



Smart Innovations School

Assessment at SIS

(Revised in April 2024)

SIS Mission Statement

SIS is dedicated to nurturing globally-minded students who inquire, reflect, and engage with the world, fostering a diverse and innovative community of lifelong learners.

SIS Vision Statement

The school's vision is to empower students to become compassionate and inquisitive leaders, well prepared to shape a more interconnected, inclusive and sustainable future.

IB Mission Statement

“The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.” (Mission, IBO)

SIS Definition of Learning

At SIS, we encourage inquiry and collaboration, empowering learners to cultivate skills, knowledge, and understanding that ignite positive transformations.

SIS Definition of International Mindedness

International mindedness at Smart Innovations School is a mindset that celebrates diversity, cultivates empathy, and nurtures open-mindedness. It entails appreciating and respecting various cultures, viewpoints, and traditions while actively engaging with individuals from across the globe. International mindedness instills a sense of global citizenship, motivating students to take proactive steps toward building a more inclusive, harmonious, and sustainable world.

PHILOSOPHY OF ASSESSMENT

At SIS, assessment plays a vital role in teaching, learning, planning, and tracking student progress. It's a collaborative effort between students and teachers, essential for the home-school partnership. While assessment methods vary across our programs, they're always authentic, personalized, and aimed at enhancing student learning through feedback and nurturing the IB Learner Profile attributes. Our assessment practices are guided by the principles of IB Assessment, tailored to our school's context and students' needs, with regular feedback and progress reporting to parents.

PURPOSE OF ASSESSMENT

The purpose of assessment is to provide feedback and inform teaching and learning. It functions as a means of tracking student progress against objectives by identifying what students know, understand and can do at different stages in the learning process. It involves the gathering and analysis of evidence on student learning to inform teaching practice and develop all aspects of the IB learner profile.

WHOLE SCHOOL ASSESSMENT PRACTICES

SIS recognizes effective assessment practices across the IB continuum..These common practices are laid out below with specific expectations for each programme (currently PSP and MSP) delineated in the sections that follow.

- Assessment is criterion-based, teachers use descriptors and rubrics to identify student achievement levels against assessment criteria that is provided in advance.
- A wide variety of assessment strategies and tools are used regularly to determine the progress of all learners against learning objectives. These include but are not limited to observations, performance based assessments, anecdotal records, projects, presentations, and portfolios
- Assessments are structured to provide authentic performances of understanding that is based on real-world contexts
- Students are offered a choice to demonstrate their learning through different modes or methods, inclusive of technology.
- Opportunities to participate in and reflect on assessment are provided through self- and peer-assessment and reflection on assessment.
- Assessment provides regular feedback, through grades and comments to students and parents about a student's progress in learning.
- Teachers collaboratively create assessments and analyse assessment data to inform, improve and make adjustments to teaching and learning
- Reporting is based on holistic demonstration of student understanding throughout a period of learning
- Formal communication of assessment and progress takes place through multiple formats that include portfolios, grade notification, three way conferences and formal reporting.

- Standardized assessment takes place twice a year to monitor student growth in middle school. Test data is analysed and communicated with students and parents in the form of written report Cards.
- Approaches to Learning (ATL) are explicitly taught and qualitatively reported on each reporting cycle
- Systems are in place to guide and support students through culminating programme requirements such as the PSP Exhibition with plans to introduce guides to MSP Personal Project.

Definitions

Formative Assessment - (Assessment for learning)

Formative assessment provides teachers and students with insights into the ongoing development of the students. Through effective formative assessment, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their maximum potential.

Summative Assessment (Assessment of learning)

Summative assessments are defined as the culminating assessment for a unit, term or course of study. A summative assessment is designed to provide evidence or information for evaluating student achievement against required subject-specific objectives.

PSP PRACTICES

Pre- assessment:

Collaborative Planning of Assessments

- Grade level teachers work collaboratively to design assessment tasks related to the Unit of Inquiry
- Units of inquiry and subject areas must include both formative and summative assessments
- All teachers use backward planning and decide the criteria to be used for the summative tasks and tools at the start of the unit/topic.
- Teachers select and use a variety of appropriate assessment tools that can include rubrics, reflections, checklists, anecdotal notes and/or video
- Co-construct learning goals and success criteria with students when applicable
- Pre-assessments are completed prior to starting a new unit, or concept to assist teachers and students determine prior knowledge

Achievement Levels & Feedback

- Students are given choices for how they would like to share their learning.

