



Sokrates International High School

ASSESSMENT POLICY

PURPOSE OF ASSESSMENT

The purpose of assessment is to improve student learning.

Effective assessment improves student learning by allowing informed feedback to be given and received in response to the following three key questions (which refer to both the students and the teachers) - Hattie J: Visible Learning for Teachers 2012:

Where are they going? (What are the goals?)

How are they going there? (What progress is made towards the goal?)

Where to next? (What should be done next to make progress?)

For Students

Effective assessment enables students to improve their own learning by giving:

- ongoing opportunities to demonstrate what they have understood
- effective feedback to understand their own progress and plan the next stages of their own learning
- ongoing opportunities to understand learning goals and criteria for success
- ongoing opportunities to share reflections with peers
- ongoing opportunities to build confidence and self-esteem
- the motivation to set and achieve goals.

For Teachers

Effective assessment enables teachers to improve student learning by enabling them:

- to determine degrees of prior knowledge before connecting new learning
- to ascertain degrees of understanding at various stages of the learning process
- to plan the next stages in the learning process
- to make informed decisions on how to adapt and improve their teaching practices.

For Parents

Effective assessment enables parents to support their child's learning by providing:

- ongoing information on their child's learning
- information to assist their children in planning for the future.

For Curriculum Leaders

Effective assessment enables curriculum leaders to improve student learning by:

- collecting and analyzing data necessary for effective curriculum evaluation and revision.

Assessment Practices at Sokrates International Schools

Assessment is used

- to identify the nature of assistance needed by individual students
- as a teaching process to provide continuous feedback to students
- as a means of determining the levels of achievement reached by our students
- to inform parents of their children's progress

- to allow the school to monitor the effectiveness of curriculum.

Assessment at Sokrates is an integral part of teaching and learning and currently is not in line with IB requirements as the scale at school is 1 to 6. We have to modify it into 1-7 as set out by the IB DP, which is why students will receive their reported grade on a 1-7 scale:

7. An excellent comprehension and application of all materials. Knowledge is outstanding and far exceeds teacher expectation. Shows consistent evidence of analysis, synthesis and evaluation. Attitude is positive and beneficial to the entire class. Improvement is measurable and observable.

6. Above average comprehension and application of material. Work is consistently of a very high standard. Shows consistent evidence of analysis, synthesis and evaluation. Knowledge exceeds teacher expectations. Initiative, originality and creativity are commonly demonstrated. Attitude is positive and beneficial to other class members.

5. Overall performance is good. Comprehension and application of material is above average. Has a consistent and thorough understanding of required knowledge and skills. Knowledge is generally of a good standard. Higher order thinking skills, creativity and initiative are sometimes demonstrated. Attitude and cooperation are proper and beneficial to other class members.

4. Adequate comprehension and application of all materials. May show above standard performance in some areas and below standard in others. Is able to apply the required knowledge and skills effectively. All work is attempted. Attitude and cooperation are proper and acceptable.

3. Comprehension and application of most material covered barely meet minimum teacher's expectations. Has limited understanding of the required knowledge and skills and can apply them only with support. Work in general is of adequate quality or less. Initiative is usually not evident. Attitude and cooperation are generally satisfactory, but do not necessarily have positive impact on other class members.

2. Comprehension and application of most material are unsatisfactory. Has difficulty in understanding required knowledge and skills even with support. Work in general does not meet the minimum requirements or is not turned in. Initiative is usually not evident. Attitude/cooperation is generally apathetic or neutral.

1. Failure to comprehend or apply most of the material presented. Has difficulty in understanding required knowledge and skills, even with support. Work in general is often incomplete, not presented or unacceptable. Initiative is not evident. Attitude can be either apathetic or uncooperative.

Other assessment symbols:

N/A (Not assessed): The student has not been enrolled for a long enough period of time to be assigned a grade or is taking the class for no grade.

INC (Incomplete): The student must present an assignment or assessment in order to receive a grade. Incompletes are most often given to students who have excused absences and permission to complete the work after the given time.

W (Withdrew): Student withdrew from the class. No passing grade or credit given.

WF (Withdrew – failing): Student withdrew from the class whilst he/she was failing. No grade or credit given.

The purpose of assessment is clearly explained to the students at all times. Sokrates uses various types of assessment:

1. Formative assessment: This is an integral part of the learning experience. The use of assessment in a formative sense, to provide regular feedback of both teaching and learning processes, is essential in allowing teachers and students to build upon strengths and address areas for improvement. Pre-testing, in either oral or written form, is used to establish the current level of student learning before new units of enquiry are begun. Formative assessment practices implemented at Sokrates include, but are not limited to: short oral and written tests; multiple choice and one-word answer tests; lab reports; peer and self-assessment; self-evaluation rubrics; debates; role-play; reflective portfolios; interviews with students; anecdotal notes; exhibitions of work; cartoons and storyboards; mind maps and use of multimedia presentation tools. Objectives addressed by specific assessment tasks are shared with students and feedback is given as soon as possible.

2. Summative assessment: Assessment tasks are carefully designed to measure the achievement level reflecting the objectives and assessment criteria of the programme. As with

Formative assessments, summative assessments should use a wide range of strategies to enable students to effectively show their understanding. The purpose of Summative Assessment is to quantify learning and understanding of a standard. It takes into account not only the process but also the product.

Assessments are standards based. Students will be assessed a few times on each standard.

This will allow teachers to assess growth over time, as well as provide students with multiple opportunities to prove mastery. Throughout the 2-year courses, students are assessed multiple times. Summative assessments in IB courses can be categorized into external assessments, internal assessments, and assessments as part of coursework.

External Assessment

Examinations form the basis of external assessment for most courses. This is because of their high levels of objectivity and reliability. **External assessments** are subject to the school's internal deadlines calendar, published annually. Examples include:

essays, structured problems, short-response questions, data-response questions, text-response questions, case-study questions, multiple-choice questions.

Internal Assessment

Teacher assessment is also used for courses. A sample of internal assessments are moderated annually by the IB. Internal assessments are also subject to the school's internal deadlines calendar. Examples include: oral work in languages, laboratory work in the sciences, investigations in mathematics, artistic performances or exhibitions.

Core Components of Assessment Practices at Sokrates:

1. **Clear Learning Outcomes** – learning outcomes will be clearly communicated and it will allow both the student and teacher to assess what the student can do and how he/she can use knowledge, concepts and skills.
2. **Clarity** - assessment purposes, procedures and results will be widely communicated in ways that are understandable and useful to students, parents, and the community. All the criteria of grading should be clear and appropriate.

3. **Equity** – assessment will be fair to all students and non-discriminatory, which should support EVERY student's opportunity to learn. Assessments will respect cultural, linguistic, gender and educational backgrounds.
4. **Variety of Methods** - assessment will consist of multiple methods and should reflect the developmental needs and learning styles of students.
5. **Authentic Experiences** - assessments should involve performances that are related to real-life situations and require students to engage in the thoughtful application of knowledge and skills to real issues and problems.
6. **Self-assessment** - assessment will include sufficient opportunities for students to monitor their learning through self-assessment.
7. **Continuous Improvement Opportunities** - assessment is most effective when it involves on-going feedback and provides opportunities of improving student performance, teacher instruction, the curriculum, and the assessment system.
8. **Recording Progress** - assessment should end with identifying and reporting educational progress and growth; methods of communicating student growth will vary depending on audience and purpose.

Assessment Policy links to Honesty School Policy.

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