



Beijing BISS International School  
北京BISS国际学校

# Beijing BISS International School Assessment Policy

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IB CONTINUUM  
CONTINUUM DE L'IB  
CONTINUO DEL IB



# **ASSESSMENT BELIEFS OF OUR LEARNING ENVIRONMENT**

## **Feedback and Self- Reflection**

- ✓ Assessment is a feedback process, which should be timely and frequent. Self-reflection is an essential component of assessment.

Guideline: Students should have opportunities for self and peer assessment.

Guideline: Students need to receive timely and frequent feedback on their learning.

## **Criteria**

- ✓ Students should have clear criteria for success on any assessment task.

Guideline: Students receive specific clarifications for each learning objective.

## **Improvement**

- ✓ Assessment should improve student learning.

Guideline: Students should have access to and use assessment results to improve their learning.

Guideline: Feedback needs to include specific suggestions as to how students can improve their learning/performance.

Guideline: Students should have opportunities for dialogue about their progress.

## **Informing Instruction**

- ✓ Assessment practices influence instructional practice and assessment results should be used regularly to inform and modify instruction.

Guideline: Assessment results must be used to inform varied and appropriate classroom learning experiences.

Guideline: Each unit needs to be reflected upon and reviewed with necessary changes documented.

## **Data**

- ✓ The School will create and maintain systems to collect and record assessment data for the purpose of improving student learning.

Guideline: Assessment recording system needs to be used regularly to document student data.

Guideline: Teachers and administrators analyse assessment data to improve student learning.

## **Assessment strategies**

- ✓ A variety of assessment strategies and tools are used to assess learning.

Guideline: The type of assessment strategies and tools must be appropriate to the learning and the needs of the students.

# IB Primary Years Programme

## Assessment Practices

### About assessment in the Primary Years Programme

The purpose of assessment is to involve all members of the BISS community in a process of gathering and analysis of information about student learning to inform learning and teaching.

**Students** become effective, self-regulated learners when they are actively engaged in assessment and act on constructive feedback, which may be obtained through self-reflection, peer- or teacher feedback.

**Teachers** become more effective when they continually learn about what students know and can do. They reflect on their practice, adjust their teaching based on data, and offer timely, specific and well-considered feedback to better support learning.

**Parents and legal guardians** become more informed when they understand the learning goals their child is working towards, and the progress their child is making. They extend their child's understanding and development of skills when they support learning. They contribute to their child's joy of learning and growth as a successful learner through sharing insights with the learning community.

**Schools** become more impactful learning communities when they use assessment as a tool to evaluate the depth of their curriculum and the effectiveness of their teaching. They make decisions about targeting resources and support to the most pressing priorities and professional development needs.

### Characteristics of effective assessment

Highly effective assessment shares some key characteristics (Adapted from Clarke 2012):

- **Authentic:** It supports making connections to the real world to promote student engagement.
- **Clear and specific:** This includes desired learning goals, success criteria and the process students use to learn.
- **Varied:** It uses a wider range of tools and strategies that are fit for purpose in order to build a well- rounded picture of student learning.
- **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.
- **Collaborative:** It engages both teachers and students in the assessment development and evaluation process.
- **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.
- **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.

## Developing assessment capability to support learning

All members of the learning community develop assessment capability (Frey, Hattie, and Fisher, 2018) to make the “tacit knowledge that is ‘hidden’ within the learner transparent, explicit and available” (Clark 2012).

