

ISB Assessment Beliefs

Definition

Assessment refers to the activities/tasks that take place during the learning process to evaluate/monitor students' degree of understanding of the planned learning goals and inform teaching.

The purpose of assessment is thus to promote students' learning (William, 2016: 105) and to act as a bridge between teaching and learning, and not mere measurement.

Information needed to provide feedback to both students and teachers will include students' prior learning and ongoing performances during the learning process.

Belief Statements that Inform Assessment Practices at ISB

At ISB we believe that assessment for learning can take place if the following principles/beliefs inform assessment practices:

1. Learning goals, expectations, aims and/or objectives are shared with students.
2. Students know, understand and, where appropriate, develop the success criteria against which they will be assessed and take ownership and control of their learning.
3. Teachers provide regular, timely and purposeful feedback.
4. Feedback ensures students know what they need to do to progress and demonstrate deep understanding, exemplified with samples of good practice. In this process, learning goals/targets will be discussed and agreed.
5. At the heart of teachers' and students' feedback is the belief that students can make progress.
6. All students have prior ideas, beliefs and knowledge which need to be taken into consideration before teaching them something that builds on that understanding or knowledge. (Constructivism)
7. Self and peer-assessment are an integral dimension of assessment at ISB.
8. A variety of data arising from different types of performances will be purposefully collected during the learning process. Data will be analyzed to reflect and review the teaching to meet the needs of students (formative assessment) and inform students and parents on progress.
9. The following are expected practices across the school:
 - a. Use of student portfolios to demonstrate student learning and progress
 - b. Teams of teachers analysing and assessing samples of student work

Any assessment practices across the school should arise and respect the above principles. Each school division will identify and document assessment practices in line with this document. This document replaces the ISB Assessment Policy.

References:

Clarke, Shirley. (2014). Outstanding Formative Assessment, Culture and Practice. Hodder Education. UK.

Fisher, D., Frey, N., & Hite, S. (2016). Intentional and Targeted Teaching. ASCD, US.

William, Dylan. (2016). Leadership for Teacher Learning. Learning Sciences International, US.

Note: this document has been reviewed by different teams with curriculum responsibility on each campus.

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