**Cunae International School Assessment Outline**

The purpose of the assessment outline is to aide teachers understanding of how the school approaches assessment under the guidelines if the IB. The assessment outline ensures cohesion between the different areas of the school (preschool, primary and secondary) so that consistency of expectations exists for students, and parent understanding of measured outcomes is authentic and relevant.

“Our aim is to involve students as far as possible in the analysis and presentation of their own work. If the teacher is the only person giving feedback the balance is wrong and the students become powerless, with no stake in their own learning” Shirley Clark

*A few facts about assessment in general:*

* Assessment without feedback is merely judgment – doesn’t allow for improvement.
* Assessment is the process of demonstrating student learning, connecting their own learning through positive reflection and action.

***Assessment Philosophy***

At Cunae International School assessment serves to authentically measure the acquired knowledge and personal growth (academically, socially and psychologically) of each student that is meaningful to their own individual abilities and needs. Furthermore, assessment serves to ensure that teachers tie student development to planned curriculum and activities, enhancing the validity of teaching and learning outcomes.

***Assessment Practices***

*Grading/marking*: In development

*Recording/reporting*: There are 3 report cards a year of which are detailed and personal to the student. The report cards coincide with two conferences of which students participate and take a lead role in open discussions about their performance.

*Assessing understanding*

What does understanding mean? Having a good knowledge of concepts related to a given idea/issue/objective/topic, and should encompass:

* Self-knowledge: awareness of own ignorance and how to change this
* Explanations behind idea/s
* Interpretation/narratives/translation
* Application – to use knowledge effectively
* Perspective – capacity of representing problem in different ways and put forward solutions
* Empathy – ability of penetrating into other persons world and feelings

*You must also assess the Essential Elements*

* Concepts
* Knowledge
* Skills
* Attitudes
* Actions

*Methods of Assessment*

Teachers must use a range of methods to document student learning as a means of assessing student understanding, such as:

* + Videos
	+ Audio and podcasting
	+ Photographs
	+ Graphic representations
	+ Portfolios
	+ Written records (rubrics, exemplars, checklists, time lines etc.), including student conversations, comments, explanations and hypotheses as well as annotated pieces of student work that may form part of a student’s portfolio.
* Tests, quizzes and exams
* Projects
* Homework/classwork
* Presentations
* Research assignments
* Role plays
* Debates/speeches/oral presentations
* Log books/fieldwork reports
* Model-making
* Essays
* Creative written work
* Class discussions

*Assessment Strategies to be used:*

* Observations
* Performance
* Process focused ie scientific method process
* Selected responses
* Open ended tasks

*More on portfolios*

* These are considered an important part of the IB assessment process and represent the celebration of an active mind.
* They are designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection.
* Students choose what should go into them but teacher creates a list and helps guide them.
* They should represent a range of experiences and curriculum areas.
* They go from year to year.
* Should be used for parent conferences.

*Assessment Stages:*

Begin with backward design:

* Identify desired results based on central idea
* Determine acceptable evidence for summative assessment
* Plan learning experiences, instruction and formative assessments

\*\* Note: this is why planning and planners are important!

Steps:

1. Pre-assessment – *of* prior knowledge
2. Formative = lines of inquiry; assessment *for* learning
3. Summative = directly prove student knows central idea; assessment *of* learning. New research is NOT summative. Using the knowledge they have already learned IS summative.
4. Self-assessment - *as* learning

*Other tips:*

* Practice ‘constructive’ assessment: start w. positive and then help them self-correct
* Analyse what they did wrong in their assessments like in tests.
* Allow retest and just take the new grade number
* Benchmarks should not drive instruction
* A task is an assessment and then you use a tool (rubric) to assess the assessment
* Assessment MUST be on target and relevant to the central idea
* IB students should be involved in the creation of assessments i.e. add their own questions on test, or help create the front end rubric. When you include them they have more ‘by in’.
* IB students assess each other i.e. partners,
* Parents of IB students are also invited to be involved in the occasional assessment activity i.e. through observation of kids presentations following a rubric.
* When assessing remember to:
* Listen to students and read students work
* Confer with students, individually and as a group
* Listen in on conversations, observe behavior and expressions
* Chart responses, track, script and document student thinking and what they say
* Keep anecdotal records of conferences and conversations
* Show students exemplars

*Homework and Assessment :* Do not give homework if you do not intend on grading the work. Projects may be given as homework however it is advised to keep most projects ‘in-house’ so that parents do not ‘do’ the project for the students. Research and planning is a great way parents can be involved with homework, keeping the project for school time, and assessment authentically related to the students development and not of the parent.

*Assessment and Planners:* There must be a very clearly identified link between objectives in planners and assessment of students.

*Roles/responsibilities for implementing, evaluating and reviewing the assessment policy and the training of new teachers.* In development.

**At the end of the day - document, document, document!**