



## **BUCKLANDS BEACH INTERMEDIATE SCHOOL**

# **Assessment Policy**

“The teacher’s job is not to transmit knowledge, nor to facilitate learning. It is to engineer effective learning environments for the students. The key features of effective learning environments are that they create student engagement and allow teachers, learners, and their peers to ensure that the learning is proceeding in the intended direction. The only way we can do this is through assessment. That is why assessment is, indeed, the bridge between teaching and learning.”

Dylan Wiliam (2011)

Last Review	2021
Next Review	2022

**Purpose:**

The purpose of this document is to clarify teachers' understanding of the assessment process within our school setting. It is a constantly evolving document that reflects our school's unique assessment needs. Our assessment philosophy applies to the whole school and is to be communicated to and understood by all continuing and new teachers, students, parents, administrators and board members. It is directly linked to our mission statement: *To educate, guide and mentor all students to become successful, internationally minded, life long learners.*

*A school's assessment policy "is not a static document but one that is constantly evolving to reflect the assessment needs of the school."*

**Making the PYP Happen (2009)**

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**Philosophy of Assessment**

At Bucklands Beach Intermediate we believe assessment is integral to all teaching and learning. Assessment is used to communicate to students and parents areas of strength and needed growth through various types of authentic assessment. For teachers, regular assessments help gather information needed to adjust instruction or to provide extension. BBI focuses classroom time on instruction with formative assessment interwoven, and summative assessment at the end of major concepts or skills. Differentiated assessment is provided to accommodate the different learning styles of students.

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**Assessment in the Classroom**

Forms of assessment within individual classrooms include both formative and summative instruments and are tailored to meet different modalities and individual needs. These include, but are not limited to:

**Diagnostic assessment:**

Understanding of a student's prior knowledge should drive the instruction within the classroom. For example, at BBI, a simple pre-assessment is given before each of the major concepts taught within our mathematics program. In that way, teachers can determine whether the student is working at their expected curriculum level and content may be adjusted to teach foundational elements that might be missing.

Diagnostic assessment may be undertaken through:

- Oral discussion
- KWL charts (or similar graphic organisers)
- Provocations
- Quizzes
- Pre-assessments

**Formative assessment:**

Formative assessments are interwoven within each unit of inquiry. Diagnostic 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. Formative assessment is a part of the learning process and is used to provide timely feedback to master necessary skills and concepts.

Formative assessment may be undertaken through:

- Student reflections (written and oral)
- Anecdotal notes
- Graphic organisers
- Think/pair/share discussions
- Exit slips
- Quizzes

**Summative assessment:**

Summative assessments are given to gauge the student's progress in major concepts or areas of instruction. It can assess several elements simultaneously, informs and leads to improvement to student learning and the teaching process, measures understanding of the central idea, and prompts students towards action.

Summative assessment may be undertaken through:

- Synthesis of information
- Application of knowledge
- Unit/teacher-designed tests
- Individual/group presentations
- Schoolwide standardised assessment (PAT, asTTe)
- Exhibition (Y8)

**Self assessment and Reflection:**

Opportunities for self-assessment and reflection are given on a regular basis in classrooms, particularly as a part of the unit of inquiry planners.

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**Assessment and the Programme of Inquiry**

Assessment through the units of inquiry revolves around both formative and summative assessment. Common formative assessment tasks are developed by teams to assess student learning related to the lines of inquiry. Common summative assessments are developed by teams to assess student learning and understanding of the central idea. These tasks, particularly the summative itself, are not necessarily complex activities, but simple assessments to answer the question, "does the student understand the concepts within the central idea?" These can include simple question and answer formats, oral responses, graphic

organizers, and at times presentations. They also can be modified to address specific student abilities and/or individual needs. Teachers work in teams to decide the criteria needed to determine the student's knowledge of the concept, then devise a task for students to do, as well as a tool for evaluation. This often includes a type of rubric which can be used in advance by students to understand the criteria and can be used to assess and give a type of "grade" or anecdotal summary.

### PYP Essential Elements

The following are assessed throughout the teaching and learning programme.

1. Knowledge and skills
2. Understanding of concepts
3. Development of approaches to learning

### The Exhibition

The Exhibition is the culminating project for the IB Primary Years Programme. It requires students to synthesize their knowledge and understanding and to apply it in a self-directed inquiry. The Exhibition provides an authentic summative assessment of the Primary Years Programme and so is applicable for Year 8 students only.

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### Assessment Strategies and Tools

At BBI the assessment strategies and tools used are (but not limited to):

<i>Assessment Strategies</i>	<i>Assessment Tools</i>
Observations Performance Assessments Process-focused Assessments Selected Response Open-ended tasks	Rubrics Exemplars Checklists Anecdotal Records Continuums

#### **Strategies:**

Observations: Students are observed regularly with teachers noting the growth and progress of individuals, groups and the whole class.