- Assessment data is recorded in a variety of ways that contribute to student learning and measures progress against learning objectives.
- Assessment data can include reflections, rubrics, portfolios, checklists, anecdotal evidence.
- A reflection of assessments are conducted at the end of every Unit of Inquiry, with the focus being the refinement and improvement of assessments
- Guidance for improving the quality and variety of assessments is provided by the programme coordinator on an ongoing basis.

Reporting

- Students are encouraged to regularly discuss assessment, tests and homework with their parents and concerns can be directly addressed with teachers as they arise
- Students produce a Portfolio where work samples from across the curriculum, display the demonstration of learning and achievements.
- Three-way conferences occur twice a year and student led conferences thrice a year
- Report cards are sent after every two units are completed, and hard copies are provided during the Student-Led Conferences and Three-Way Conference days.

MSP PRACTICES

Collaborative Planning of Assessments

- Formative and summative tasks are provided in all MSP subject units, based on the objectives chosen
- Select or recorded formatives are provided with feedback as comments and formative criterion grades.
- All summative and recorded formative assessments for a unit are the same for all classes in the same grade level and subject
- Teachers provide structured timelines or milestones to support students to meet summative deadlines
- All summative assessments should be created collaboratively aligning with the unit statement of inquiry and chosen objectives
- All summative assessments must be accompanied by the subject assessment criteria and task specific clarification.
- Summative assessment tasks with criteria must be communicated to students a minimum of 7 working days prior to the deadline via written notice in their planners and in their Whatsapp groups.
- Teachers must ensure that all strands of the four criteria are assessed at more than twice within the whole year
- Late or non-submission of summative assessments require students to complete an academic support session with teachers to catch up or complete the missed task. Parents must be kept informed.
- Students with Learning Support needs on an ILP will be provided accommodation or

modification based on their ILP and in consultation with the MSP Coordinator/Vice Principal and SEN Counsellor

- Grade 9 and 10 students complete a final exam that is based on the unit taught at the time in order to gain examination practice. Grades from the exam carry no extra weight and are considered as a regular summative assessment grade.
- All dates must be prior to the commencement of the term and shared with the parents from time to time.

Achievement Levels & Feedback

- All achievement levels awarded to students must be based on IB assessment criteria and the individual work of each student.
- A best fit approach is used when assessing students against the criteria. This is done through the following steps:
 - Teacher determines whether the first descriptor describes the performance of the student
 - If the work exceeds the expectations of the first descriptor, teacher determines whether it is described by the second descriptor.
 - This should continue until the teacher arrives at a descriptor that does not describe the student work
 - The work will then be described by the previous descriptor
 - Note: In some instances, student work may not have fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band. In such instances, teachers must use their professional judgment to determine the descriptor that best fits the work.
- Written feedback and/ or achievement levels will be added to the report card for recorded formative and summative assessment and communicated in a timely manner with the students and the parents.
- Teachers must design standardized summative assessments before final grades are added to the report cards.

Standardization of Assessment

The standardization of assessment in the MSP as a whole and in the Personal Project increases the reliability of teachers' judgments, and promotes consistency in the application of the assessment criteria.

- All MSP teachers are expected to standardize summative assessment tasks, with subject teachers of the same grade level and subject.
- In the event that a subject in a grade level is taught by only one teacher, standardization should be conducted with the MSP Coordinator/vice Principal.
- The steps of the standardization process are outlined below
 - Teachers select a sample of three students assessment responses that represent high/medium/low from both of the classes
 - Each teacher assesses the selected sample using the assessment criteria individually without any discussion.

- Teachers take individual notes and record the rationale for awarding grades for the selected sample.
- Teachers meet and discuss the grades and agree on a common understanding and approach to mark the summative assessment.
- Teachers complete the standardization form and attach to scanned samples of students assessments
- Teachers mark the rest of the student responses in their respective classes.
- Grades are recorded onto the report card with comments within seven working days of the summative submission.

