



Vasa International School of Stockholm

ANNO 1998

Assessment Policy

Our philosophy on assessment

Vasa International School of Stockholm 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 leading toward taking responsible action. Assessment should also be a means for students to become aware of their own learning process.

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.(see SEN doc)
- To determine the effectiveness of the teaching progress and improve its effectiveness.
- 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 method 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.
- By promoting *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 assessment

Effective assessment allows students to:

- Share their learning and understanding through a collaborative process.
- Work with criteria that are known and understood in advance.
- Analyze their learning and understand what needs to be improved and how.
- Participate in the reflection processes, through both self- 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.
- Reflect on the use the learner profile attributes and attitudes in their learning process.

Effective assessment allows teachers to:

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

Effective assessment allows parents to:

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

Recording of assessment

Assessment strategies and tools:

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.

Selected response (Tests, Quizzes, Examinations)

Selected response 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 can be 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 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. It may provide the basis for assessment upon completion of a student's project or essay.

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 portfolios in the PYP, design cycle and development workbook 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, 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

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of evidence displaying students' learning throughout their school experience. PYP portfolios are used during parent visits in order to share the students' work and progress. It is our intention to integrate e-portfolios into our assessment practice. Starting in autumn 2016, new portfolios will be organized by using a variety of tags, showing transdisciplinary themes, subjects, etc. (*see PYP portfolio agreement document*)

In the MYP, a portfolio is a collection of samples of a student's work, and is focussed, 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 criteria and conceptual understandings descriptors with task-specific clarifications. A well-constructed 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.

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 opportunity for reflection and assessing their own work.

Continuums

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 reiterating 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.

Standardization

Twice a year, MYP teachers meet with teachers from other IB schools and take samples of student work for standardization.

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.

The 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.

Reporting of assessment

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, both english (a) and bilingual classes (b) 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 the electronic grading system “Schoolsoft”.
- For final grades the bilingual classes (a) receive a conversion of the IB grade value to the LGR-11 (Swedish) system, with reference to the “kunskapskrav” criteria for each subject.
- The international (b) classes receive a report card for the final grades, according to the IB grading system.

PYP

- In PYP both english (a) and bilingual classes (b) receive written feedback on reaching their goals in the form of online report cards (SchoolSoft) at the end of each term.
- The goals for the bilingual classes (a) are based on the Assessment criteria documents of the school, which are an alignment of the Swedish Curriculum (LGR11) goals and the IB Scope and Sequence documents.
- The goals for the english classes (b) are based on the English classes curriculum of the school, which was created based on the IB Scope and Sequence documents.

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.
- Periodically, progress is reported through optional parent meetings, e-mails and telephone conversations, as needed.

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Academic Honesty

At Vasa International School of Stockholm, 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 and honesty. These roles, the principles behind them, and the consequences for malpractice are outlined in our Academic Honesty policy.