



**SHINAGAWA  
INTERNATIONAL  
SCHOOL**

# **Assessment Policy**



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## **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.

## **Rationale**

Assessment must be planned with its purpose in mind. Formative and summative assessments are administered at SIS to provide feedback to students, teachers, and parents in order to inform and improve student learning.

### **Purpose of Assessment for Students**

- To understand the purpose behind their learning
- To reflect on learning, gauge their progress, and set goals for growth
- To receive timely feedback from teachers and peers
- To discover areas of strength and growth in their learning
- To encourage independence and responsibility for their own learning

### **Purpose of Assessment for Teachers**

- To gauge student understanding of the learning outcomes throughout the learning process
- To inform written and taught curriculum
- To monitor student progress in order to meet individual learning styles and needs
- To reflect on teaching in order to improve practice
- To provide evidence of student learning

### **Purpose of Assessment for Parents**

- To see evidence of student progress
- To develop a clear understanding of student learning
- To collaborate with teachers in order to facilitate growth
- To help parents advocate for student self-efficacy

## Philosophy

We believe that learning is not exclusive to the classroom setting; it can be facilitated within or beyond the four walls of the classroom. At SIS, “the primary purpose of assessment and evaluation is to improve student learning” (“Growing”). Authentic assessment, including assessment for learning, assessment as learning, and assessment of learning, is considered fundamental and essential to a student’s educational growth and achievement (“Assessment”). It is our firm conviction that affording students the opportunity to demonstrate what they know, understand, and can do will allow them to transfer conceptual understanding, knowledge, and skills learned in school to real life (Erickson 7).

Authentic assessments are student-centered, holistic in nature, and meet a wide variety of student needs and learning styles. In order to facilitate effective authentic assessments that provide best practice for student learning, teachers must be knowledgeable in varied assessment practices, transparent and fair in their assessment process, and participatory in continued professional growth regarding assessment. Student involvement is also integral to authentic assessment and evaluation, providing students with necessary tools to gain ownership of and advocacy for their learning. When assessments are appropriately addressed, educators form a collaborative partnership with students and parents by involving them in the assessment and evaluation process, allowing assessment and evaluation to then become the facilitator for the lifelong learner.

## Principles of Assessment

Effective assessment practices support students in their development as internationally-minded citizens. The following principles guide effective assessment at Shinagawa International School:

### Assessment Promotes:

- Positive student attitudes toward learning.
- Deep understanding of the content by supporting student inquiries set in real world contexts.
- The development of Approaches to Learning skills.
- Student learning by providing feedback on the learning process.

### Assessment Includes:

- Parents, students, and teachers in the assessment process.
- Student and teacher self assessment and reflection.
- Process as well as outcome.
- Opportunity for students to demonstrate transfer of concepts and skills across disciplines.

- Assessment of what students know, understand, can do and feel at different stages of the learning process.
- Assessment for, as, and of learning.
- Pre, formative, and summative assessments.

#### Assessment Supports:

- The holistic nature of the programme, including development of the IB Learner Profile attributes.
- The international mindedness of the programme.
- Enhancement and improvement of both teaching process and practice.

## **Assessment Practices**

Assessment practices at SIS are designed to provide feedback in order to improve student learning. Assessment for, as, and of learning all play a role in supporting and improving student learning, and must be appropriately balanced within the assessment cycle ("Assessment"). It is essential that our teachers understand these practices; doing so allows teachers to utilize the four facets of assessment effectively in order to guide teaching and learning.

### **Assessment For, As, and Of Learning**

One of the most important aspects of assessment is the utilization and interpretation of assessment for, as, and of learning.

Assessment for Learning - Teachers gather and interpret evidence to inform teaching and learning; they gather and interpret information to gauge student understanding, provide feedback, and differentiate instruction appropriately.

Assessment as Learning - Students reflect on their own learning; they monitor their progress, use assessment feedback from the teacher, self, and peers to determine next steps, and set individual learning goals.

Assessment of Learning - Teachers collect and interpret evidence to make judgments about the quality of student learning on the basis of established criteria; they summarize learning, record results, and communicate student achievement to parents and students.

## Planning

**Collaborative Planning** - Teachers meet during regularly scheduled collaborative meetings in order to craft units that are transdisciplinary (PYP)/interdisciplinary (MYP) in nature as well as build a vertically and horizontally aligned curriculum. Collaborative planning affords teachers time to differentiate for individual learners' needs and styles across the curriculum. This planning time aims to develop and improve school programmes that align with our mission and vision.

**Data-Driven Planning** - Teachers collect and analyze data collaboratively to plan for authentic learning experiences appropriate assessment strategies (see recording section).

