

# **ACIS Assessment Policy**

## **Assessment Policy**

This policy is aimed at outlining the assessments and the principles of marking and feedback in the Primary/ Middle/ High School at Academic City School We believe that assessment is an integral part of the planning, teaching and learning process. It is the responsibility of the teachers to professionally implement this policy.

Teachers at Academic International School work and plan collaboratively the curriculum, set targets and guidelines to be helpful and useful for the students.

### **ACS Mission**

ACS creates motivating national and international educational environments for students and provides rigorous curriculum and programs of study for a diversity of student body.

ACS encourages learner to pursue academic excellence as knowledgeable and principled world citizens through critical thinking, problem-solving and technological utilization.

Our school fosters embracement and respect of the national identity while integrating the perspective of the modern world changes.

We strive to inspire a culture of collaboration and innovation to create a community of long-life learning.

### **ACS Vision**

ACS shapes the proactive generations of tomorrow into internationally-minded and well-educated citizens of the world community.

It is the belief in our school that students are ultimately responsible for their own learning. They meet this responsibility by working diligently to complete assignments on time and in an ethical and appropriate manner. Students are expected to monitor their progress in their classes, to inquire about ways to improve if necessary, and to prepare well for all forms of assessment. Students are responsible for being aware of the goals and standards of their coursework and for asking for clarification when needed.

In addition to the stated objectives, students are expected to set goals for their personal growth as life-long learners, to reflect on progress in meeting the goals, and to assess their achievement of them.

It is the belief that our teachers are responsible for facilitating students' learning. They meet this responsibility first by working diligently to understand thoroughly their subject matter

and the standards of achievement for the course they teach. Teachers are expected to communicate clearly with students and their parents exactly what goals need to be accomplished in their subject areas. Teachers are responsible for providing precise instructions where assignments are concerned, guidance when needed, and timely feedback to aid improvement.

Teachers are expected to analyze assessment data to determine strengths, deficiencies, and student needs. Teachers are aware that assessments can be biased and use many types of assessment to evaluate their students' progress. In this vein, teachers also use assessment to evaluate the effectiveness of their own instruction, reflecting on their own practices to improve where needed. Teachers are expected to use their full advantage tools available through technology and other venues to enhance their instructions and further assist their students with their progress.

## **Definition of an Assessment**

Assessment is the gathering and analysis of information about student performance. It identifies what students know, understand, can do and feel at different stages in the learning process.

Assessment is integral to all teaching and learning. Assessment focuses on the quality of student learning during the process of inquiry and instruction and on the quality of the products of that learning. Assessment is, therefore, integral to the taught curriculum. It is the mean by which we analyse student learning and the effectiveness of our teaching and acts as a foundation on which to base our future planning and practice. It is central to our goal of guiding the child, from novice to expert, through the learning process.

ACIS, we believe the ultimate purpose of assessment is to guide our planning and instruction so that we can support and enhance student learning, rather than to simply generate a grade.

## **What is assessed?**

Academic International School students have many opportunities to demonstrate their knowledge and understanding. In our dynamic approach to assessment, there is a balance between formative and summative assessment practices. Types of assessments include, but are not limited to: tests, quizzes, written responses (in and out of class), essays, research projects, performances (dramatic, musical, role play) portfolios and self-reflection. Feedback for students and teachers is shared through rubrics, dialogue, peer and student-led conferences, written reflection, anecdotal records and narratives.

## ➤ **Types of assessment at ACIS**

### **1) Formative assessment:**

It is interwoven within each unit of inquiry.

Pre-assessment is considered a form of formative assessment and will determine a students' prior knowledge to plan the next stage of learning within the context of the lines of inquiry. Formative assessment and teaching are directly linked; neither can function effectively or purposefully without the other.

#### **Assessment Tools:**

The tools and strategies of formative assessment can be but are not limited to:

- Rubrics • Checklists • Benchmarks/exemplars • Continuums (such as KWL chart)
- Observations/discussions

#### **Recording and reporting strategies**

- tests- quizzes- student self-reflection- observations –performance tasks-

### **2) Summative assessment**

Takes place at the end of each unit of inquiry and is an opportunity for students to demonstrate what has been learned highlighting the knowledge, concepts and skills acquired through the unit of inquiry.

Summative assessments may include one or any combination of the following:

- Acquisition of data, synthesis of information, application of knowledge and process.
- Evaluation methods to measure proficiency may be through performance based assessments, student initiated action or through selected response items.
- Those involved in evaluating student responses, products or performances may include any one or combination of the following; teacher(s), student(s), parents/community members, expert judges.

Examples of Summative Assessment: .....