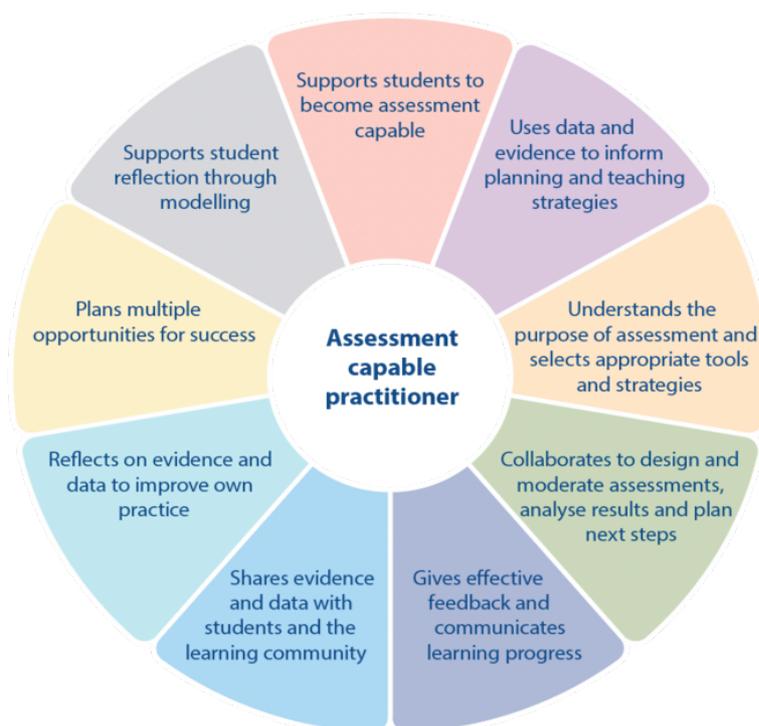
Members of the learning community are assessment capable when:

- Everyone is aware of, and understands, why and what to assess
- Everyone is aware of, and understands, what constitutes quality
- There is a shared understanding of how to assess and what data is being collected, analysed and reported.
- There is a shared language for talking about assessment
- The assessment process is collaborative and inclusive of all members (Hipkins 2009; Booth, Hill, Dixon 2014)

When members of the learning community have a shared understanding and language to monitor, document and measure learning, they can make powerful contributions to learning and teaching. In an assessment-capable learning community, everyone has a clear understanding of the reasons for assessment, what is being assessed, the criteria for success, and the methods by which the assessment is made. In so doing, the entire school community is involved in the inquiry regarding the efficacy of the programme implementation. We believe this has a powerful effect on the development of knowledge, conceptual understandings and skills.

## Teachers

Teachers support students to become assessment capable in the following ways (IBO, 2018).



**Teachers in a learning community ask the following questions:**

- What awareness and understanding do we have of student learning?
- What is the evidence of what students can do, say, write, create and demonstrate?
- How do we support students to understand what constitutes quality?
- What other contexts can we provide for students to practise their skills?
- What action needs to be taken to develop the learning further?
- How will we know that we have sufficiently supported student learning?
- How can we identify progression in learning across multiple contexts or units of inquiry?
- How do we use evidence of learning to plan the next learning steps with students?

**In designing a holistic assessment, teachers consider the following questions:**

- What learning goals will be achieved?
- How can I involve students in the assessment design?
- How could students engage in dialogues with teachers about the development of learner profile attributes?
- What data or evidence should be gathered?
- What tools or strategies should be used to gather data?
- How will the evidence be monitored, documented and measured?
- How could students be asked to evidence any additional learning?
- How will the results be shared to feed back to the student?
- How will the results be used to inform next steps in learning and teaching?
- How will the results of the assessment be used to inform the learning community?

**Students**

Students demonstrate their assessment capability by:

- partnering with teachers to design their learning goals and success criteria
- being able to self-assess and discuss their progress towards achieving learning goals
- selecting evidence, such as samples of their learning, that best demonstrate the intended learning goals
- developing the metacognitive skills to reflect on their learning and to plan next steps
- drawing on feedback and multiple strategies to adjust their learning and identify where and when to make improvements.

**How to assess - the four dimensions of assessment**

Assessment provides evidence to inform learning and teaching. Both students and teachers are continually asking themselves the questions “Am I making progress? How do I know?” They gather evidence of learning to answer these questions.

## **Monitoring learning**

Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria. It occurs daily through a variety of strategies: observation, questioning, reflection, discussing learning with peers and teachers, and well-considered feedback to feed forward for next steps in learning. Tools used for monitoring include open-ended tasks, written or oral assessment, and a learning portfolio.

## **Documenting learning**

The documenting of learning is the compilation of the evidence of learning. Documentation can be physical or digital, and can be displayed or recorded in a variety of media forms. Documentation of learning is shared with others to make learning visible and apparent. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria.

Students and teachers can document learning goals, questions, reflections and evidence of learning using a variety of formats.

**Learning logs or journals:** These are used to record feedback and reflections of on-going learning.

**Learning stories:** Narratives that document an instance when the learner shows knowledge, conceptual understandings or skills.

**Portfolios:** A collection of artefacts that can also contribute to reporting. Documentation tools could include exemplars, checklists, rubrics, anecdotal records, portfolios.

