

## Assessment Policy 2022/23

### Philosophy

St Dominic's International School (SDIS) believes that the written, taught and assessed curricula are interdependent. Assessment is an important tool to evaluate what students know and can do. Further to this, it provides feedback to teachers regarding next steps in student learning and curriculum development. It is essential to determine when, how, and what to assess for planning, teaching, and learning. Teachers use a wide range of strategies and tools to assess student learning and to enhance student learning. Assessments are accessible in terms of design, content and medium to give every student the opportunity to demonstrate their learning. St Dominic's International School promotes internationally minded students who understand concepts, acquire knowledge, take action, and master their attitudes and skills. We recognise the importance of assessing the process as well as the products of inquiry. It is important for the whole School community to understand the importance of assessment, what it is being assessed, and the criteria for success.

Assessment is used to monitor student progress, achievement, and effort. It is also utilized to adapt the curriculum and differentiate planning accordingly.

At SDIS we believe that assessment is an integral part of learning and teaching. Accommodations apply to students not only during summative IB assessments but are also made available throughout the course of study. This includes all classroom work and formative assessments that are part of everyday learning and teaching.

### Purpose

The primary purpose of assessment is to support and enhance students' learning and teachers' teaching, as both should respond to the information it provides. Assessing provides information about students' knowledge, ability, understanding, attitudes, and motivation.

#### **Purpose of assessment for teachers:**

- to enhance student learning
- to monitor the individual progress of student achievement
- to modify teaching strategies
- to differentiate teaching appropriately
- to inform next steps
- to promote a deep understanding of subject content set in real-life contexts, when applicable

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**Purpose of assessment for students:**

- to enable students to monitor their own individual progress
- to provide consistent, timely feedback and opportunity for reflection and setting of learning goals
- to provide external certification at the end of the MYP and Diploma programmes

**Purpose of assessment for parents:**

- to provide consistent, timely feedback and opportunity for conversation about their children's learning
- to allow parents, teachers, and students to work together as advocates of student learning

**Purpose of assessment for SLT and Board of Governors:**

- to inform school-wide planning and support to teachers by determining professional development needs
- to inform decisions about staffing and resourcing

**Building Students' Assessment Capability**

Assessment at St Dominic's International School is an ongoing process which involves teacher-assessed, student self-assessed, and peer-assessed tasks, which build a holistic picture of learning over time. Students are empowered to take charge of their learning through applying clear criteria which may be constructed between students and teachers before beginning the assessment, and thoughtful reflection on timely feedback. Following assessment, students reflect and design personal learning goals that will drive and orient their learning.

When students actively participate in assessing their learning by interpreting their performance, they are better placed to recognise important moments of personal learning. This helps them to identify their own strengths and needs and discover how to make 'Where to next?' decisions.

**What we assess**

In IB programmes, assessment is ongoing, varied and integral to the curriculum. Assessment may be formal or informal, formative or summative, internal or external; students benefit from assessing their own work and the work of others. IB students demonstrate their learning through a variety of assessments and consolidations of learning, including the Exhibition in the PYP, Personal Project in MYP and the Extended Essay in DP. External assessments for MYP and DP students are internationally benchmarked, balancing valid measurement with reliable results.

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We recognise the importance of assessing the process as well as the products of inquiry. Our aim is to provide feedback on the learning process and the development of the following elements to further learning, recognising that they are interdependent:

#### Inquiry

- The depth and breadth of students' inquiry over time

#### Conceptual Understanding

- How concepts are recalled, applied and transferred through a range of learning experiences
- How connections are made between multiple concepts

#### Knowledge

- The acquisition of knowledge across subject areas

#### Skills

- Skills are monitored and documented for growth over time. These include:
  - o ATLs from specified IB documentation for the three programmes
  - o subject-specific skills from Scope and Sequence documents (PYP)
  - o subject guides (MYP and DP)

This document will be reviewed and revised by June 2025.

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