

GSIS Assessment Policy

(Revised Fall 2015)

Table of Contents

INTRODUCTION

Statement of Philosophy

Purpose of Assessment

Principles of Assessment

BELIEFS

Assessment

Students

Parents

Faculty

ADMISSIONS

CONNECTED POLICIES

Language Policy Statement

Students with Special Needs Statement

REPORTING OF ASSESSMENT DATA

SCHOOLWIDE PRACTICES AND PROCEDURES

POLICY MAINTENANCE AND REVIEW

Communicating the policy

Review procedures

Review committee

APPENDICES

INTRODUCTION

Philosophy of Assessment

In the educational process, assessment forms an integral part of teaching and learning. Gyeonggi Suwon International School believes that the purpose of assessment is to regularly gather information about a student's progress to enable teachers to instruct students as individual learners. Additionally, the school believes that the primary purpose of reporting is to provide students, teachers and parents with an accurate representation of each student's achievement in relation to the learning goals and outcomes of the program.

Purpose of Assessment

The purpose of assessment is to:

- Monitor the progress of a student's learning and achievement
- Enhance the overall learning of students
- Direct the next steps in teaching in response to the assessment data
- Determine the effectiveness of teaching
- Inform curriculum review
- Inform others as appropriate (students, parents, teachers, and receiving schools)

Principles of assessment

Diagnostic, formative, and summative assessments are integral parts of the learning and teaching experience. Diagnostic assessment is utilized prior to learning. Formative assessment primarily provides feedback that directs both student learning and teacher instruction (assessment for learning.) It includes real-time, authentic assessments that immediately check students' understanding to more formal assessments. Summative assessments have the purpose of summing up the extent of student learning in an area (assessment of learning.)

BELIEFS

Assessment is...

- Aligned to the learning goals
- Varied using a wide range of evidence from multiple forms
- Differentiated to address appropriate learning styles and needs
- Anchored by exemplars
- Integrated as an ongoing part of the learning process
- Evaluated using agreed upon criteria

Students

- Have different learning styles
- Have different cultural and linguistic backgrounds and experiences
- Need to understand their achievement in order to set goals
- Should be actively involved in the process through self evaluation, peer evaluation and reflection
- Should receive continuous feedback that is constructive and that highlights both areas of strength and areas for improvement.
- Are expected to take action based on feedback from teachers
- Should demonstrate their own learning with integrity (see Academic Integrity Policy)

Parents

- Should be informed of student progress in a timely manner
- Should, with school support, be able to accurately interpret a student's reported achievement data
- Should consistently review assessments with their children

Faculty

- Design assessments based on best practice and the school's assessment policy
- Collaborate appropriately within and out of subject department to ensure validity and reliability
- Evaluate student work using agreed upon criteria
- Assess students displaying IB Learner Profile/Student Learner Outcomes
- Use common assessments for common classes with more than one teacher
- Record assessment data that is valid, reliable, and accurate
- Provide prompt feedback that highlights both areas of strength and areas for improvement
- Review assessment practices and data to inform instruction
- Self-reflect on their assessment practices
- Report student achievement of the learning goals

ADMISSIONS

Assessment in admissions

Students seeking admission to Gyeonggi Suwon International School are administered entrance exams to evaluate their ability and level of potential in the areas of English, math and language courses that the school offers. The assessments that students take are meant to provide diagnostic data to help determine the appropriate placement and levels for the student's success and that will meet their academic needs. Additionally, students who demonstrate special learning needs are identified and recommended for personal interviews with the principal, teachers, or learning specialist to provide a more in-depth diagnostic evaluation. Once

the determination for placement is completed, prospective parents and students are notified of the outcomes and counseled on courses that they should take.

The assessment data and personal interview data obtained from the entrance examinations or interviews are documented on the student's admission summary sheet. The summary sheet and supplemental admissions documents are filed as hard copies in the guidance department, later entered into Powerschool, the school information management system. Upon a student's enrollment, the assessment data results are shared with and used by teachers, education specialist, and counselors who all have access to this data in Powerschool and/or hard copies stored in the counseling department. In the event that a student is found to be met with challenges in the GSIS academic setting, this assessment data will serve as a resource to provide additional support.