## **Measuring learning**

The measuring of learning aims to capture what a student has learned at a particular “point in time”. BISS has employed the Australian National Curriculum to provide content for Scope and Sequence documentation, understanding that students are not to be assessed using these learning outcomes. Students are at different levels and develop at different rates.

Measuring of learning ensures everyone has a clear picture of students’ current capabilities and the measures inform the direction of future learning. To support students and teachers in this task, BISS employ the First Steps Continuums for English Language and Mathematics. BISS has also developed a First Steps Continuum for Chinese Language learning based on the First Steps Continuums for English Language.

Reading levels are assessed through PM readers, which are measured in August, January and June of each year.

Further development of school-wide assessment tools and curriculum is detailed in the BISS Curriculum Review Cycle 2019.

## **Reporting learning**

Reporting on learning informs the learning community and reflects the question “How well are we doing?” It describes the progress and achievement of the students’ learning, identifies areas for

growth and contributes to the efficacy of the programme. Reporting is perhaps the most public aspect of assessment, and therefore needs careful consideration in order to provide clear information that is useful to students and parents.

**BISS reports on learning in the following ways:**

- **Parent/teacher/student conferences** are schedule once a semester. In these conferences, there is a conversation between all participants about the results of assessment and discussions about the future of learning. This is like a collection of feedback conferences teachers have had with students, with the parents being part of the conversation. Teachers should make records of the content of previous feedback/feed-forward conversations to support this conference.
- **Student-led conferences** happen at the end of the school year. In these conferences, students show what has be learned throughout the year. The learning goals set earlier in the year should act as a stimulus for conversation.
- **Reports** are sent at the end of each semester with progress reports being sent half-way through the semester.

**Self-audit framework for teachers: Integrating assessment**

	<b>Conceptual understandings</b>	<b>Skills</b>	<b>Knowledge</b>
<b>Monitoring learning</b>			
The monitoring of learning occurs daily through a variety of strategies: observing, questioning, reflecting, discussing, and learning with peers and teachers to form meaningful feedback and feedforward for next steps in learning.	What conceptual understandings am I planning for and monitoring? How will my students know the purpose of monitoring learning?	How am I modelling the skills I want my students to build? How am I monitoring the skills I want my students to build?	What relevant prior knowledge might my students already have? How do I plan to find out?
<b>Documenting learning</b>			
The documenting of learning is shared with others to make learning visible and apparent. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria	How am I documenting feedback and reflection on new understanding? How am I using this information?	Are/how are my students identifying connections to others learning and prior experience? In what ways are my students and I documenting skill developing?	How have my students and I identified and documented their learning?

<b>Measuring learning</b>			
The measuring of learning gathers “point- in-time” data on achievement and progress. Not all learning can be, or needs to be, measured.	How have I given multiple opportunities for my students to access, use and demonstrate new understandings?	How might my students use their strengthened skills in other contexts? What will support them to do so?	Have I got the right balance between challenge and knowledge? How do I know?

## **Assessing early learners**

Students in the early years acquire key learning milestones that are fundamental for future school success. This includes their cognitive ability to reflect on their knowledge, conceptual understandings and skills. A wide range of assessment strategies informs learning and teaching of young learners.

Early years teachers observe how students monitor and adjust their own behaviour, especially at play, in order to:

- Build a clear picture of the student and their interests
- Identify what and how the student is thinking and learning
- Assess the effectiveness of the learning environment on the student’s learning
- Plan learning engagements for individuals and small groups.

When observing, teachers also document what the students say and do. By listening carefully to the dialogue between students, teachers learn about their current interests, existing knowledge, level of involvement and social skills. Teachers share these observations with students and parents. Collaborating with colleagues, they analyse group interactions, discover strengths, identify learning goals and reflect on the effectiveness of teaching practices.

## **Giving and receiving feedback**

Feedback has been identified as one of the most effective teaching practices (Hattie, Timperley 2007) and forms the core of assessment. Effective teacher feedback offers opportunities for reflection and action. It encourages learning adjustment, promotes continuous improvement and celebrates success. Effective feedback is timely, specific and well considered to provide students with opportunities to practise metacognitive skills (Frey et al, 2018). It helps students develop strategies to self-adjust and has a powerful influence on engagement and self-efficacy towards learning.

