

# **International School of Latvia Assessment Policy**

## **Assessment at ISL**

Assessment is the process through which we gather, record and analyze data about student learning with the primary goal of improving student learning. It involves making expectations explicit and public, setting appropriate criteria and high standards for learning quality, systematically gathering, analyzing and interpreting evidence to determine how well performance matches expectations and results and using the resulting information to document, explain and improve performance.

### **Assessment reflects ISL's mission by:**

- Generating feedback to improve learning.
- Allowing for student reflection and development of metacognition and growth mindset.
- Fostering increasingly independent learning.
- Allowing students to demonstrate understanding and transfer.
- Aligning to our student learning outcomes.
- Ensuring that students remain focused on learning rather than grades.

### **Principals and Program Coordinators will:**

1. Educate parents, students, teachers and administrators to become assessment literate.
2. Support and monitor teacher effectiveness in assessing student learning.

### **Teachers will:**

1. Plan assessments before teaching a unit.
2. Assess throughout the learning process in order to obtain feedback for differentiating appropriately.
3. Share success criteria early in the learning process with students and parents, and ensure they are well understood. Include these in the syllabus.
4. Notify parents and Principal/Assistant Principal if a student is in danger of receiving a failing grade at the end of a quarter/semester. This must be done latest one week before the end of the quarter/semester in order for parents to be involved in the grade recovery plan for the student.
5. Provide timely feedback to students, in class and on ManageBac (within 10 days).
6. Ensure that each assessment tool provides best evidence of the targeted learning objectives.
7. Articulate standards to be assessed and success criteria on the student version of assessment tasks.
8. Communicate feedback to students using words, not only numerical grades, to explain what they have done well, how they need to improve, and what they need to do next in order to improve.
9. Ensure that assessments are fair and equitable for all students
10. Differentiate for the learning styles, multiple intelligences, abilities and cultural contexts of all students in a class.

11. Assess **all** levels of a student's learning (knowledge, skill, understanding, transfer) using multiple and varied assessments.
12. Ensure that all selected standards are assessed in unit assessments.
13. Assess each standard a sufficient number of times to produce clear evidence of achievement.
14. Use various methods of calibration (moderating/anchoring) to increase reliability, ensuring that judgments about quality of learning evidence are consistent across teachers.
15. Collect and use examples of student learning as anchors or models showing the range of performance for a given performance expectation.
16. Include self-assessment and peer assessment in each unit to develop a student's capacity for metacognition and ownership of their learning.
17. Explicitly teach students how to assess their own learning and establish their own learning goals and strategies.
18. Address specific learning needs when an individualized educational plan or accommodation plan is present and design assessment practices to meet those needs.
19. Use the results of assessments to modify teaching and inform the written curriculum.

## Further Guidance

### **Grading of Learning – Summative Assessment**

Use **summative assessment evidence** for evaluation of achievement. Summative assessments are used to determine student achievement at the end of a sequence of learning. Evidence for evaluation should be thought of in terms of a collection of evidence over time. Assessments are 'triangulated' that is, the learning of each child is looked at from several angles, drawing on observation, conversation, artifacts, and performances, and by looking at learning over time. Professional judgment and information from formative assessments may be used only if evaluation does not 'fairly' reflect student achievement.

Summative assessments will be common in that they are **based on the same performance criteria and grade weightings**. Common assessments may be differentiated for student interest and learning style.

Consider **other measures of central tendency** [e.g. median, mode] besides the mean to assess student achievement of standards. Teachers use their professional judgment in the application and interpretation of these measures of central tendency.

**Most recent and most consistent performance** on a particular standard is preferred especially where repetitive measures are made of similar skills or knowledge. Use only evidence that more work has resulted in a higher levels of achievement – don't distort evaluation of achievement with "extra credit" or "bonus points".

Use evidence gathered from **accurate assessments that meet standards of quality**

Allow zeroes to be **recoverable** when evidence is missing. The intent is to put interventions in place to support students to provide evidence of learning. The exception would be at the end of a quarter/semester, where it is necessary to close the gradebook, thereby preventing grade recovery at that point.

### **Grading for Learning – Formative Assessment**

Provide **multiple and varied opportunities** for every student to demonstrate evidence of achievement to the standards.

**Involve students in the evaluation process** to promote reflection on learning. This includes discussion with students of the learning goals, use of rubrics and exemplars of performance, students tracking their own performance and communication of clear performance-grade descriptors. Where feasible, students shall be involved in decisions about methods of assessment and scoring scales.

Emphasize more **recent achievement evidence**, especially where repetitive measures are made of similar skills or knowledge. Learning is developmental and occurs over time.

Practice, homework and formative experiences are used to promote learning and are **non evaluative**.

Assessment feedback from teachers should **provide information and guidance** to students in order to plan next steps in their learning. It should pinpoint the learners' strengths and advise on how to develop them; be clear and constructive about any weaknesses and how they might be addressed and provide opportunities for learners to improve upon their work. Feedback should be regular and timely.

### **Grading - Communicating Evidence of Learning**

Provide clear criterion referenced descriptions of performance. Compare each student's performance to these preset standards. Use rubrics and exemplars to provide consistency for evaluation.

Organize and report evidence by standards/learning goals rather than only assessment methods or a single summary grade.

### **Late Work and Academic Integrity**

Late work and academic integrity are to be addressed consistently across the division. We will:

- Provide **support mechanisms and interventions** to assist students to demonstrate evidence of achievement.
- Apply **concepts of restitution** in the application of guidelines.
- Involve students, parents, teachers and learning support personnel in developing **strategies** for every student to succeed, knowing that each student is unique and approaches learning in varied ways.
- Allow **recoverability** for work that is not submitted or lacks integrity.

### **Reporting**

**Reflect** on the assessment data collected and determine whether the overall level of proficiency/achievement is an accurate representation of the student's understanding.

Teachers will **consider the most consistent data** with emphasis on the more recent and rejecting outliers.

Consider **student's self-evaluation** before teacher's final evaluation.

Use **models of work, criteria or rubric** as a primary source of evaluation.

See **Reporting and Editing Guidelines** for more detail on the process of reporting.

### **Academic Honesty**

Students sign the ISL Academic Honesty Agreement

For any breach of Academic Honesty, whether first or otherwise, the incident should be communicated to parents. In addition, the incident should be communicated to the Principal, and the student should be referred to the Principal to discuss the incident. The Principal may involve the student's advisor/counsellor as necessary. Action to be taken will be confirmed between the teacher, Principal and student, and the Principal will follow up on the incident by communicating in writing to the students parents/guardians. If necessary, a parent meeting will be called.

If the student is a Diploma Program student, and the assessment is an official IB assessment, it will be at the teacher's and Principal's discretion as to whether restitution is possible before submitting the assignment to the IB. Students need to be told explicitly about the possibility of failing to earn the IB Diploma as a result of malpractice.

Written June 2015, Updated February 2016

#### **Adapted with permission from:**

International School of Bangkok Policy for Assessing, Grading and Reporting Learning  
International School of Manila Assessment Policy  
Jakarta International School Assessment Principles and Practices  
Shekou International School Curriculum Handbook (2012)