
Assessment Policy

Policy # 7.4

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Philosophy

The core purpose of assessment at UWCT is to improve learning by identifying what students know, understand, can do, and feel at different stages in the learning process. Assessment encompasses collecting information about learning, analysing that information, and using it to improve learning for students. Fundamentally, assessment is a feedback process providing information for the student, teacher and parent so that the student and teacher can modify learning experiences accordingly, and so that the parent can support their child's learning.

Assessment is ongoing, authentic, varied, and purposeful. To allow students to demonstrate what they have learned and to monitor their progress, teachers use a range of assessment strategies that require critical and creative thinking and include meaningful and constructive feedback to encourage a growth mindset. The ongoing collection of evidence provides descriptive information about student progress that can effectively be reported on and understood by the whole school community.

Authentic and purposeful assessment practices promote lifelong learning by challenging, motivating and encouraging all learners. Assessment is an opportunity for learning, and not merely an end result. Assessment will involve students in authentic reflection, self- and peer-assessment, and allow students to use a variety of ways to express their understanding, attitudes and demonstrate their skills. Assessment should be differentiated to be sensitive to cultural, linguistic, learning, physical, social and gender differences.

Expected Practices

In order for assessment at UWCT to improve learning, our practice will follow the guidelines of our respective programmes (PYP, MYP, DP) and the UWCT Learning Principles.

How Assessment is Organised at UWCT

We can divide assessments into two broad categories: school assessments and external assessments.

1 School assessments
1.a Pre-assessment
1.b Formative assessment - Includes self-assessment and peer assessment
1.c Summative (of learning) assessment

2 External assessments
2.a. External examinations
2.b External standardized assessments

School Assessments

School assessments are designed and set by our teachers for our students. They are divided into three types below. The School requires teachers to include each type of assessment in every unit.

Pre-assessment

When and where appropriate, a pre-assessment takes place at the beginning of a unit of work in order to find out what students already understand, know and are able to do in relation to the intended learning for the unit. This allows the teacher to create learning opportunities that best match the current knowledge, skills, and understandings of the students. The primary purpose of pre-assessment is therefore diagnostic.

Formative Assessment

Formative assessment takes place throughout the teaching and learning to monitor, modify, and support student learning and achievement. A variety of formative assessment techniques will be used (e.g. self, peer, one-to-one conferencing, etc.) depending on need and relevance.

Summative (of Learning) Assessments

Summative assessments are tasks aligned with the Principles and Practices of the various programmes. These assessments are designed to provide information about how the student has performed in relation to the intended learning outcomes.

External Assessments

External assessments are taken by UWCT students as well as students in other parts of the world. They, therefore, enable us to compare our students' growth and achievement with the growth and achievement of students elsewhere. We have two types of external assessments: external examinations and external standardized assessments.

- a. External examinations. At UWCT these are the end of course assessments (IB Diploma and Personal Projects).
- b. External standardized assessments. These assessments do not have a set syllabus to follow but they are aligned with levels of achievement expected in certain national or state curricula, and they measure achievement and progress in relation to defined populations of students. They produce standardized scores. At UWCT students complete MAP (Measure of Academic Progress) from Gr 3 until Gr 10.

Common Assessment

A common assessment is an assessment that is completed by all the students in a grade who are following a particular course or area of learning. The students complete the assessment task at approximately the same time. Common assessments allow teachers to compare student achievement across a grade. They also allow teachers to compare the progress of students as they move up through the grades.

Primary School Assessment Practices:

All Primary Assessment practices follow the guidelines of the PYP Enhancements and this policy. For further information on what strategies and practices are in place, please refer to the [internal document](#) provided.

Secondary School Assessment Practices:

MYP Assessment Practices

All MYP Assessment practices follow the guidelines of the MYP:

MYP assessment is integral to all teaching and learning. MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme. In order to provide students with opportunities to achieve at the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies. In the MYP, teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent.

