



ASSESSMENT POLICY

Assessment Policy

“Assessment” can mean any of the different ways in which student achievement can be gathered and evaluated. Common types of assessments include tests, examinations, extended practical work, projects, portfolios and oral work. Sometimes, assessments are carried out over a prolonged period, and at other times they take place over a few hours. Assessments will sometimes be judged by the student’s teacher, while other times they are evaluated by an external examiner.¹

Philosophy

Assessment is a crucial part of the teaching and learning process. CA thrives for successful and ambitious students who reflect and engage on meaningful assessment which helps them on the process of learning how to learn to achieve their best outcomes. Therefore, assessment should be an ongoing collection of evidences providing a wide variety of information throughout the entire course both to students and teachers, always aiming for progress.

According to CA Mission and Philosophy Assessment:

- Involves students, teachers and parents;
- Provides students with a clear perspective on their strengths and weaknesses setting constant new targets and supporting their learning;
- Provides teachers with future goals adapting and improving practices;
- Provides direction to all stakeholders;
- Is continuous, cumulative and uses a variety of tools;

¹ International Baccalaureate Organization (2018) *Assessment principles and practices – Quality assessment in a digital age*

- Allows students to actively participate in the process, taking responsibility for their learning process;
- Develops in a mutual supportive interaction between both formative and summative approaches;
- Is criterion-related and should reflect a student's level of achievement of competence against the expected standards for each subject;
- Is based on clear authentic tasks;
- Criterion to all subject groups of the Diploma Programme are available to the entire school community;
- Encourages students to engage in self-assessment as well as peer assessment;
- Respects all differences such as cultural, ethnic, linguistic, religious, gender, ...;
- Is shared with students and parents at the beginning of the Diploma Programme;
- Encourages students to reflect about the learning process throughout the course.

Consequently, assessment should be considered successful when students have a meaningful participation in understanding what the expectations are for their work, in evaluating their strengths and weaknesses, when they are fully aware of their learning styles, engage in setting goals, reflect on their achievements and share their outcomes with their peers, teachers and parents.

Aims

In CA assessment aims to:

- Provide regular evidences of students learning;
- Reflect student growth, development and learning;
- Identify strengths and weaknesses;
- Provide direction for future planning and instruction;

- Develop a common language for discussion and evaluation;
- Provide an opportunity to evaluate both the curriculum and the process of teaching and learning;
- Empower students as active participants in their own learning;
- Develop standardization and school-wide expectations and to set standards (vertically and horizontally);
- Provide structured, focused and relevant feedback to students and parents;
- Provide school leadership with information on needs such as budget, resources, curriculum development and professional development.

Assessment Practices

- All teachers will assess student's prior knowledge and experience before embarking on new learning experiences;
- A wide variety of frequent formative assessment tasks (as scheduled in the internal calendar) will be the base to inform teachers, students and parents about learning development and needs;
- Summative assessment will occur at the end of a teaching and learning process and will be planned when organizing each unit planner or topic for each subject;
- Concepts, knowledge, skills and attitudes are explicitly taught and will be assessed as appropriate;
- Responsible action will be promoted, encouraged and modeled by staff;
- Assessments will be completed by teachers, peers and the students themselves. Feedback should be provided immediately whenever possible;
- A wide range of strategies will be used as outlined in planning documentation;
- A wide range of assessment tools should be used in relation to those strategies;
- Assessment data should provide evidence of learning as well as the stage of development regarding the IB Learner Profile attributes and the specific criterion of each subject;

- The assessment process at CA involves the active participation of students, teachers and parents in the on-going assessment process. They work together to keep each other informed concerning student progress. The student is at the centre of the process and is actively involved in and takes some responsibility for his/her own assessment.

Approaches to Assessment

- Backwards planning with assessment as the focus of the teaching and learning in the classroom;
- Value and promote assessment as an integral part of the learning process in the classroom with their students;
- Allow students time to reflect on themselves and their own learning as part of the teaching and learning process;
- Model the habit of reflection with students;
- Provide students with the skills and tools to evaluate their own learning and provide time and support for this in the classroom;
- Adapt the learning environment to cater for a variety of student learning styles;
- Provide students with the learning expectations or assessment criteria prior to a task;
- Identify the extent to which the learning expectations or assessment criteria are met by an individual student;
- Select from a wide range of assessment tools reflecting student needs and skills;
- Provide students with regular opportunities to share the outcomes of their learning experiences with others, including peers, teachers and parents;
- Communicate clearly and openly with students and parents about, achievements, on-going progress and future goals.

Recording and Reporting

Recording students' outcomes is essential to build a clear profile of each student's progress as it should offer evidence of their strengths and weaknesses towards the learning outcomes and the revealed criterion of each subject. Nevertheless, it is also crucial that this information is shared so it can be more effective. Thus, parents should also be kept up to date so they can effectively support student's progress. Therefore, reporting should be the formal record of all the feedback process.

Recording and Reporting Practices

1. Written official report cards.
 2. Oral reports in Parent - Teacher meetings.
 3. Conferences (involving students, teachers and parents).
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1. **Report Cards** – Written reports indicate progress in all subject areas across the curriculum. There are three reports in year 1, one at the end of each term, and two during year 2.
 2. **Parent Teacher Meetings** - Parent Teacher interviews may occur during the academic year since previously scheduled as CA has an open-door policy.
 3. **Conferences** - Students, teachers and parents are involved in these conferences as they take form of an extended presentation and discussion where students lead both teachers and parents through their own understanding and perspective not only of their recent learning but also of their future goals. Thus, all parts should engage in this discussion with the students playing a crucial role in the selection of work to be shared. They will therefore take more responsibility in the learning process as they commit the surrounding adults to support them in the learning process.

The final grade awarded to a candidate in each subject is on a scale of 1 to 7, with 7 being the highest grade. CA uses the DP Subject Achievement Grade Descriptors (From 1 to 7). The final grade awarded to a candidate in each subject is on a scale of 1 to 7, with 7 being the highest grade. Maximum of 45 points, 6 subjects (maximum grade 7) and 3 points maximum for the combination of EE and TOK, two of the three Core Elements.

NOTE: This document should be read in conjunction with all other school policies – Admission Policy, Language Policy, Special Needs Policy and Academic Honesty Policy. This policy will be reviewed every academic year in consultation with the staff.

References:

International Baccalaureate Organization (2010) *Guidelines for developing a school assessment policy in the Diploma Programme*

International Baccalaureate Organization (2018) *Assessment principles and practices – Quality assessment in a digital age*

International Baccalaureate Organization (2017) *Grade Descriptors* (For use from December 2017)