In providing feedback, teachers may also consider whether to focus on knowledge or skills, on the learning process or on self-regulation skills (Hattie 2012). All three types of feedback are necessary; however, students benefit most from feedback that is based on their learning progression. For example, a learner who is learning a skill for the first time might require more feedback relating to

that skill or knowledge. At the same time, another learner who has had multiple opportunities to practise that skill will benefit from feedback relating to self-regulatory skills (Hattie 2012).

Feedback on knowledge, conceptual understandings and approaches to learning supports students moving towards their desired learning goals. When giving feedback, teachers should therefore focus on:

**Feedback:** How am I doing? **Feedforward:** Where to next? (Hattie and Timperley, 2007)

Teacher feedback can also aim at challenging students' reflection on misconceptions. Supporting students' correction of misconceptions removes potential barriers to learning and enhances deeper conceptual understanding (Hattie 2012).

## **Peer feedback**

Peer feedback is a key activity through which students use the structure and language of success criteria to appraise and provide feedback on the learning of others. It emphasizes the importance of learning in the context of relationships by providing opportunities to communicate and be listened to. Peer feedback contributes to learning adjustment because it is given in language that students naturally use and because students are more ready to accept feedback from one another.

Students who provide feedback to peers also benefit in giving feedback, as they increase their assessment capability. Peer feedback also gives teachers information about how a student's understanding of a learning experience is similar to, or different from, their peers.

To support this, teachers model how to provide effective peer feedback by:

- using language that shows respect for the learning of others
- referring to shared understandings of what quality and success looks like for diverse learners
- providing authentic and ongoing experiences in giving meaningful feedback
- supporting students to interact with the learning of others
- conferencing in small groups.

## **Sources**

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# IB Middle Years Programme Assessment Practices

## About assessment in the Middle Years Programme

The single most important aim of MYP assessment is to support and encourage student learning. Assessment is integral to all teaching and learning and is aligned with subject-group objectives.

Through effective and ongoing **formative assessment**, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Formative assessment (assessment for learning) provides teachers and students with insights into the ongoing development of knowledge, understanding, skills and attitudes. Student peer and self-assessment is an integral part of the formative assessment processes during which students learn how to give and use constructive feedback. Formative assessment is an ongoing process and should be carried out at least once a week.

At least twice in each year of the MYP, teachers apply **summative assessment** and assess the prescribed subject-group objectives using assessment criteria.

## Assessment strategies

In order to provide students with opportunities to achieve the highest level, teachers develop rigorous tasks that embrace a variety of assessment strategies including (but not limited to): observation, open-ended tasks, portfolio assessment, process journals, performance, selected response.

## Determining achievement levels

At the end of each semester, teachers make judgments on their students' achievement levels in each subject-group criterion. To determine these achievement levels, teachers gather evidence of achievement from a range of learning experiences and assessments. Teachers ensure that this evidence comes from the performance of the student over the duration of the units taught. When applying the assessment criteria to student performance, teachers determine whether the first descriptor describes the performance. If the student work exceeds the expectations of the first descriptor, the teacher determines whether it is described by the second descriptor. This continues until the teacher arrives at a descriptor that does not describe the student work; the work will then be described by the previous descriptor. In certain cases, it may appear that the student has not fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band. In those cases, teachers use their professional judgment in determining the descriptor that best fits the student's performance.

## Standardization of assessment

The internal standardization of assessment must take place before final achievement levels are awarded for every subject group and the Personal project. The process involves teachers meeting to come to a common understanding on the criteria and achievement levels and how they are

applied. This process promotes consistency and common understandings about student achievement with respect to MYP objectives. The standardization of assessment should take place at least once per semester.

## Recording

Teachers have the responsibility of documenting assessment data on all their students. Teachers have to record summative assessment data using ManageBac in the form of an achievement level as described within a criterion. The recorded assessment data supports the determination of the final achievement level at the end of each reporting period (semester 1 and semester 2) in each criterion.

## Reporting

There are several types of formal reporting of students progress at BISS, including semester one and two written reports, Parent - Teacher - Student Conferences and Student led conferences. In addition, parents can arrange individual meetings with homeroom and/ or subject teachers at any time during the school year.