Across a variety of assessment tasks (authentic performances of understanding), teachers use descriptors to identify students' achievement levels against established assessment criteria. MYP internal (school-based) assessment uses a "best-fit" approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically. (MYP from Principles into Practises, 2014, page 79)

At UWCT

- If more than one teacher is teaching a unit in Grades 6-10 at UWCT, these teachers must collaborate to ensure consistency across: The Key and Related Concepts; The Global Contexts; The Statement of Inquiry; The Inquiry Questions; The Summative Assessment(s); The MYP Criteria that are assessed; The ATL skills that are explicitly taught/learnt/developed.
- Students in the same course should as a minimum all take the same Summative Assessments (End of Sequence Assessments / Common Assessments / Assessments of Learning).
- A common assessment is an assessment that is completed by all the students in a grade who are following a particular course. The students complete the assessment task at approximately the same time. Common assessments allow teachers to compare student achievement across a grade. They also allow teachers to compare the progress of students as they move up through the grades. (UWCT Assessment Policy)
- These Assessments must be standardised to ensure consistency of grading. Internal standardization of assessment is also completed for the Personal Project in Grade 10. The process involves teachers meeting to come to a common understanding of the criteria and achievement levels and how they are applied. In so doing, teachers increase the reliability of their judgments.
- Within the above parameters the student learning experiences, teaching strategies and at times the specific content taught will vary from teacher to teacher.

DP Assessment Practices

All DP Assessment practices follow the guidelines of the DP.

At UWCT

- If more than one teacher is teaching a unit in Grades 11 and 12 at UWCT, these teachers must collaborate to ensure consistency across: Content (topics/knowledge/ subject-specific skills); The Approximate Timeframe; The ATL skills that are explicitly taught/learnt/developed; Connections to ToK; The Summative Assessment(s)
- Students in the same course should as a minimum all take the same Summative Assessments (End of Sequence Assessments / Common Assessments / Assessments of Learning).
- A common assessment is an assessment that is completed by all the students in a grade who are following a particular course. The students complete the assessment task at approximately the same time. Common assessments allow teachers to compare student achievement across a grade. They also allow teachers to compare the progress of students as they move up through the grades. (UWCT Assessment Policy)
- These Assessments should be standardised to ensure consistency of grading. Internal standardization of assessment is also completed for the Extended Essay in Grade 11/12. The process involves teachers meeting to come to a common understanding of the criteria and achievement levels and how they are applied. In so doing, teachers increase the reliability of their judgments.
- Within the above parameters the student learning experiences, teaching strategies and at times the specific content taught will vary from teacher to teacher.

Recording

MYP and DP teachers have a responsibility to document assessment data on all their students. During the course of MYP and DP units, teachers will record assessment data using ManageBac to the determination of an achievement level.

Reporting

In grades 6-11 there is a 5-part reporting cycle every academic year. The cycle includes a ‘Settling In Report’, two ‘3-Way Conferences’ (parent/student/teacher conferences), a ‘Progress Report’ and an ‘End Of Year Report’. This cycle is also supported by the use of Managebac for real-time information on Summative Assessments.

In grades 12 there is a 4-part reporting cycle every academic year. The cycle includes two ‘2-Way Conferences’ (student/teacher conferences), a ‘Progress Report’ and an ‘End Of Year Report’. This cycle is also supported by the use of Managebac for real-time information on Summative Assessments.

Secondary School Reporting Schedule

	MYP	Grade 11	Grade 12
September	Settling In Reports	Settling In Reports	
October	Student / Parent / Teacher Conferences.	Student / Parent / Teacher Conferences.	Student / Teacher Conferences.
December	Progress Reports	Progress Reports	Progress Reports
March	Student / Parent / Teacher Conferences.	Student / Parent / Teacher Conferences.	Student / Teacher Conferences.
April			End of Year Reports
June	End of Year Reports	End of Year Reports	

Primary School Reporting Schedule

Click [HERE](#) for current document.