussion
- Student-led conferences held at the end of Term 2
  - These draw on portfolios and classroom work as content for discussion

The school provides a formal written report 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, and achievement, across all subjects.

The school reports, individual learner portfolios and the learners own work provide the evidence for how the school reports to parents about achievement.

In the MYP/DP, we report to parents achievement in each subject group in both Term 1 and Term 3. In these reports, we communicate the student's achievement level for each assessment criterion. This practice provides students and their parents with information about the student's engagement with the objectives of each subject group and is supported with advice for improvement, where applicable.

For teachers

Enrolment information - EAL tests and enrolment interviews

When students enrol into the school, the school collects a variety of assessment data about them to support their entry to the school. Most students complete English as an Additional Language (EAL) tests. All students complete a CAT4 test and complete the enrolment interview. Additional testing is also required for entry into the High School. The school reports on these tests to students as they enter the school and this is also recorded within our Student Management System (SMS).

External testing

External assessment tests, like our use of GL assessments, are stored on our SMS as part of the assessment data we collect for all students. These are available for teachers to track progress and differentiate teaching to the needs of the student.

Historical assessment data

Historical assessment data is available for teachers to use. This includes past report cards from the school, online trackers from previous years and the cumulative records.

For the school

Pupil Progress Meetings

UDIS values many types of assessment and appreciates that, although tests provide an easily achieved score, we should not only value that which can be easily measured and we should seek out a range of data to understand the progress of children. For this reason each class teacher meets a relevant member of the Senior Leadership Team at least once a term. The progress of individuals and specific groups of children is discussed in relation to assessment. As a result of these meetings, targets may be set, interventions planned for under and over achieving pupils and the involvement of learning support is considered where necessary.

Celebrations of learning

The school encourages the celebration of learning to help our learners 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 learners work to parents and the wider school community
- Learners work being displayed in the school newsletter
- Learners work being displayed in public spaces around the school
- Learners work being performed at assemblies
- Learners taking action in the school community
- The Year 6 Exhibition

School wide reporting

UDIS will develop and communicate the results of our learners 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 will seek to use external standardised testing or other tools to provide this information.

References

Any references used for this policy are here

- MYP Principles to Practice (2014)
- IB: Learning and Teaching (2018)
- Diploma Programme: From principles into practice .pdf (2015)
- Diploma Programme Assessment procedures 2023

Related documents/policies/procedures

- Assessments calendars
  - Assessment calendar for 2018/2019
  - Assessment calendar for 2019/2020
  - Assessment calendar for 2020/2021
  - Assessment calendar for 2021/2022
  - Assessment calendar 2022/20223
- Other school policies
  - Learning support policy and procedures
  - Academic Integrity (Academic Honesty) Policy

Appendices

Any appendices used for this policy are here.

Review cycle:

The Assessment Policy has a two year review cycle that is coordinated between the PYP, MYP and DP Coordinators.

Date adopted:	1/6/2014
Last modified:	7/2/2023
Last reviewed:	20/4/2022
Next review date (2 year review cycle):	20/4/2024
Board approved date:	9/3/2018