### Semester reports

Individual MYP semester reports contain information on students' academic progress from all eight subjects in the form of summative achievement levels with corresponding level descriptor for all subject criteria. In addition to communicating achievement levels in each of the criteria, students are awarded grades by applying the IB general grade boundaries (achievement levels from all four criteria are added):

Boundary guidelines		Grade
1 - 5	→	1
6 - 9	→	2
10 - 14	→	3
15 - 18	→	4
19 - 23	→	5
24 - 27	→	6
28 - 32	→	7

The MYP semester report communicates also the taught and assessed curriculum for the reporting period, progress in Service as Action and students' level of organizational skills and attitude.

### Parent - Teacher - Student Conferences

The conferences are an opportunity to meet with all subject teachers in one day to discuss individual student's progress. The conferences take place twice a year, usually in the middle of semester one and at the beginning of semester two.

## **Student led conferences**

Students led conferences are organised every year in April and provide an opportunity for students to take greater responsibility for their learning. During the weeks prior to the conferences, students reflect and select samples from all subjects, service as action, after school activities, the Personal project (grade 10), and prepare a portfolio which is shared with parents during the conferences.

## **Sources**

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# IB Diploma Programme Assessment Practices

## About assessment in the Diploma Programme

The single most important aim of DP assessment is to support and encourage student learning. Assessment is integral to all teaching and learning and is aligned with subject-group objectives.

Through effective and ongoing **formative assessment**, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Formative assessment (assessment for learning) provides teachers and students with insights into the ongoing development of knowledge, understanding, skills and attitudes. Student peer and self-assessment is an integral part of the formative assessment processes during which students learn how to give and use constructive feedback.

DP teachers apply **summative assessment** according to their subject guide using DP assessment criteria and determine achievement levels.

In addition to the formative and summative assessment, DP has **internal and external assessment**. DP coordinator with subject teachers organizes the internal assessment calendar for DP students to balance the time schedule among different subjects.

## Assessment strategies

In order to provide students with opportunities to achieve the highest level, teachers develop rigorous tasks that embrace a variety of assessment strategies including (but not limited to): observation, open-ended tasks, portfolio assessment, process journals, performance, selected response.

## Determining achievement levels

At the end of each semester, teachers make judgments on their students' achievement levels in each subject-group criterion. To determine these achievement levels, teachers gather evidence of achievement from a range of learning experiences and assessments. Teachers ensure that this evidence comes from the performance of the student over the duration of the units taught. When applying the assessment criteria to student performance, teachers determine whether the first descriptor describes the performance. If the student work exceeds the expectations of the first descriptor, the teacher determines whether it is described by the second descriptor. This continues until the teacher arrives at a descriptor that does not describe the student work; the work will then be described by the previous descriptor. In certain cases, it may appear that the student has not fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band. In those cases, teachers use their professional judgment in determining the descriptor that best fits the student's performance.

## **Recording**

Teachers have the responsibility of documenting assessment data on all their students. Teachers have to record summative assessment data using ManageBac in the form of an achievement level as described within a criterion. The recorded assessment data supports the determination of the final achievement level at the end of each reporting period (semester 1 and semester 2) in each criterion.

## **Reporting**

There are several types of formal reporting of students progress at BISS, including semester one and two written reports, Parent - Teacher - Student Conferences and DP coordinator – individual parent meeting after the final mock examination of G12. In addition, parents can arrange individual meetings with homeroom and/ or subject teachers at any time during the school year.

### **Semester reports**

Individual DP semester reports contain information on students' academic progress from all 6 subjects in the form of summative achievement levels with a corresponding level descriptor for all subject criteria. In addition to communicating achievement levels in each of the criteria, students are awarded grades by applying the previous year's IB exam grade boundaries.

The DP semester report communicates also the taught and assessed curriculum for the reporting period, progress in TOK, EE, and CAS, students' level of achievement for Approaches to Learning and Academic Honesty.

### **Parent - Teacher - Student Conferences**

The conferences are an opportunity to meet with all subject teachers in one day to discuss individual student's progress. The conferences take place twice a year, usually in the middle of semester one and at the beginning of semester two.

## **Internal moderation**

After each official mock exams and the final IB DP exam, teachers, department coordinators and the DP coordinator analyse the results in order to improve teaching and learning. Apart from analysing the exam results, teachers engage in an internal moderation process to check the quality of internal assessment processes. The process involves teachers meeting to come to a common understanding on the criteria and achievement levels and how they are applied. This process promotes consistency and common understandings about student achievement. The internal moderation of assessment should take place at least once per semester.

## **Sources**

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