Abroad
International School

Assessment
Policy

AIS Mission

Our mission is to develop confident lifelong learners who are;
● multilingual,
● inquiring,
● open-minded and
● respectful of all cultures.
Through balanced reflection, and risk taking, our learners will be able to communicate, develop knowledge and pass on positive principles for the benefit of both themselves and others.

AIS Vision

Our vision is to help shape the future for a better world by using leading educational practices to nurture internationally minded learners who show caring, respect, and compassion through their actions.

Assessment Philosophy

At Abroad International School written, taught and assessed curriculums are interdependent. Assessment is an important tool to evaluate what students know and can do. Therefore, it is essential to determine when, how, and what to assess for planning, teaching, and learning. Teachers use a wide range of strategies and tools to assess students learning and maximize their
potential within their "zone of proximal development".
Abroad International School promotes internationally minded students thus assessments are considered as an essential facet of guiding the learners through the five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the
development of attitudes, and the decision to take responsible action. Also, it is important for the whole school community to understand the importance of assessment, what is being assessed, and
the criteria for success.
Assessment is used to screen the students' progress, achievement, and effort. It is also utilized to
adapt the curriculum, and differentiate planning accordingly.

Purpose of Assessment

Assessment is a fundamental aspect of the instructional cycle. The prime objective of assessment
is to inform the learning community about the students' progress throughout the learning process. Assessment involves the collection, examination, and communication of evidence of

students' knowledge, ability, and understanding to provide guidance during educational development. Assessment takes place within three main areas: Assessing, Recording, and Reporting

Forms of Assessment

Summative Assessment

This form of assessment serves as the culmination of the process of learning about a central idea.
Within a summative assessment task, students have an opportunity to show what they have learned in terms of the essential elements of the PYP that have been targeted within an inquiry. Summative assessment allows for clear differentiation according to student ability. Within a summative assessment, students have a chance to reflect on their own learning and on the learning of their peers. As summative assessments are often based on rubrics or other forms of success criteria, students have a clear understanding of how to be successful and can adjust their
approach to learning at every step along the way.

Formative Assessment

This form of assessment is an ongoing means of discovering students' prior knowledge and present capabilities. It takes the form of a variety of assessment activities and is
used as a source of feedback for teachers and students in order to shape teaching and learning strategies. Formative assessments go beyond merely making observations about student
performance. It helps learners to improve knowledge and understanding, to foster enthusiasm for
learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success. Formative assessment also helps teachers be aware of students'
learning needs.

Roles and Responsibilities

Teachers' Responsibilities

● Plan future activities and understand the areas to be improved
● Recognize different learning styles and intelligences
● Use a broad range of strategies
● Analyze and appreciate the cultural differences and ways of learning and knowing
● Reflect upon every stage of the learning and teaching process
● Provide evidence about the students' progress for the school community
● Modify their instructions and methods of teaching
● Collaborate with the other teachers and the students
● Maintain detailed assessment reports

● Analyze data about the students' progress and performance
● Provide constructive feedback for future learning

Students' Responsibilities

● Analyze their learning and understand the areas to be improved
● Improve critical thinking skills
● Reflect upon their learning
● Produce quality work
● Analyze their learning and use different learning styles
● Find out and work on their strengths and weaknesses
● Acquire a variety of conceptual understanding, skills and knowledge

Academic Leadership Team's Responsibilities

● Inform parents and students about the nature of subject assessments.
● Oversee teachers' instructions, pacing and assessment to ensure that they align with the curricula.
● Communicate with school community about the expectation of the programs.
● Keep the exam papers and other internal assessment materials in a secure place.
● Collect data from the teachers about the students' progress

Parents' Responsibilities

● Monitor students' progress and learning process
● Provide opportunities to support students' learning
● Understand the school's philosophy and what it values

Assessment Tools

Rubrics	Students are given a set of performance criteria with clear expectations for degrees of success. Rubrics can be generated by teachers or together with students.
Exemplars	Students' work samples can serve as a point of reference upon which work of similar nature can be assessed.
Checklists	A mark scheme is an example of a checklist. These are lists of information, data, attributes or elements that should be present.
Anecdotal records	Observed evidence of the students' progress is recorded on brief written/typed notes and kept as an ongoing record.
Continuums	These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process. Raz-Kids is an example of a continuum.

Assessment Strategies

Observations	All students are observed often and regularly, with the teacher taking a focus varying from wide angle (for example, focusing on the whole class) to close up (for example, focusing on one student or one activity), and from non-participant (observing from without), to participant (observing from within).
Performance assessment	The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem and rarely only one correct response. They are usually multimodal and require the use of many skills. Audio, video, and narrative records are often useful for this kind of assessment.
Processed focused assessment	Students are observed often and regularly, and the observations are recorded by noting the typical as well as non-typical behaviours, collecting multiple observations to enhance reliability, and synthesizing evidence from different contexts to increase validity. A system of note taking and record keeping is created that minimizes writing and recording time. Checklists, inventories, and narrative descriptions (such as learning logs) are common methods of collecting observations.)
Selected Responses	Single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment
Open Ended Tasks	Situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram, or a solution. The work, with the assessment criteria attached, could be included in a portfolio.

Portfolios

A portfolio is record of a student's progress and serves as a demonstration of the learning process
as it unfolds. Pieces of work that are to be selected as entries into the portfolio meet the criteria of
PYP expectations in terms of understanding of concepts, skills, attitudes, action, and/or relate to scope & sequences of the grade level. The pieces of work are selected by the teachers and the students. The selected pieces of work are accompanied by self-assessments, peer assessments,
and student reflections. Students, teachers, parents and administration have access to the portfolios as much as possible.

Three-way Conferences (Parent/teacher/student)

Parent-teacher-student conferences are held once year and the date is determined in the academic calendar. During the conferences, kindergarten students have an opportunity to

showcase some of the work included in their portfolios and teachers have an opportunity to discuss a student's developmental progress according to the attributes of the learner profile.

Student-led conferences

AIS operates Student-led conferences in the final term under the guidance of assessment standards of IB PYP.

5-minute Student-Led Portfolio Conference

● Parents and students are welcomed by classroom teacher.
● Student brings together portfolio materials and guides parents through the conference
● Presentation of a selected portfolio item.
● Discussion of classroom centers, works displayed on the walls, and various ways of learning.
● Discussion and walk through of specialist subject learning.

Preparing For The Conference

● Teachers guide students for an explanation of each portfolio item. This should be planned and practiced.
● What did the student do to complete this piece of work?
● What was the work about?
● What is positive about the work and what could be improved?
● What has the student learned?
● What would students do if they had another opportunity to do the work?

Practice Worksheets
During the classes, teachers hand out worksheets to check and reinforce the students' understanding.

YEP   (Year-end Performance)
At the end the of the year, all the classes present their performances on a designated date.

Parents' Observation Days
Parents are invited to observe the classes. The date of the PO is shown on the school calendar.

Report Cards
There are three terms at AIS. Teachers fill in

References

Making the PYP happen, 2009
Programme standards and practices, 2011