CONNECTED POLICIES

Language Policy for English Language Learners

GSIS is committed to appropriately placing students in programs where they will be able to comprehend the language of instruction and additional languages. All applicants to GSIS must complete the sections of the Language Survey and Educational Background. Initially, all secondary applicants complete the diagnostic English reading assessment, an English writing sample, and a diagnostic test for the world language course offered for study, which includes Spanish, Mandarin, or Korean (If necessary). Upon admission, all students in grades 2-10 who are identified as ELL will take an English proficiency test to determine their phase of English development. Students in Pre-K through Grade 1 are evaluated informally by the Language Support staff.

Students with Special Needs

GSIS typically serves students with mild disabilities. Because of the school's size and demographics, there is a limited number of personnel dedicated to students with special needs. Some of the disabilities may include specific learning disabilities, visual or hearing impairments, behavior disorders, medical conditions, or emotional/mental health challenges. GSIS is committed to an inclusion model of education but occasionally students require services out of the mainstream classrooms. As part of the SEN policy, students receiving services under a SEP or IEP plan will be included for the majority of their classes. Additionally, the teachers collaborate to find the most effective way to differentiate instruction in order to meet the needs of all individual students. Students are assessed for special educational needs both in and out of school. These might include cognitive assessments as well as performance-based assessments.

REPORTING OF ASSESSMENT DATA

Reporting assessment data provides meaningful understanding of student achievement to the

student, parents, receiving schools, colleges and universities.

Further reporting of student achievement must:

- Reflect individual student achievement of the learning goals
- Include a range of knowledge, skills, concepts, and attitudes
- Be based on a range of assessments and assessment types
- Separate academic from non-academic behaviors
- Provide regular and timely feedback that tells students where they are particularly strong and where they are in need of improvement. The improvement statement provides precise information that can be acted upon by the student.
- Be meaningful and descriptive
- Analyze collective data enabling school programs to reflect and evaluate for the purpose of ongoing improvement

Note: For ELL students in phase 1 or 2 of their English development, teachers may provide narrative comments in place of numeric achievement levels to report on student progress.

SCHOOLWIDE PRACTICES AND PROCEDURES

Primary Years Program

From: Making the PYP happen: A curriculum framework for international primary education (p. 44, Revision 2009)

Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do, and feel at different stages in the learning process. Students and teachers should be actively engaged in assessing the students' progress as part of the development of their wider critical-thinking and self-assessment skills.

Teachers need to be mindful of the particular learning outcomes on which they intend to report, prior to selecting or designing the method of assessment. They need to employ techniques for assessing students' work that take into account the diverse, complicated and sophisticated ways that individual students use to understand experience. Additionally, the PYP stress the importance of both student and teacher self-assessment and reflection.

Middle Years Program

From MYP: From Principles to Practice document

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.

This "criterion-related" approach represents a philosophy of assessment that is neither "norm-referenced" (where students must be compared to each other and to an expected distribution of achievement) nor "criterion-referenced" (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level).

GSIS uses the MYP 1–7 scale. GSIS teachers use the grade boundary guidelines table (Appendix ___) to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group.

Diploma Program

As described in "*Guidelines for Developing an Assessment Policy in the Diploma Program,*" assessment in the GSIS Diploma Program should:

- be criterion-related with identified levels of achievement using DP Grade Descriptors
- include formative and summative assessment tasks to inform teaching and learning and to prepare students for culminating formal DP assessments
- include comprehensive summative assessments
- value the most accurate demonstration of current student performance rather than an average attained over time
- clearly identify formal IB assessment (oral assessments, written assignments, practical work, internal assessments, etc.) and other assessments that solely impact internal/local grade reporting
- be scheduled proactively considering students' learning and personal experiences including co-curricular commitments and DP core activities
- be scheduled on Schoology according to the [essential agreement](#)
- be marked using published departmental grading systems in alignment with DP assessment philosophy
- be rigorous and challenge students to apply knowledge and skills to unfamiliar situations

