



# Nanchang International School

## ASSESSMENT POLICY 2021-2022

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## Assessment Policy 2021

### 1. NCIS Guiding Statements

#### 1.1 NCIS Vision

NCIS students will become internationally minded, lifelong learners

#### 1.2 NCIS Mission

We will achieve our Vision by:

- Using an integrated, inquiry-based approach to learning
- Providing opportunities for students to grow beyond their own culture by studying in English, learning about Chinese and other cultures, and promoting mother-tongue languages
- Nurturing reflective individuals who are responsible, curious and respectful
- Developing individual strengths and interests
- Instilling a spirit of innovation, experimentation and collaboration
- Challenging students to be compassionate, with the courage to act on their beliefs
- Encouraging a balanced approach to life

### 2. Overview of Assessment at NCIS

There is only one programmes currently offered at NCIS:

1. International Baccalaureate (IB) Primary Years Programme (PYP) (Pre-Nursery-grade 6)

Assessment is a crucial part of the learning process aimed at determining the students' levels of understanding, not only to award a level of achievement, but also to identify the learning needs of students and provide feedback on progress. It will support and encourage student learning. For the purposes of this policy, **assessment** is a term used to cover all the various methods by which student achievement can be evaluated.

Internal assessments include:

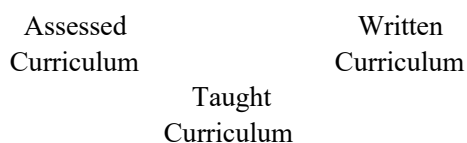
- **pre-assessment** – aimed at identifying prior student knowledge
- **formative assessment**—aimed at identifying the learning needs of students and forming part of the on-going learning process itself throughout each unit of work
- **summative assessment**—aimed at determining a student's achievement level, generally at the end of a course of study or unit of work

External assessments include:

- International School's Assessment (ISA) for grade 3 onwards, which provides the school community with an international benchmark, against which student achievement can be compared. This is once per school year.

#### 2.1 Assessment & Curriculum

The composite curriculum model represented in the diagram below shows that assessment is one of three curriculum components.



In the composite curriculum model each component has equal value. The figure above illustrates that developing, implementing and monitoring the school's written, assessed and taught curricula is an integrated process.

Adapted from: *Making the PYP Happen: A curriculum framework for international primary education* p. 62 (IBO, 2009)

## 2.2 Principles of Assessment

The primary purpose of assessment is to support and encourage effective teaching and learning in the classroom. There are differences in the assessment processes within the programmes in order to meet the needs of students at particular ages and stages of development. However, to ensure continuity and cohesion, a set of principles of assessment that are common have been developed.

1. Assessment, evaluation and communication of student growth are based on the curriculum and are guided by the school's Vision and Mission.
2. Assessment is integral to planning, teaching and learning.
3. Assessment systems and practices are made clear to students and parents.
4. Methods of assessment and evaluation of student growth are developmentally appropriate and differentiated according to student needs.
5. Sufficient class time is given to support key assignments.
6. Understanding of key knowledge, concepts, Approaches to Learning skills (ATL's), attitudes, action and the Learner Profile Attributes are imbedded in assessments.
7. There is a balance between formative and summative assessment.
8. Current knowledge and experience are assessed before embarking on new learning.
9. Students are provided with timely and constructive feedback as a basis for future learning.
10. Teachers plan opportunities for peer and self-assessment.
11. Teachers plan opportunities for students to reflect on their own learning.
12. Assessment data is recorded and analyzed to evaluate the effectiveness of the curriculum.
13. Reporting to parents is meaningful and varies according to audience and purpose.
14. Students are provided with opportunities to exhibit the transfer of skills across disciplines through personal projects and interdisciplinary unit assessments.

*Towards a continuum of international education (IBO, 2008)*

*A Framework for Student Assessment (Alberta Assessment Consortium, 2007)*

*9 Principles of Good Practice for Assessing Student Learning (The American Association for Higher Education, 1991)*

*MYP: From Principles to practice* p. 78 (IBO, 2014)

## 3. Assessment at NCIS

### 3.1 Assessment in PYP

“Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the

decisions to take action.”

The assessment strategies and tools proposed by the PYP—such as rubrics, exemplars, anecdotal records, checklists, continuums, and portfolios of student work—are designed to accommodate, multiple intelligences and ways of knowing. Teachers observe, document and reflect in order to move student progress toward individual learning goals. Where possible, they provide an effective means of recording student responses and performances in real life situations that present real problems to solve. These authentic assessment strategies may be used in conjunction with other forms of assessment, which may include standardized tests, in order to assess student performance, basic skill levels and the efficacy of the programme.

In the final year of the PYP ~~also~~ participate in a culminating inquiry, the PYP Exhibition. It is both a transdisciplinary inquiry conducted in a spirit of personal and shared responsibility, as well as a summative assessment activity that is a celebration and rite of passage, symbolic and actual, from the PYP into the middle years of schooling.

Before new learning engagements, prior knowledge is established by means of pre-assessments. Formative assessments are ongoing and provide information about the teaching and learning that occurs. Students in Early Years have five units of inquiry, and all other grade levels have six units. Each of these includes a summative assessment that is collaboratively planned by all teachers at each class.

In the PYP, where appropriate, mathematics and language are assessed within the units of inquiry. Where this is not the case, they are assessed as stand-alone subjects. The teachers develop these subject assessments, and uses a variety of strategies.

Adapted from: *Making the PYP Happen: A curriculum framework for international primary education p. 44-50* (IBO, 2009)

### **3.2 Reporting to Parents**

#### ***Reports***

There are three written reports during the year follows:

January/February – End of Semester Report.

June – End of Year Report.

End of Unit Reports - one week after the end of each unit.

#### ***Parent-teacher Conferences***

Conferences take place at the same time as end of unit and semester reports are issued. These conferences are set up by appointment. Parents and/or teachers can arrange conferences at other times as needed.

## **4. Communication and Review Process**

### **4.1 Communication of Policy to the NCIS Community**

NCIS disseminates this policy document to staff at the beginning of each academic year and makes it available to all members of the school community.

### **4.2 Policy Review**

NCIS will collaboratively evaluate and review this policy document on an annual basis.