



**SHINAGAWA
INTERNATIONAL
SCHOOL**

Assessment Policy

Address: 4-8-8 Higashishinagawa, Shinagawa-ku, Tōkyō-to 140-0002.
Tel:+81-(0)3-5413-6090 Fax:+81-(0)3-5413-2020.
Email: shinagawa@sistokyo.jp

Contents

SIS Vision	2
SIS Mission	2
SIS Educational Philosophy	2
Assessment Philosophy	2
Purpose of Assessment.....	2
Forms of Assessment.....	4
Roles and Responsibilities.....	4
Teachers' responsibilities include:	4
Students' responsibilities include:.....	4
Parents' responsibilities include:	5
Assessment Tools and Strategies.....	5
External Assessment	6
International Schools' Assessment (ISA)	6
Who uses the ISA?	6
When is the ISA offered?.....	6
What does the ISA provide?	6
What does the ISA test?	7
Assessment and Reporting.....	7
Portfolios	7
Three-way conferences (Parent /teacher/student)	7
Student-led conferences	7
Student-Led Portfolio Conference	7
Preparing for the Conference.....	8
Report cards	8
Exhibition.....	8

SIS Vision

Our vision is to foster passionate, independent, highly-motivated learners who actively contribute to world peace.

SIS Mission

Our mission is to provide a multicultural learning community which nurtures passion for academic, social, and personal success.

SIS Educational Philosophy

SIS aims at educating each of its students to be:

- inspired and independent life-long learners.
- academically, artistically, socially, and physically balanced.
- inquirers and problem-solvers.
- multilingual communicators.
- responsible and principled internationally-minded citizens.
- appreciative of our local community.

Assessment Philosophy

Shinagawa International School believes that the written, taught and assessed curricula 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 student's learning and maximize their potential within their zone of proximal development. Shinagawa International School promotes internationally minded students who understand concepts, acquire knowledge, take action, and master their dispositions and ATL skills. It is important for the whole school community to understand the importance of assessment, what it 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 teaching and learning. The main purpose of assessment is to inform students about their 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. At SIS, assessment is conducted with regard to the PYP's five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of dispositions, and the decision to take action. Assessment provides evidence of learning and teaching. PYP assessment at SIS has four dimensions: monitoring, documenting, measuring, reporting on learning. These four dimensions are not equal, as each has its own significance and practicality. SIS puts special focus on monitoring and documenting learning as these dimensions are vital in

giving meaningful feedback to students as well as feed forward to planning and teaching.

Four Dimensions of Assessment

1. Monitoring learning

Monitoring of learning is to check the learning against student's learning goals and success criteria. There are a wide range of strategies such as observation, questioning, reflection, discussing learning with peers and teachers, and well-considered feedback to feed forward for the next step in learning.

2. Documenting learning

Documenting of learning is shared with others to make learning visible. Students and teachers can record learning goals, questions, reflections, and evidence of learning using a variety of formats. Documenting tools can include exemplars, checklists, rubrics, anecdotal records, portfolios.

3. Measuring learning

The measuring of learning aims to capture what a student has learned at a particular point in time. When standardized achievement tests are administered, administrators and teachers carefully consider how to minimize the negative impact of testing on student well-being and how to effectively use this data to understand the overall view of student progress.

Analyzing learning

Teachers use multiple data points to evaluate student progress. The aim is to collate data to support evidence-based decision making. Teachers utilize different assessment tools and strategies to collect the most comprehensive view of student improvement in multiple areas over time. Student's participation is also encouraged during this process.

4. Reporting learning

Reporting on learning informs the learning community and reflects the questions how well we are doing.

Features of Effective Assessment

- **Authentic:** It makes relevant connections to real world issues to encourage student voice.
- **Clear and specific:** Learning goal and success criteria for the tasks are age appropriate and easily understood by students.
- **Varied:** It utilizes a wide range of tools and strategies in order to meet differences in student learning.
- **Developmental:** It aims for documenting student progress rather than comparison with other students' performance.
- **Collaborative:** It involves both teachers and students in making the assessment tools and strategies.
- **Interactive:** Assessment enables ongoing and meaningful communication among students, teachers and parents to inform learning overtime.
- **Feedback to feedforward:** It helps to build meaningful feedback to modify planning and teaching.

Forms of Assessment

Summative Assessment serves as the crowning moment 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 concepts, skills, and attitudes 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 the learning of their peers. As summative assessments are always 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 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 adapt teaching and learning strategies. Formative assessment goes beyond merely making observations about student performance. It allows students to be aware of their progress and of the possibilities for self-improvement. Formative assessment encourages teachers to be ever aware of students' learning needs. It also encourages students to reflect upon and take continual responsibility and ownership of their own learning.