Internal and External Assessment

All internal and external assessment of the GSIS DP should follow both the "*Guidelines for Developing an Assessment Policy in the Diploma Program*" and each course's respective subject guides. Formative tasks preparing students for internal or external assessments will be marked similarly to methods used by the IB. DP practitioners understand the differences

between internal formative assessments compared to formal external assessments and the procedures for each.

Grading and Reporting

Departments are expected to create a grading system that incorporates the use of criteria, markbands, or markschemes similar to those used by the IB. Additionally, grade boundaries and grade descriptors are used to assist in the determination of a student's overall performance throughout the two-year program. Grade boundaries are determined using the most recent IB DP Grade Boundaries and then modified by departments to determine appropriate boundaries for individual assessments or semester grades.

The GSIS assessment [calendar of due dates](#) and the [reporting timeline](#) are updated annually to ensure assessments are scheduled considering students' learning and personal experiences. Teachers' input is valued in the calendar to ensure manageable loads for students. Student feedback can be solicited and considered during assessment calendar creation. The reporting timeline ensures an appropriate frequency of assessments occur through the two years of the program. Additionally, teachers report summatively at least once per quarter and formatively at least three times per quarter in PowerSchool gradebooks.

Homework in the DP

GSIS believes that homework is important and beneficial when it is directly linked to learning goals. Additionally, it is important to consider students' overall workloads when assigning homework. DP teachers consider the homework guidelines in the GSIS Student Handbook when creating homework activities.

DP Extended Essay

The DP Extended Essay is completed by all GSIS students who undertake the full DP during their Grades 11 and 12 school years. The Extended Essay is assessed with objectives and assessment criteria that are published by the IB. Students completing the Extended Essay engage in an in-depth investigation around a research question of their choice. These students engage in the many stages of the inquiry cycle in order to answer their research question. GSIS student performance against the Extended Essay assessment criteria is determined by the student's Extended Essay supervisor, in consultation with the DP Coordinator. This performance is then reported to the IB and moderated by the IB, leading to the awarding (or not, as the case may be) of extra points to a student's IB DP score.

Students with Special Educational Needs

GSIS DP students who have professionally identified special education needs or who are classified as English Language Learners (ELL) according to the GSIS Language Acquisition department may receive modifications to assessments based on their language levels and/or their special educational needs and/or their inclusion needs. Secondary teachers who work with students that fit into one or more of these categories, follow guidelines from the Language Acquisition department or Special Educational Needs coordinator.

POLICY MAINTENANCE AND REVIEW

Communicating the Policy

This policy will be communicated through the following:

- Parent Handbook
- GSIS Website: www.gsis.sc.kr
- Annual teacher orientation training
- Ongoing professional development sessions
- GSIS Staff Share
- District-wide Schoology resources

Review Procedures

This policy will be reviewed annually to align with any program changes.

The stakeholders (parents, teachers, staff, teachers) will complete annual survey to rate their satisfaction with and understanding of the policy.

The policy will have a full review using the Schoolwide Academic Policy Review Process every three years or the first semester in the year before a WASC/IB Visit.

The Review Committee will submit recommendations to the Administrative Team, Head of School Advisory Council, and the Board of Trustees for approval.

Review Committee (proposed members)

- Two students from ES, LSS, and USS
- Two parents from ES, LSS, and USS
- Two elementary teachers, four secondary teachers, and IB program coordinators
- One Board of Trustees member from the Academic Subcommittee
- Principal or Assistant Principal from each division

APPENDICES

[Diploma Programme assessment Principles and practice](#)

[MYP: From Principles to Practice \(2014\)](#)

[PYP: Making the PYP Happen \(2009\)](#)

[DP Grade Descriptors](#)