Silver Fern International School
Assessment Policy

Assessment Philosophy:
Assessment at Silver Fern International School is mainly focused on the enhancement of individual student's learning according to their individual learning styles. We believe that assessment is an ongoing and developmental process that is driven by students' needs and directed by the clarity of teachers' understanding of what students should know according to the overall expectations that present the developmental continuums, which are in turn used as diagnostic tools. We use these expectations for different subjects in a meaningful way. We believe that well planned assessment will guide us to in the evaluation of our program and how our students are benefiting from it while keeping in mind their individual interests and learning styles.

Purpose of Assessment:
The purpose of assessment is in line with both the Thailand MOE and IB requirement, and aims to inform learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know, understand and can do at different stages in the learning process. Effective assessment that achieves this purpose provides valuable information to understand what constitutes learning and how to support it, and is meaningful to all members of the learning community.

Assessment for students:
- Contributes to the enhancement of student learning through diverse strategies and tools.
- Helps students to build an understanding of what they need to improve.
- Helps students to develop self- assessment skills.
- Actively engages learners in assessing and reflecting on their learning and acting on feedback from peers and teachers to feed forwards next steps in learning.
- Allows students to demonstrate and share their learning and understanding with peers, teachers and parents through the different opportunities given to them throughout learning and teaching process.

Assessment for teachers and administrators:
- Determines the level of current student knowledge and experience before moving onto new learning.
- Provides guidance and feedback for teachers and administrators to advance learners' performance and address their needs.
- Takes into consideration different learning styles, needs and developmental abilities through educating teachers about the different learning styles of the students, with the support and supervision of the learning support department.
- Provides guidance for further learning planning and curriculum development.
- Allows the school to monitor efficiency of the program.
- Assessment for parents and legal guardians:
- Develops an understanding of their child's progress.
- Develops an understanding of the learning goals that their child is working towards.
- Provides opportunities to support and celebrate student learning.
- Provides parents with regular opportunities to engage and communicate with teachers regarding their child's progress.

Assessment, From Principles into Practice 2019

Assessment for the Primary Years Programme (PYP) at SFIS:

PYP assessment has four dimensions: monitoring, documenting, measuring and reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching. Although the four dimensions of assessment are not weighted the same; each dimension has its own importance and value. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner.

Monitoring learning:
Monitoring is our main strategy for gathering information of the progress of learning with reference to the success criteria. It occurs daily through a variety of strategies: observation, questioning, reflection and discussing learning with peers and teachers.

Documenting learning:
Documenting is an evidence of the student's learning journey, it is shared with others to make learning visible and apparent to the whole school community. Students and teachers document learning goals, questions, reflections and evidence of learning.

At SFIS we use a range of methods and approaches to gather information about a student's learning. Then record this information using a variety of tools and strategies which are:

- Rubrics: an established set of criteria for rating learners in all areas. The descriptions of the outcomes will tell the assessor what characteristics to look for in the learners' work, and how to rate this work on a predetermined scale.
- Exemplars: sample pieces of learner's work that serve as a concrete standard against which other samples are judged.
- Checklists: are lists of information, data, attributes, and criteria that are either present or met in the presented work.
- Anecdotal records: are brief written notes based on observation of learners.
- Continuums: are visual representations of development stages of learning. They show a progression of achievement to identify where learners are in a process. Example: Scope and sequence documents
- Portfolios: Portfolios are more than a collection of learners' work. It is a strategy and a tool to record the learners' involvement in the learning process and their active mind work. It provides us with a clear picture of learners' progress and growth over a period of time. A portfolio will enable the learner along with the teacher, peers and parents to identify their strength and progress as well as the areas that they need to work on. Each student has his own physical Portfolio, which is shared throughout the year with their parents.
- Observations: Observation is our main strategy for gathering information. It is used at all times, as it is quick, easy and very effective, especially when it is done intentionally. Observation is ongoing and it includes making anecdotal records regularly.
    We have two forms of observation:
    - Incidental observations: these are informal and take place while the teacher goes through the classroom as learners are engaged in classroom tasks and activities.
    - Planned observations: these take place when teachers watch students' performance in specific tasks and activities. Regular notes are kept, and over time show growth and development.
- Selected Responses: This is a pre-determined information gathering strategy that involves onedimensional exercise of measurement tasks such as quizzes and tests.

- Performance Assessments: This assessment strategy is goal-oriented with recognized criteria, these tasks provide authentic and important challenges and problems. Such tasks include many methods to solve a problem and no one correct answer. At the same time they are usually multimodal and involve the use of many skills. The relevant tools to collect and record data from this strategy are the RAFTs* technique, videos, narrative records and audios.
- Open-Ended Tasks: In this assessment strategy, students are presented with an incentive and asked to present an original response. The response might be a drawing, chart or a display of clear assessment criteria, which will be attached to the different responses. Learners are free to produce varied responses, which allows individual learners to respond in ways that suit their learning style.