Roles and Responsibilities

Teachers' responsibilities include:

- Plan future activities and understand the areas to be improved
- Recognise different learning styles and intelligence
- Use a broad range of strategies
- Analyse and appreciate the cultural differences of students, as well as their ways of learning and knowing
- Reflect upon every stage of the learning and teaching process
- Provide evidence regarding the students' progress for the school community
- Modify their instruction and methods of teaching
- Collaborate with other teachers and students
- Maintain detailed assessment reports
- Analyse data about the students' progress and performance
- Provide constructive feedback for future learning
- Support students to critically self assess
- Support students to critically reflect on the five elements

Students' responsibilities include:

- Analyse their learning and understand the areas to be improved
- Improve critical thinking skills
- Reflect upon their learning
- Produce quality work
- Open to explore the different learning styles

- Find out and work on their strengths and weaknesses
- Acquire a variety of conceptual understandings, skills and knowledge

Senior Academic Leadership Team responsibilities include:

- Inform parents and students about the nature of subject assessments
- Overlook teachers’ instructions, pacing and assessments to ensure that they align with the curricula
- Communicate with school community about the expectations of the programmes
- Make sure that external examinations are administered properly
- Keep the exam papers and other internal assessment materials in a secure place
- Inform teachers about the conduction of the examinations
- Inform the school community about the external assessment results
- Collect data from the teachers about the students’ progress

Parents’ responsibilities include:

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

Assessment Tools and Strategies

Rubrics (Tools)	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 (Tools)	Students’ work samples can serve as a point of reference upon which work of similar nature can be assessed.
Checklists (Tools)	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 students' understanding is recorded on brief written notes and kept as an ongoing record.
Continuums (Tools)	These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process. Colour-coded and leveled bands of guided reading books are one example of a continuum.
Observations (Assessment Strategies)	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 Assessments (Assessment Strategies)	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.
Process-focused assessments (Assessment Strategies)	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 (Assessment Strategies)	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.

External Assessment

International Schools' Assessment (ISA)

The ISA assessment program is designed specifically for students in international schools from Grades 3 through 10. It is based on the internationally endorsed reading and mathematical literacy framework of the OECD's Programme for International Student Assessment (PISA).

Who uses the ISA?

International schools and schools with an international focus, whose language of instruction is English. It is available to our students in Grade 3, 4, 5, 6.

When is the ISA offered?

Schools have the option of administering ISA in either October or February. Our school registered to take the ISA in February.

What does the ISA provide?

The ISA is an assessment with a broad cultural base. It is comprised of a combination of multiple-choice and open-ended questions and prompts. The ISA provides student-level information about what individuals know and can also provide class and school-level information that can inform instructional programs. The ISA results also provide information about the performance of sub-groups (for example, gender or language). Relevant comparisons between similar schools, international normative information

and information about growth over time can also be examined through the ISA results.

What does the ISA test?

The ISA tests students in reading, mathematical literacy, and writing.

Assessment and Reporting

Evidence of student learning may take the form of written records, video, audio, digital, and photographic records. This evidence is placed in each student's learning portfolio. A portfolio is the record of a student's progress and serves as a demonstration of the learning process as it unfolds. The portfolio is used to show the development of knowledge, conceptual understanding, Approaches to Learning, attitudes, and the attributes of the learner profile over a period of time. It also may be used to show evidence of any action that is self-generated on the part of a student. Evidence of learning in a portfolio shows both how a student learns and what a student has learned. It ultimately focuses on demonstrating how a student progresses while in the process of constructing meaning. Entries in a portfolio come in a variety of forms and from a range of curriculum areas. As a portfolio is created, students have an opportunity to reflect upon their own learning as well as the learning of their peers.

Portfolios

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, dispositions and action. The pieces of work are selected by the students. The selected pieces of work are accompanied by self-assessments, peer assessments, and student reflections. The portfolios are documented and stored at our school. Administration, teachers and students have access to the portfolios and parents may see them during parent-teacher and student conferences.

Three-way conferences (Parent /teacher/student)

Parent-teacher-student conferences are held once in January. During the conferences, 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 and academic, and IB scope and sequence progress according to the attributes of the learner profile.

Student-led conferences

SIS operates Student-led conferences in June under the guidance of assessment standards of IB PYP.

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 portfolio
- Discussion of classroom centers, works displayed on the walls, games and various ways of learning
- If requested discussion and walk through of specialist subject learning is available

Preparing for the Conference

Teachers guide students to write an explanation of several portfolio items. 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?

Report cards

Parents will receive a written report at the end of each term. This report card is shared with parents during Parent-teacher-student conferences which are held twice per year, once in January and once in June. This report indicates the students' progress in all curricular areas, including work and social behavior. Teachers follow a coded form in report cards:

NA: Not Applicable

1 = Introduced

2 = Emerging

3 = Progressing

4 = Proficient

This shows progress in particular groups of attainment targets for each curricular area and is used to for future decisions about teaching, providing students feedback, reporting to parents. Report cards also provide the administration team with information about student progress within each class.

Exhibition

In the final year of the PYP, Grade 6 students participate in a culminating and collaborative project, the PYP exhibition. This requires that each student demonstrates engagement with the essential elements of the programme: knowledge, conceptual understanding, ATL skills, dispositions, and action. The exhibition may take place under any transdisciplinary theme, or across different transdisciplinary themes. Students are required to engage in a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating, and offering solutions to real-life issues or problems. The exhibition provides an opportunity to demonstrate the attributes of the learner profile that have been developed throughout their engagement with the PYP.

Students will have the opportunity to reflect on and assess their own learning and engagement with the essential elements at the end of the Exhibition process.

Teachers and mentors will give regular feedback throughout the Exhibition and will comment on a final report of the Exhibition.