



# Assessment Policy

## Section 1: Principles and Philosophies

### Philosophy:

At Riverstone International School, we believe differentiated and meaningful assessment is an integral part of engaging and rigorous education.

### Principles:

This is an ongoing process that allows teachers and students to track progress and improve practice. Assessment allows us to:

- Collect data that drives and informs instruction
- Understand our learners
- Strengthen our learning process and practices as educators
- Identify students' strengths and weaknesses
- Individualize instruction
- Track progress and growth within a community of learners
- Evaluate teaching and student inquiry
- Provide feedback for students to take action in response to their own learning

## Section 2: Types of Assessments

### Formative Assessment

Through ongoing formative assessment, teachers monitor the development of students' understanding and abilities. Effective formative assessment allows teachers to gather, analyze, interpret and use a variety of evidence to help students improve learning. This form of assessment may include: anecdotal records, student reflections, student/teacher feedback, peer to peer evaluations, small portions of a larger task, etc.

### Summative Assessment

Summative assessment provides evidence of student understanding through authentic performances. Summative assessment allows the learner to demonstrate learning at the culmination of the educational process. Learning objectives are clearly defined in order to guide students to the desired result. This allows the teacher to measure the understanding of the central idea and lines of inquiry, but also can inform and improve student learning and instruction. This form of assessment may include: presentations, tests, reports, oral responses, individual or group projects, portfolios, etc.

## **Homework Policy**

Homework should be purposeful, relevant and effective. Riverstone believes that effective homework is a contributor to the development of strong students who love to learn. Homework should be independently achievable, interesting and with appropriate time allocation. Homework can be formally assessed, but more appropriately it should serve as formative feedback on teaching and learning. Good homework incorporates pre-learning, checking for understanding, practice, and processing.

## **Grading/Marking**

Riverstone's grading and marking is transparent, consistent, timely and relevant. It is not punitive and is always focused on individual student growth. We grade and mark assignments in accordance with IB recommendations as appropriate to each program.

## **PYP**

Marks are assigned based on student level of mastery in the following areas: Transdisciplinary skills, Language Arts, Mathematics, and Specialist subjects (Music, P.E., Art, and World Language). The language used to communicate the level of mastery for Transdisciplinary skills and Specialists' classes are : Not Yet Evident, Progressing, or Demonstrating. Marks for Language Arts and Mathematics classes are: Not Yet Covered, Area of Concern, Progressing, and Accomplished.

## **MYP**

Marks are assigned strictly using the IB assessment criteria. MYP assessment is based on a "best-fit" method. Teachers make holistic judgements based on the strands of the assessed criteria.

## **DP**

Marks are assigned strictly using the IB assessment criteria. The mark awarded is based on the highest band, which is fully demonstrated by student work.

In the MYP and DP programs, letter grades are assigned in grades 9-12 based upon the holistic judgement of the teacher with guidance from the Division Director.

## **Recording and Reporting**

We use both ManageBac reporting and teachers' records to gather data on student progress. Reports are published through ManageBac at the completion of each grading period. These reports are available to both parents and students via the ManageBac portal. Reports are formatted and consistent with the recommendations laid out by the IB.

## **Conferences**

Conferences are designed to inform parents about their student's academic, social, emotional and behavioral development. Formal conferences are held regularly. Informal conferences occur throughout the year on an as-needed basis.

### **Section 3: Responsibilities**

Teachers will offer differentiated formative and summative assessment. Teachers will be clear and specific about the requirements and assessment procedure prior to giving each assignment. Rubrics or other guidance will be provided for all summative assessment. Teachers should use formative assessment to guide and inform instruction. Teachers should provide meaningful feedback to students and parents. Assessments should be regularly reviewed to ensure they continue to be effective.

Administration will provide training, support and professional development on a regular basis to ensure that teachers are able to offer high quality assessment, recording and reporting. Administrators will publicly support the assessment policy. Administrators will act as a liaison between teacher and parent when student assessments demonstrate a need for outside resources. Administrators will choose and provide standardized assessment instruments to provide further information about student growth. Administrators will communicate the Assessment Policy to the school community.

Students will actively and consistently engage in the assessment process as directed by each teacher. Students will reflect on the feedback provided by teachers on each assessment. Students are expected to complete their assessments in accordance with all other school policies.

Parents are encouraged to regularly review assessment feedback with their students.

#### *References*

*-From Principles into Practice (<http://occ.ibo.org/ibis/occ>) reference in formative and summative assessment description*

The Riverstone Assessment Policy will be reevaluated by a faculty committee under the direction of administration on a 3 year cycle.