

Nanchang International School

ASSESSMENT POLICY

2020-2021

## 1. NCIS Guiding Statements

### 1.1 NCIS Vision

Our students will be 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(s) by studying in English, learning 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

### 1.3 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.

## 2. Overview of Assessment at NCIS

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. For the purposes of this policy, **assessment** is a term used to cover all the various methods by which student achievement can be evaluated.

We, Nanchang International School, believe that effective and adequate assessment as an integral part of teaching and learning, provides important information about student’s performance independently on students’ age and level of development.

## 2.1 Assessment goals are as follows:

* To get information about student’s learning
* To highlight weakness and strength of each student in order to support him/her individually
* To monitor each student’s success as well as success of the whole class as the learners community.
* To plan further activities according to teacher-student system
* To develop (and to encourage the increase) students’ self-esteem and motivation
* To be able to assess how rigorous the used programmes and methods are
* To give feedback on learning and teaching both to a student and to his/her parents and classmates.

### 3. Principles of Assessment

In the Primary Years Programme (PYP), 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 programme 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.

At NCIS, assessment and reporting will be guided by the following principles:

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. There is a balance between formative and summative assessment.
7. Current knowledge and experience are assessed before embarking on new learning.
8. Students are provided with timely and constructive feedback as a basis for future learning.
9. Teachers plan opportunities for peer and self-assessment.
10. Teachers plan opportunities for students to reflect on their own learning.
11. Assessment data is recorded and analysed to evaluate the effectiveness of the curriculum.
12. Reporting to parents is meaningful and varies according to audience and purpose.

### 3. 1 What we assess:

* knowledge (what we’ve learnt)
* attitudes/dispositions (what we’ve cultivated in our personality)
* concepts (what we’ve understood)
* action (how we’ve been acting)
* skills (what we’ve gained)

These elements are the basic and essential components of the International Baccalaureate program for elementary school (IB PYP).

### 3. 2 Assessment participants

The main participants of the assessment process are teachers and students, both taking an active part in it. Teachers and students develop assessment criteria hand by hand; parent community, in its turn, is also well acquainted with the assessment policy. Students also perform self-assessment and analyze the results.

### 3. 3 The structure of assessment:

The assessment process can be conditionally divided into three stages:

Pre-Assessment (prior learning). The teacher assesses the current knowledge, skills and experience of the students. Analysis of the data allows to adjust the training material in line with the level and the needs of students.

On-going (or formative assessment). This step provides the teacher with information during the studying process and allows him adjust his further actions quickly.

Summative. The assessment is performed by the end of studying process or module to assess the effectiveness of the material and teaching methods. Allows teachers and students to see the whole picture about student’s understanding at the end of teaching and learning process. Provides students with the possibility to demonstrate their understanding of what they’ve learnt and prompts them to action.

Exhibition. This type of assessment is positioning itself as the final event at the end of the PYP programme. This type of assessment provides an opportunity for students to demonstrate everything they’ve learnt: understanding of the basic elements of the programme, to demonstrate the interdisciplinary skills. The teacher is able to assess and analyze the strong and weak points of the students as well as gains in performance of the programme.

### 3. 4 Recording (strategies and tools)

Assessment Strategies - are methods or approaches that are used by teachers to gather information about the learning process of students. Teachers record the data obtained using various evaluation tools, analyze them, and share information students, parents and administration. Personnel of Nanchang International School tries to use a variety of assessment strategies to get a complete and objective picture of the knowledge and experience of students.

**Assessment Strategies**

Observation

Teacher observes the work of all students while capturing the results of skills formation for each student, group and whole class.

Performance assessment

The teacher assesses the transdisciplinary skills, work on the projects, the behavior in various situations, etc.

Selected works

The teacher assesses the solitary examples of what students know and are able to do (tests, recitations).

Open-ended tasks

Students are given the task (writing, drawing, diagram, problem solving, etc.) and asked to give their original answers. Thus, understanding and application of knowledge of students can be assessed individually.

When choosing the right strategy, you must consider which tools are most significant. It helps to implement an effective assessment of students, the processes of learning and assessing.

Assessment sheets (Checklists)

The skills and understanding of the students in progress is regularly observed in real contexts by means of checklists and reflexive arguments.

Rubrics

Topics provides a general impression of the student’s work and are used for complex tasks where you need to show a performance, for example.

Exemplars

These are students’ works exemplars showing the example for others. These exemplars can be used along with topics and continuums.

Samples

These notes are based on observation of children. They should be systematically collected, sorted, and analyzed.

Continuum

This is a visual representation of the stages of knowledge development. Continuum shows the progress in achievements or points to the strong suits of a child.

### 3.5 Reporting

Teachers record the results of the assessment in documents using various evaluation tools, analyze them, and share information with students, parents and administration.

**Methods of reporting**:

Student: portfolio, notebook, School pal system, three-way conference, teachers’ reflections or feedback, worksheets

Teacher: short notes, teacher assessment folder, School pal system

For parents: portfolio; workbooks, School pal system, school report to parents, three-way conference, teachers’ reflections or feedback, end of unit celebration, end of unit report.

The purpose of recording is to use information about the progress of the student to analyze it, to talk with parents, to analyze the correctness of the choice of methods and techniques for teaching and assessing.

In addition, there are meetings with parents: parents’ meetings and teacher-parents meetings aimed to offer consultation .

The exhibition is held at the end of primary school, where students perform to show their teachers and parents what they’ve learnt in the framework of PYP.

***Curricilum night***

At the beginning of each school year, NCIS will hold a curriculum night. This is an opportunity for the parent(s) to meet their child’s teacher for the first time on a formal basis. At this time, teachers will outline the curriculum for the year as well as their expectations for their new students. Parents will be given time to ask questions of a general nature related to these issues.

***Mid-Semester 1 Parent-Teacher Conferences***

These conferences are designed to follow up on the information disseminated at the open house, but also allowing time for parents to ask detailed questions about their child’s progress to date. These conferences are set up by appointment. Parents and/or teachers can arrange further conferences at other times as needed.

***End of Semester 1 Parent-student-teacher Conferences***

These conferences are designed to answer any questions arising from the first semester student report. These conferences are set up by appointment.

***Student-led Conferences***

Student-led conferences are held towards the middle of the second semester. Students share their portfolios, which contain examples of work and learning engagements from across the curriculum.

### 4. Effective assessment

Effective assessment enables students:

* to know and understand the assessment criteria that allow to predict the results
* to use the knowledge to solve real-world problems
* to express different points of view
* to analyze the progress (or regress)
* to take part in reflexion: to analyze his own and his classmates achievements

**Effective assessment enables teachers:**

* to perform the planning according to students' needs
* to design such assessment criteria that contribute to the quality of the results
* to use a variety of strategies and tools of assessment
* to take into account individual characteristics of each students
* to improve the quality of teaching: to choose modern methods and analyze students' results carefully

**Effective assessment enables parents:**

* to monitor the level of proficiency of each student
* to provide additional support to their children when needed

**The procedure for making changes and additions to the school assessment policy:**

School personnel involved in implementing of PYP program analyze the policy and make changes at the end of the school year (June/August). Parents and students are informed of these changes in the following ways: by school website, personal information space of the teacher, parents meetings, parents’ community meeting.
Assessment policy will be reviewed once a year (June/August), parents are informed about all the changes and adjustments, as well as all the personnel involved in the implementation of PYP programme.