Data collected and used at SIS includes:

- Benchmark Assessments
- Pre-Assessments
- Formative Assessments
- Summative Assessments

**Student-Driven Planning** - Collaborative planning is driven by students' prior experiences in order to build on prior knowledge. This planning allows for differentiation and takes into account students' various needs; it exists for the purpose of developing an authentic, holistic education.

## Assessing

**Pre-Assessments** - Teachers assess prior knowledge before new learning begins. Teachers then use the results to build upon student experiences. This type of assessment allows teachers to find gaps in student learning, deepen understanding, differentiate, build on strengths, and determine student groupings to enhance learning.

**Formative Assessments** - Teachers use formative assessment to gauge student progress during learning. This type of assessment allows teachers to use learning outcomes to help students and teachers themselves identify learning needs; they modify instructional methods, differentiate based on individuals' needs, and provide student feedback throughout the teaching and learning process as needed to promote a deeper understanding.

**Summative Assessments** - Teachers administer summative assessments at the end of a learning period to determine student growth. This type of assessment allows teachers and students to measure a student's growth and competency for the learning targets. Teachers use summative assessments as a record of student learning; these assessments are ultimately used to plan for future teaching and learning.

## Recording

Implementing Effective Strategies - Teachers utilize an array of assessment strategies that are fair, comprehensive, and relevant to the learning targets in order to provide varied ways for students to demonstrate their learning. Effective strategies used at SIS include:

- Observations
- Performance assessments
- Process-focused assessments
- Selected responses
- Open-ended tasks
- Process journals
- Portfolio documentation
- Reflections

Applying Assessment Tools - Teachers record their assessment data using a range of assessment tools in order to provide evidence of the ongoing learning process to inform teaching and learning. At SIS, teachers are responsible for documenting their assessments using appropriate tools such as:

- Rubrics
- Checklists
- Anecdotal records
- Continuums
- Student exemplars

## Reporting

Ongoing Communication - Clear, consistent and timely communication are essential to reporting student growth. All stakeholders, including parents, teachers, and students, are involved in reporting in order to have a clear understanding of where students are at in the learning process.

Student Reflections on Learning - Students provide evidence of their own understandings and actions they have taken in regards to their personal inquiries.

Reports on Progress - Teachers provide formal individualized assessment reports four times per year through Toddle platform. These reports contribute to the ongoing communication among all relevant stakeholders in order to monitor student progress. Teachers are also encouraged to report informally on a regular basis regarding student successes as well as concerns via digital messages, phone calls, and parent meetings.

Conferences - The school invites all relevant stakeholders to participate in formal meetings to discuss academic as well as social and emotional growth for each student. Conferences facilitate ongoing communication by aiding parent understanding and inviting them to actively promote their child's growth beyond the classroom. Conference structures at SIS include:

- Student-Led Conferences
- Parent-Teacher Conferences

## **Special Features of the MYP**

To guide all assessment planning, teachers must use the prescribed assessment criteria and their achievement levels that are laid out in their respective subject guides. As per the requirements outlined in "MYP: From Principles into Practice," SIS MYP teachers share common practices in applying those assessment criteria and determining achievement levels for units' summative assessment tasks, report cards, and final grades for end-of-year report cards.

For those key reporting times, SIS MYP teachers use all assessment data gathered to determine the "best fit" level of achievement for a student for each criterion assessed. Below are the common practices SIS MYP teachers use in terms of determining "best fit." All MYP teachers:

- Assess each strand of each subject group's criteria at least two times per MYP year level to determine levels.
- Standardize their understanding and application of the assessment criteria during collaborative planning meetings to better determine "best fit" levels.
- Use multiple samples of student work from a variety of learning experiences and assessment types in order to have sufficient evidence to make judgments on a student's achievement level for the criterion.
- Gather evidence of student learning from a range of learning experiences before determining levels, ensuring that the evidence comes from student performance over the duration of the units taught.
- Consider student support given and group work when determining achievement levels.
- Determine achievement levels by considering the descriptor bands like bucket-filling, deciding if the descriptor aligns with the student's performance and then moving on to the next descriptor, or bucket, until it does not align with the student work or performance. At that point, the previous descriptor is used to determine the best fit level. (Note: If the student work/performance does not fulfill all of the descriptors in a lower band but some in a higher band, professional judgment must be used in determining the descriptor level that best fits.)
- Use their professional judgment to decide, record, and report the lower or higher numerical value found within the grade band, as mentioned above.



For recording, teachers use the agreed upon Task-Specific Clarifications templates as a key tool to plan, assess, record and report on MYP achievement levels for all MYP subject groups' objectives and their criteria.

For end-of-year report cards, MYP teachers must look at a student's progress with each criterion and take into account the most recent and consistently achieved level, deciding on a final level for each criterion. Then, teachers must use the grade boundary guidelines table outlined in "MYP: From Principles into Practice". Teachers must use their final professional judgment when determining levels.

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## **Review Cycle**

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