



## **Friends Boys School Assessment Policy**

### **Purpose of the Assessment Policy**

The Friends Boys School assessment policy is a document that sets the guidelines for the principles of assessments: the role and purpose of assessments, and assessment practices. Collectively the Friends Boys School community believes that students have the right to learn in a suitable educational environment according to their needs and abilities and that an integral part of the learning experience are various forms of assessment that attempt to support, improve and encourage student learning while providing data for teachers to improve approaches to teaching and learning.

### **Principles of assessment**

#### **What is the role of assessment?**

In order to better map out student progress, teachers need to assess student learning. Assessments have clear objectives and criteria outlined by the Middle Years Program and Diploma program guides. Assessments should encourage a deeper understanding of materials. The frequency and type of assessments must vary as to address different types of learners, as well different levels of knowledge. Assessments should not focus only on students' knowledge of content, they should engage with students to encourage them to make connections and to think critically.

Middle Years program students (grades 6-10) are assessed according to the MYP published assessment criteria for each subject using both formative and summative assessment.

Diploma Program students are assessed according to Diploma subject guides criteria and objectives.

#### **Assessment Practices**

1. Subject group teachers collaboratively design and develop tasks, activities, and assessment tools to ensure standardization and consistency within teachers in the same group.
2. Assessment should be based on a variety of tools and strategies such as (exams, presentations, research papers, written assignments, journals, class discussion, reports, self and peer assessment, etc.).
3. Students should be provided with written instruction related to any given task; the instruction must include enough details about the content, structure, and the related assessment criteria including task specific clarifications.
4. Teachers regularly provide the student with feedback for future learning.

5. Parents will be reported on their children's achievement through the school report cards by the end of each semester and through Parents-Teachers conferences that are held in November and March.

### **Types of assessment**

- A. **Summative Tasks:** summative tasks come in different forms but often mirror the DP formal assessment for each subject. Tasks include multiple choice tests as well as essay (short and long tests), writing assignments (essays) and presentations. Summative tasks come with a clear set of written instructions and objectives. The overarching goal of summative tasks is to assess student learning in order to better prepare them for DP formal assessments.
- B. **Formative Tasks:** formative tasks come in different forms and need to occur throughout the year at different points and places.
  - a. **Summative like tasks:** worksheet, sample test papers, essay drafts. Teachers provide feedback here to help students better understand their learning achievements and challenges. Feedback is provided on both content as well as writing and research.
  - b. **In class formative tasks/assessment:** teachers can provide formative feedback by working with students both individually and in groups within a classroom addressing a specific challenge they have and trying to identify solutions or suggest further readings to promote better understanding of the topic.
  - c. **Peer to Peer formative assessment:** when students are working in groups (in/out of class), they are able to provide each other with feedback, and are able to support each other's learning. Peer to peer formative assessment can be planned, in other words peers provide systematic feedback, or it can happen while working together on problem solving, or on a worksheet where they often correct each other.
  - d. **Self-assessment:** Part of creating lifetime learners is to develop student's abilities to self-assess their own learning. In order to do that, teachers must incorporate student self-assessment both formatively and summative. It is important for students to reflect on their work and try to predict the quality of their work as well as their learning. Tasks for self-assessment can include any form of summative assessment that is then evaluated by the student.

### **Assessment Analysis and Reporting**

The school reports on assessment results four times a year, at the end of each quarter. Reporting is meant to accomplish the following goals:

1. Give students a benchmark from which to work from.
2. Report on student progress in learning and not only comment on quality of work.
3. Use this data to improve implementation of approaches to learning and teaching.
4. Identify teaching difficulties for teachers and to identify specific PD needs.

### **Standardization:**

For subjects taught by more than one teacher, assessments are collaboratively standardized to ensure that students are being evaluated using the same benchmarks and rubrics. Teachers are required to exchange sample papers to ensure that their grading methods are similar.

### **MYP Grade Scale**

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