- Open ended tasks

These are situations in which children are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution depending on the nature of the inquiry

### **Examples of formative and summative assessment:**

<b>Formative</b>	<b>Summative</b>
Questioning	Student accessible criteria
Use of APP (Assessing Pupils Progress)	Tracking data
Regular levelled marking	Tests
Targets to improve (subject specific)	Mock exams
Observation and comment	Annual exams
Group tasks – skills based	Regular evidenced reports
Peer assessment tasks	Standardized assessments
Self-assessment tasks	

Students should understand at the beginning of a unit of study what they are expected to learn and are given the objectives of the syllabus, skills, and a glossary of key terminology. At the beginning of the unit the teacher will work with the student to understand what she or he already knows about the topic as well as to identify any gaps or misconceptions. As the unit progresses, the teacher and student work together to assess the student's knowledge, what she or he needs to learn to improve and extend this knowledge, and how the student can best get to that point (formative assessment). Assessment for learning occurs at all stages of the learning process in the following ways:

- sharing learning intentions
- sharing and negotiating success criteria
- giving feedback to pupils
- effective questioning
- self and peer assessment

### **Planning for assessment**

- Assessment is integral to planning, teaching and learning across all subject areas.
- Learning expectations and assessment strategies are made clear to students and parents.
- Teachers plan assessment tasks collaboratively.
- Assessment values the learning process, as well as the products students create.
- The school uses a balanced range of strategies as tools for formative and summative assessment, which are reviewed regularly.

### **Analysis of Assessment**

- Data about student learning is analyzed to provide information about the individual needs of students and to help differentiate the curricula program.
- Assessment information is analyzed collaboratively across the subject areas and coordinating departments to evaluate the curricula program.
- Assessment practices are regularly reviewed in the light of the IB standards and practices.
- Teachers are expected to meet regularly to discuss evaluation and mark schemes, swap papers from different sections for evaluation, double mark, and use other strategies to ensure students are receiving the most impartial and thorough feedback possible.

*The Assessment Policy and its implementation within and across departments is monitored and evaluated by Administrators, Department Heads, Coordinators and teachers .It is the responsibility of Department Heads to lead Coordinators to review, monitor and evaluate all aspects of the Assessment and Marking Policy within the context of whole school development planning.*

## **Grading Scale**

### **ACIS report card grades are based on a scale of:**

A + (95 – 100)	A (90 – 94)
B + (85 – 89)	B (80 – 84)
C + (73 – 79)	C (65 – 72)
D (50 – 64)	
F < 50	

### **Reporting of Student Performance**

<b>Achievement Level Guide</b>			
<b>CD</b>	Consistently demonstrate and produce a high standard of work	<b>VL</b>	Very limited knowledge and have difficulty in understanding the required skills, even with support
<b>FA</b>	Frequently complete the work through knowledge and skills	<b>NA</b>	Not Applicable
<b>OS</b>	Occasionally with some assistance produce an accepted standard of work		

### **Band Descriptors of 1-5 Grades and Levels of Achievement.**

<b>Grade</b>	<b>Descriptors</b>
<b>5</b>	A consistent and thorough understanding of the required knowledge and skills and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
<b>4</b>	A consistent and thorough understanding of the required knowledge and skills and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
<b>3</b>	A good general understanding of the required knowledge and skills and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
<b>2</b>	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
<b>1</b>	Minimal achievement in terms of the objectives.

## ➤ **Reporting at ACIS**

Reporting is a means of giving feedback from assessment. It describes the progress of children's learning, identifies areas of growth, and contributes to the consolidation of the entire school community. Assessment without feedback merely serves as judgment; feedback is the component of assessment that lets us make sense of judgment and improve our work. Our school culture encourages both assessment and feedback.

### **1- Report Cards:**

The student development reports scheduled each term allow teachers to incorporate what they learn during the reporting process into their future teaching and assessment practice.

Report cards are published electronically by the end of each term on the school system: [acs.myschool-lms.com](https://acs.myschool-lms.com) Each parent can access the report card when published through their child's account.

### **2- Open house**

Purpose:

- It is an informal meeting for the parents with the teachers.
- It is also exploring the curriculum and the curriculum that the school adapts in its education. Furthermore, open house helps parents demonstrate a clear idea about the activities and events that are to be held in school.

ACIS runs an open house at the beginning of every year and parents are take a huge part of such vital event.

### **3- PTC**

Parent Teacher Conferences are an important component of ongoing home-school communication and family involvement in your school. Years of research demonstrate that family involvement in education can lead to positive benefits for children and youth, such as increased school attendance, higher academic performance, and improved attitudes about students.

The PTC takes place twice a year, once every term.

## **Conclusion**

This assessment will be reviewed and revised by the collaborative committee at ACIS according to the changes and development of assessment that would take place from a year to the next.