Measuring learning:
Is the focus on the student's understanding and knowledge at a particular "point in time". Each time we measure learning, we are provided with more information about the learner's understanding of the big concept.

SFIS uses different types of assessment to support students' learning process:
- Pre-assessment:
  - is a vehicle for both formative and summative assessments. This involves making judgments on how a learner is performing along a predetermined set of criteria that enables teachers to plan and refine their teaching accordingly through modifications that are required to meet the needs of individuals or the group of leaners.

- Formative Assessment:
  - Provides information that is used to plan the next stage in learning to ensure a direct link between the teaching and the learning process.
  - Allows both the teacher and the learner to guide instruction and gives an idea about the effectiveness and enthusiasm on what is being learned.

    - Examples of formative assessments in an IB classroom:
      - Class observations and spontaneous responses from learners
      - Group discussions
      - Learners' projects, drawings and journals
      - Quizzes and tests
      - Peer assessments
      - Venn Diagrams and other graphic organizers

- Summative Assessment
  - Takes place at the end of the teaching and learning process and aims at giving teachers and students a clear idea about students' understanding by allowing students to show what they have learned at the culmination of the teaching and learning process.
  - Gives students an opportunity to demonstrate what has been learned through inquiry and allows them to show their deep understanding of the central idea.
  - May include any or a combination of the following: acquisition of data, combination of information, and application of knowledge.
  - Assessment tasks will reflect the PYP program objectives and assessment criteria. They should be assessing and demonstrating the knowledge and deeper understanding the students has gained when answering the guiding question of the unit. This assessment should not just be a repetition of an activity done in class time, but should be a separate activity.

- When designing the assessment form students and teachers co-construct success criteria.

  - Examples of summative assessments in a PYP classroom:
    - Multimedia presentation
    - Creating a model
    - Oral presentation to the class
    - Written report
    - Making a debate
    - Writing a persuasive essay

- Self-assessment: Tasks in which students actively reflect on their performance on assignments.
- Peer and group assessment: Tasks in which students actively evaluate each other's learning by providing feedback.

Reporting learning:
Reporting at SFIS will:
- Involve parents, students, and teachers as partners.
- Reflect what the school community values.
- Be comprehensive, honest, fair, and credible.
- Be clear and uses language liaisons
- Allow teachers to incorporate what they acquire during the reporting process in their future teaching.

- Types of Reporting at SFIS
  - Written Reports:
    - At the end of each semester, grades are forwarded to respective parent(s) /guardian(s) of the student(s).
    - Report cards are designed to highlight the extent to which we included the essential elements of the PYP curriculum.
    - Digital copies of individual report cards are sent to parents and kept on the school's Toddle platform.
  - Parent-Teacher Conferences:
    - One hour allocated on teachers' weekly schedule to allow for one- on-one meetings with individual teachers to discuss each learner's performance and progress.
    - Meetings with individual teachers to discuss student performance and progress are scheduled by the end of the first semester after report cards are sent home.
    - Individual meetings by appointment at any time during the academic year to discuss urgent matters when needed.
  - Student - Led conferences (SLCs):
    - At the end of all units of inquiry, students take responsibility for their learning and celebrate it through various models of conferences.
    - Students have the chance to present samples of their work through group presentations or by individually going through their portfolios with their parents. Two units are shared at school with parents and the rest are shared at home.

- Exhibition:
"The Exhibition" is an extended unit of inquiry presented at the end of the final year of the PYP (PYP 6), it can be one of the six units of inquiry during the final year or may stand outside the programme of inquiry with a more flexible timeframe to support student inquiries and school contexts. Students engage in a collaborative form of learning and inquiry, they are provided with opportunities to investigate and suggest solutions for real life situations. The Exhibition allows students to show what

they have learned through the PYP and apply all the major qualities of the IB learner profile, a self-directed experience to empower students and allow them to own their learning.

Assessment Inclusion Arrangement:
There is a wide range of measures which can be taken to meet special educational needs during instruction and assessment. Students with identified learning needs and difficulties are provided with various ways to meet their educational needs during instruction and assessment and not limited to using special aids or devices. They are granted additional time and differentiated teaching and learning strategies to meet their needs (Scaffolding). They are allowed to use assistive technology and are given breaks between tasks and or tests. They are provided with level text and various strategies for all kinds of assessments and in one or more subjects throughout the year.