Assessment Policy
2017-2018

INTERNATIONAL SCHOOL
HANNOVER REGION

Assessment Policy: Philosophy

Mission statement

The International School Hannover Region is committed to providing an **international education** within a **creative** and **caring** environment to enable its students to become life-long learners and open-minded, compassionate citizens.

What is assessment and what are its aims?

At ISHR, we understand that assessment is both a means to and a measure of student learning. Formative assessment focuses on the process of monitoring and advancing student learning. It can take the form of quick in-class questions, or of more extended, formal tasks with the aim of gathering information that can be used by both teacher and student to improve learning. Formative assessment is an ongoing process which takes place throughout a unit of learning.

Summative assessment focuses on evaluating student learning at the end of a period of instruction. Summative assessment is varied in form, allowing students to express their learning in different ways. While the aim of summative assessment is to evaluate student learning, it can also be used formatively to guide teachers and students towards areas for improvement.

What are the principles of assessment at ISHR?

Assessment at ISHR is integral to the teaching and learning process and is used to identify learning intentions and plan the taught curriculum. It identifies what students know, understand, and can do at different stages in the learning process. We strive to develop assessment which is authentic and meaningful, engaging students in tasks which allow them to demonstrate their learning in a variety of ways which reflect or affect real-world tasks and situations. We focus on assessing deeper, concept-based learning rather than the recollection of facts or repetition of ideas. We believe that this type of learning is more enduring and helps students retain more over time.

Assessment at ISHR is an ongoing process which involves teacher-assessed, student self-assessed, and peer-assessed tasks which build a picture of learning over time. Students are empowered to take charge of their learning through applying clear criteria which is shared or developed with students before beginning the assessment, and thoughtful reflection on timely feedback. Homework assessments will be valuable, purposeful

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and planned, providing an opportunity to consolidate student learning. There is a consistency of expectations and understanding of criteria through the process of standardization. We aim to provide support and make accommodations for those students with learning needs, allowing access to assessment at an equitable level. Details regarding the process for assessment access requirements can be found in the *ISHR Special Needs Policy*.

Students must ensure that the assessments which they complete are academically honest and that they maintain high levels of academic integrity, as described within *the ISHR Academic Honesty Policy.*

How do we report on assessment at ISHR?

We believe it is essential that students and parents are informed of an individual's areas of strength and areas that are in development. All assessment data is recorded in order to monitor, track, and report on student learning. We believe the analysis of assessment data is essential in developing curriculum, differentiating instruction, and improving student learning. To ensure that students can reflect and take action, it is expected that they receive timely written or oral feedback of each summative assessment task.

At the end of each semester, reports are issued based on evidence from that period. Student-led or parent-teacher conferences are arranged to demonstrate and discuss student learning.

Assessment Practices: Primary Section (PYP)

Recording procedures

Teachers use a variety of assessment tools to record student progress in the PYP, including: rubrics, checklists, continuums, task or subject-specific criteria, forms, benchmarks/exemplars, and narrative records. Each student has an assessment folder containing records of student achievement maintained by teachers.

Criteria based assessment

Assessment in the PYP is student centered and designed to develop understanding of the five essential elements: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of attitudes and the decision to take action. Students have a clear understanding of what is being assessed, the criteria for success, and the method by which the assessment is made. Active involvement of both students and teachers results in meaningful and accurate assessment.

Assessment in the PYP is student centered and includes active involvement of both students and teachers, resulting in meaningful – and accurate – assessment.

External assessment

In the PYP, we use a variety of external assessment tools to provide an objective evaluation of student learning. This allows us to measure progress and amend teaching practices to suit the needs

of our students.

Assessment Practices: Secondary Section (MYP & DP)

A calendar of summative assessment for each year level is published via *ManageBac,* an internet-based planning, assessment, and reporting platform. The year-level calendar is accessible by students, parents, and faculty; this allows students to effectively manage their workload and faculty and parents to monitor expectations placed upon student learning.

In order to track progress, use data to inform learning, and to provide feedback on assessment, accurate records of student achievement are maintained by teachers. These records are accessible by students, their parents, and faculty via Managebac. We will ensure that all new faculty have access to, and an understanding of, the school's Assessment Policy.

Criterion based assessment and standardisation

In the MYP and DP at ISHR, assessment is centered on the learner and is designed to measure the development and mastery of academic skills required of students in each programme; for example, critical thinking skills, evaluation, clarity, and organisation of thought.

In the MYP and DP, we have an emphasis on criterion-related assessment. IB criteria may be modified to enable students to access the full range of available marks in the early stages of the DP. In the MYP, teachers provide age-appropriate assessment by using the interim objectives and criteria provided for MYP years 1, 3 and 5.

Each criterion is divided into different achievement levels, which are shown in numerical bands. Each band contains general, qualitative value statements. The level descriptors for each band describe a range of student performance. At the lowest levels, student achievement will be minimal, and

For MYP and DP students, assessment is centered on the student and measures the development and mastery of skills such as: critical thinking, evaluation, clarity, and organization of thought.

as the levels increase, the descriptors describe a higher level of achievement. The teacher should determine if the first descriptor describes the student's performance. If the work exceeds the first descriptor, the teacher should then determine whether it is described by the second descriptor. This process continues until the teacher uses their best judgment to identify the descriptor that best describes the student's work.

We are committed to standardizing all summative assessment so that each student receives criterion-based feedback and semester grades which are equitable and reliable in evaluating and promoting learning.

Within the final year of the MYP, the school sends Personal Project assessment data to the IB for

external moderation in order to meet international standards and provide feedback to teachers/supervisors. We are working towards the implementation of MYP eAssessment which will involve both externally assessed on-screen exams and externally moderated student ePortfolios. These tasks allow students to demonstrate their learning using relevant tools to solve real world problems. They lead towards the MYP certificate, which may help those who are transferring schools and require equivalency in German certification.

Within the IB DP, all students undertake formal summative assessment, which contributes directly to their final IB DP qualification. Within subjects, some formal summative assessments are internally assessed and teachers will evaluate the work to IB standards. These evaluations are then either confirmed or moderated externally by the IB. In May of their final year, students complete a series of examinations which are external and are evaluated by the IB.

Assessment data is analysed using a data analysis protocol, to standardize the way data analysis is approached amongst the faculty.

Review of Policy

The updated ISHR Assessment policy was developed collaboratively by the PYP, MYP, and DP Coordinators during the 2016-2017 school year. Once drafted, the policy was shared among the school community to receive feedback from teachers, students, and parents. The policy will be reviewed and revised on a bi-annual basis by a team that includes our programme coordinators and feedback will be sought from all stakeholders of the school community.

Appendix 1: Bibliography and Further Reading

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