Reporting

- At each reporting cycle, teachers use summative data during the period to make a best fit judgement for each criterion.
- All students are provided a detailed comment in the two report cards of the terms
- Reporting for ATL mentioning the ATL taught in the units must be highlighted in the comments in the report cards.
- If an IDU assessment takes place within a term, IDU grades are entered by relevant subject teachers
- Three way conferences take place twice a year, providing direct feedback to parents and students

Feedback & Achievement Levels

- Recorded formative and summative assessments are provided with feedback in the report cards as comments or formative criterion grades
- Late or non-submissions require students to complete an academic support session with teachers to catch up or complete the missed task. Parents are informed. If this does not occur a zero ('0') is added to the task
- Deadlines are firm, and missing the deadline will result in that component not being assessed.

Reporting

- SIS uses printed and digital report cards to report to parents.
- Report data is analysed to determine students who could be of academic concern and/or placed on academic probation or remedial classes

RIGHTS & RESPONSIBILITIES

Pedagogical Leaders/ Coordinators

It is the responsibility of all SIS programme coordinators to monitor the relevant programme assessment expectations and facilitate smooth implementation. Coordinators will be responsible for internal training of current and new teachers on the relevant programme assessment practices and expectations. SIS coordinators will be members of the policy review committee on an annual basis.

All programme coordinators are eligible for appropriate training related to leading the relevant IB programme. Coordinators will be supported in their role by the Principal/Vice Principal.

Teachers

All SIS teachers are responsible for designing, administering, evaluating and providing timely feedback on assessments that fulfil the expectations of the relevant IB programme as outlined in the subject / programme guide and the school assessment policy. Teachers are responsible for staying up-to-date on all school assessment practices and expectations.

SIS teachers are eligible for both internal and external IB training related to programme implementation and assessment practices.

Students

Students are expected to engage in all forms of assessments in order to gain feedback on their learning. Students must complete and submit tasks in a timely manner displaying academic integrity at all times.

MSP Students are provided orientation sessions that outline MSP assessment. Subject teachers regularly inform students about appropriate assessment practices. The student handbook contains clarification for students on MSP. Students can seek clarification from teachers and coordinators when required and the complaints procedure can be followed for more formal concerns

Parents

All parents are expected to have clear ideas of the relevant IB programme assessment practices by attending parent information sessions and workshops. Parents are considered as partners in their child's learning and must ensure that students are supporting in completing all assessment tasks in a timely manner.

Parent information sessions provide clarification for parents on assessment expectations. Further information is shared in an annual assessment workshop and clarification provided during three way conferences and reporting.

POLICY REVIEW

The SIS assessment policy will be reviewed on a three year basis, for review and updates.

Created: June 2020

Revised: April 2024

Next Review : July 2027

WORKS CITED

Making the PYP Happen International Baccalaureate Organization, 2007. PDF. “Mission.”
ibo.org, International Baccalaureate Organization, 2019, ibo.org/about-the-ib/mission/.
MYP: From principles into practice. International Baccalaureate Organization, 2014. PDF.
PYP : From principles into practice. International Baccalaureate Organization, 2018 PDF.

APPENDIX 1

MSP Standardization Sheet

Grade level:

Course:

Teacher 1:

Teacher 2:

Please submit a copy of this form for each work submitted for moderation.

SAMPLE 1

Description of assessment task:

Teacher

Criteria

	A	B	C	D
Teacher 1				
Teacher 2				
Moderated				

Final standardized grade explanation:

SAMPLE 2

Description of assessment task:

Teacher

Criteria

	A	B	C	D
Teacher 1				
Teacher 2				

Moderated				
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SAMPLE 3

Description of assessment task:

Teacher	Criteria			
	A	B	C	D
Teacher 1				
Teacher 2				
Moderated				

Final standardized grade explanation:

Reasons for achievement level:
Feedback for students:
What did we learn? (analysis of assessment task and data)

What are our next actions based on our learning?

- ☐ Scan form and moderated tasks.
- ☐ Upload to unit on our google drive.