



## IST Assessment Policy

*Last Review/update: January 11, 2022*

### PHILOSOPHY

The International School of Texas believes assessment is a fundamental practice to support and enhance the learning experiences of our students. Therefore, assessment - the evaluation of progress and attainment - is an integral part of the learning, not separate from it.

The purpose of assessment at IST is to provide information on student learning, improve student learning, and contribute to the efficacy of the learning program. Assessment is an ongoing process of gathering evidence for and of learning. This evidence will be used to give recognition and timely feedback to the learners and all other stakeholders. Regular assessments will assist in gathering information needed to adjust instruction or reteach for continued learning. Parents will also gain information concerning their child's status in relation to expectations. Assessment will reflect best practices that support the learners and the teachers in the advancement of student learning. The mission of IST is to empower each student with global awareness, knowledge, skills, and values necessary to make a better world. Assessment is an ongoing process where students assess their knowledge and then reflect to motivate future learning. This helps to develop students on their journey to become lifelong learners.

### ASSESSMENT

#### **Effective assessment for *students* addresses:**

- The essential elements of (knowledge, concepts, skills, and action) and the learner profile.
- Students are an active part of the learning process through learning goals,

reflection and demonstration of their understanding.

- Students' strengths and demonstrates mastery and expertise.
- Analyzing and understanding each student's learning and indicating what needs to be improved.
- Involvement of students in the development of some of the assessment activities and tools.
- The students' need to be responsible learners and perform at a higher level when challenged.

**Effective Assessment for *teachers* addresses:**

- The need for awareness of the assessment policy practiced in school and to understand and develop appropriate assessment tools, tasks, and criteria.
- The use of varied strategies and tools including pre and post assessment tasks, formative, and summative assessments to determine what students know and understand.
- Inclusion of peer and self-assessment where appropriate.
- Differentiation needs.
- Each child's learning and development, while supporting the child's learning needs.

**Effective Assessment for *stakeholders* addresses:**

- The standards set by the International Baccalaureate Organization.
- Verification of teaching objectives against learning outcomes.
- The use of assessment as a measure to determine the effectiveness of curriculum delivery.
- Building a community of teachers and learners striving for excellence.

Teachers use a variety of formal and informal assessment techniques to measure learning, including:

- **Pre-Assessment** to help focus instruction based on a student's prior knowledge of a concept/skill leading to adjustments in teaching to fill missing foundational gaps, or extensions for higher level knowledge/abilities.
- **Formative** assessment is consistent and ongoing. It assists in guiding development through teacher, self and peer assessment, and will utilize many of the assessment tools outlined. Formative assessment results should be used to alter the instructional methods to meet the students' needs and inform future planning.
- **Summative** assessment is performed to gauge progress in major areas of instruction, usually at the end of a concept/unit. It includes inventories in reading and math and also provides students with opportunities to demonstrate their understanding of a central idea.

Formative and summative assessment is varied, fit for purpose, and encompasses:

- Teachers/Students using:

- o Anecdotal notes
- o Checklists/Rubrics

- o Continuum charts
- o Graphic Organizers
- o Written and/or oral tasks
- o Projects
- o Self-Assessment options – written/oral
- o Peer assessment options – written/oral
- o Portfolio contents/reflections
- o Student Led Conferences
- o Learner Profile report every two units

## **REPORTING**

In reporting, teachers at IST will identify the student's areas for growth while describing the student's progress through the program. Teachers will provide regular feedback to parents via Parent Student Teacher Conferences, goal setting conferences, and End of Term progress and attainment reports.

## **EXHIBITION**

Students in 4th grade participate in Exhibition, using many elements of the PYP. Students are expected to demonstrate the Learner Profile, participate in an in-depth collaborative inquiry, and take action based on learning. Several elements of assessment, including self, peer, and teacher assessment methods will be used during this experience.

## **PORTFOLIOS**

Student portfolios are maintained for all students within the Primary Years Program. These portfolios are divided by transdisciplinary themes. The portfolios follow students through their years at IST and are shared with parents during student-led conferences, which are held in the spring semester. Teachers meet with parents to share beginning of year assessment data during the first trimester and also meet throughout the year as necessary.