Performance assessment: Students apply what they have learned by completing authentic tasks that have more than one acceptable solution.

Process-focused assessment: Teachers observe students with a particular skill in mind, noting students who are meeting, exceeding or working towards the expectations.

Open-ended tasks: Students are asked to complete or communicate an original response. This can be a drawing, written response, diagram or a solution.

#### **Tools:**

Rubrics: an established set of criteria for rating students in specific areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and how to rate that work on a predetermined scale.

At BBI the specific language gradient is: *Emerging > Developing > Achieving > Extending*.

Exemplars: samples of students' work that serve as a standard at which other samples are judged.

Checklists: are lists of information, data, attributes or elements that should be present in students' work or performance.

Anecdotal Records: brief, written notes based on observations of students.

Continuums: visual representations of developmental stages of learning that show progression of achievement or where students are in the learning process.

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### **Assessment records**

At BBI, teachers have the option to keep assessment records in a physical folder - or in an online folder. The purpose of this is to monitor student achievement in a clear and easy to follow format. There are minimum requirements which must be met to ensure consistency across the school, these are as follows:

- Class description
  - Reading, Writing, Mathematics, and Social Science require two assessments per term.
  - Science and Health/PE require one assessment per term.
  - Oral Language, The Arts, Languages require two assessments per year.
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### **Reporting**

The primary function of reporting student progress is to establish, encourage and maintain communication between the home and school, the child and parent/ guardian, and the learner and teacher.

BBI issues **three** written reports each year:

- Interim report: At the conclusion of term one. This indicates teachers initial thoughts on student wellbeing, strengths and areas for development.
  - Midyear report: At the commencement of term three. This is a comprehensive review of student progress across all curriculum areas and units of inquiry.
  - End of year report: At the conclusion of term four. This is a summative review of student progress across all curriculum areas, and for year eight students - Exhibition.
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### **Conferences**

The purpose of conferences during each school year is to ensure both parents (and/or caregivers), teachers, and students work together to make sure each student is making positive progress during their two years at BBI.

BBI has **three** conferences scheduled each year:

- Meet the Teacher evening: This provides parents with an opportunity to meet their child's teacher and understand more about life at BBI and how the focus of class programmes best supports their child's learning.

- Three-way conference: Students, teachers and parents meet together to discuss the learning journey of the student and set goals for the year.
  - Student-led conference: Students prepare a thirty minute conference and are taught skills in how to lead, demonstrate, model and explain their learning and next steps.
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### **Assessment Review**

This document is to be reviewed **annually** by all key stakeholders in Bucklands Beach Intermediate.

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**Appendix 1:**

Suggested time frame for data and reporting

<b><u>Testing</u></b>	<b><u>Term/Week</u></b>	<b><u>Actions</u></b>
Beginning of the year	T1 - Week 2/3	<ul style="list-style-type: none"> <li>- School-wide testing for baseline evidence.</li> <li>- Anecdotal notes gathered and organised.</li> <li>- Specific diagnostic testing undertaken.</li> </ul>
	T1 - Week 4	<ul style="list-style-type: none"> <li>- Catch-up testing for students who missed specific school-wide testing.</li> </ul>
	T1 - Week 5	<ul style="list-style-type: none"> <li>- Class description completed in assessment file.</li> <li>- All school-wide data entered into relevant SMS.</li> </ul>
	T1 - Week 6	<ul style="list-style-type: none"> <li>- Curriculum leaders to meet to discuss data. Final decision on priority/target areas made.</li> </ul>
	T1 - Week 11	<ul style="list-style-type: none"> <li>- Interim report issued.</li> <li>- Three-way conference.</li> </ul>
Middle of the year	T2 - Week 7/8	<ul style="list-style-type: none"> <li>- Mid Year school-wide testing.</li> </ul>
	T2 - Week 9	<ul style="list-style-type: none"> <li>- All school-wide data entered into relevant SMS.</li> <li>- Analysis of data by curriculum leaders.</li> </ul>
	T3 - Week 1	<ul style="list-style-type: none"> <li>- Mid Year reports to the Principal.</li> </ul>
	T3 - Week 2	<ul style="list-style-type: none"> <li>- Mid Year reports issued.</li> </ul>
	T3 - Week 3	<ul style="list-style-type: none"> <li>- Student Led Conferences</li> </ul>
End of the Year	T4 - Week 2/3	<ul style="list-style-type: none"> <li>- End of Year summative testing.</li> </ul>
	T4 - Week 5	<ul style="list-style-type: none"> <li>- All school-wide data entered into relevant SMS.</li> <li>- Analysis of data by curriculum leaders.</li> </ul>
	T4 - Week 7	<ul style="list-style-type: none"> <li>- End of Year reports to the Principal.</li> </ul>
	T4 - Week 9	<ul style="list-style-type: none"> <li>- Prizegiving.</li> <li>- End of Year reports issued.</li> </ul>