

## Assessment Policy – Silver Fern International School

### *Vision Statement of SFIS:*

To inspire and empower every learner to thrive as a compassionate, curious, and globally responsible individual—ready to lead meaningful change in an interconnected world.

### *Mission Statement of SFIS:*

At SFIS, we are a collaborative learning community committed to nurturing internationally-minded learners. We empower students to become creative and critical thinkers, fostering a spirit of inquiry and reflection. Through meaningful learning experiences, we support them in becoming compassionate, knowledgeable, and principled individuals who take responsible action to make a positive difference in their local and global communities.

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**Date Adopted:** 28/12/2022

**Review Date:** July 2025

## Assessment Philosophy

At SFIS, assessment is central to the learning process. We believe assessment should:

- Be ongoing, developmental, and student-centered
- Be tailored to individual learning styles and needs
- Promote deep understanding through inquiry
- Guide teaching, curriculum development, and program evaluation
- Support a growth mindset through actionable feedback

We align with the International Baccalaureate (IB) philosophy that assessment should support and inform learning rather than simply measure it.

(Source: IB, *Assessment Principles and Practices*, 2018)

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## 2. Purpose of Assessment

Assessment at SFIS serves the following purposes:

### For Students:

- Inform and enhance learning using diverse tools and strategies
- Help identify strengths and areas for growth
- Foster reflection, self-assessment, and metacognition
- Encourage student agency and ownership of learning

### For Teachers and Administrators:

- Determine prior knowledge and tailor instruction
- Inform curriculum development and teaching approaches
- Monitor program effectiveness
- Understand diverse learning styles and provide appropriate support

### For Parents/Guardians:

- Communicate learning goals, progress, and challenges
- Foster home-schools collaboration
- Celebrate student achievements

(Sources: Black & Wiliam, 1998; IB, Learning and Teaching, 2021)

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## 3. Assessment Framework at SFIS

Aligned with the IB Primary Years Programme, SFIS implements assessment through four interconnected dimensions:

### 1. Monitoring Learning

Ongoing observation and dialogue to track student progress using strategies such as:

- Teacher-student conferences
- Peer discussions
- Class questioning
- Reflective practices

### 2. Documenting Learning

Making learning visible and traceable using tools like:

- Student portfolios
- Learning journals
- Digital evidence (photos, videos, audio)

### 3. Measuring Learning

Capturing student understanding at a specific point in time using:

- Quizzes, tests
- Rubrics, checklists, anecdotal records
- Selected response tasks and performance assessments

### 4. Reporting Learning

Communicating progress and achievement with:

- Written reports
- Parent-teacher meetings
- Student-led conferences
- The PYP Exhibition

(Source: IB, From Principles into Practice – PYP, 2018)

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## 4. Assessment Types

### Pre-Assessment

Used to gauge prior knowledge and misconceptions before new learning begins.

### Assessment for Learning / Assessment as Learning

Ongoing and responsive to guide next steps in learning. Examples include:

- Observations and anecdotal notes
- Student reflections
- Learning journals and graphic organizers
- Peer and self-assessment

### Assessment of Learning

Conducted at the end of a unit during “Taking Action” week to evaluate understanding. Examples include:

- Written reports
- Presentations and exhibitions
- Multimedia products
- Essays, debates, models

### Self-Assessment and Peer Assessment

Encourage ownership, accountability, and collaborative reflection.

(Source: Clarke, S. (2008). *Active Learning Through Formative Assessment*)

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## 5. Assessment Tools and Strategies

SFIS uses a wide range of strategies and recording tools, including:

Tool	Purpose
<b>Rubrics</b>	Clarify expectations and performance criteria
<b>Exemplars</b>	Provide benchmarks for quality work
<b>Checklists</b>	Identify presence of key criteria
<b>Anecdotal Records</b>	Capture observations of student behavior/performance
<b>Continuums</b>	Visualize developmental progression
<b>Portfolios</b>	Track student growth over time
<b>Observations</b>	Informal and formal evidence of learning
<b>Open-Ended Tasks</b>	Allow for creative, personalized responses
<b>Performance Tasks</b>	Measure authentic, skill-based application of knowledge
<b>Selected Response Tasks</b>	Quizzes/tests with fixed answers

(Sources: IB, PYP Assessment Strategies and Tools; Stiggins, R., 2005)

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## 6. Reporting and Communicating Learning

We ensure assessment results are shared regularly, transparently, and meaningfully.

### Types of Reporting:

- **Written Reports:** Issued twice a year, based on IB essential elements and subject progress
- **Parent-Teacher Conferences:** Held formally mid-year and informally as needed
- **Student-Led Conferences (SLCs):** Students present learning samples and reflect on growth
- **PYP Exhibition:** Culminating experience in PYP 6 to showcase student inquiry and action

Reports and portfolios are managed through the **Toddle** platform, with physical copies shared where necessary.

(Source: IB, Guidelines for Reporting on Student Learning, 2011)

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## 7. Inclusion and Assessment Access Arrangements

In line with our inclusive philosophy, SFIS ensures assessments are accessible to all learners.

- **Differentiation:** Tailored tasks to accommodate readiness, interest, and learning profile
- **Assessment Access Arrangements** may include:
  - Extra time
  - Breaks between tasks
  - Use of assistive technology
  - Adjusted formats or alternative tasks

Students with identified learning needs have Individual Education Plans (IEPs) that outline specific accommodations.

(Sources: IB, Learning Diversity and Inclusion in IB Programmes, 2016; Rose & Dalton, 2009)

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## 8. Academic Integrity

SFIS promotes academic honesty in all assessment practices. Teachers ensure that:

- Tasks are authentic and inquiry-driven
- Students are taught how to reference work properly
- Collaboration and individual responsibility are appropriately balanced

(Source: IB, Academic Integrity, 2019)

## 9. Responsibilities

Stakeholder	Responsibilities
Students	Engage with feedback, reflect, self-assess
Teachers	Design assessments, provide feedback, monitor progress
Coordinators	Oversee policy implementation and alignment
Parents	Support learning at home, attend conferences
Leadership Team	Monitor assessment quality, provide training

## 10. Alignment with Standards

This policy aligns with:

- IB PYP Standards and Practices (2020)
- IB Assessment Principles and Practices (2018)
- Thai Ministry of Education (MOE) guidelines
- UK National Curriculum (NCE) expectations
- Oxford International Curriculum standards

## 11. Sources and References

1. International Baccalaureate. (2018). *Assessment Principles and Practices*.
2. International Baccalaureate. (2018). *From Principles into Practice – PYP*.
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4. Clarke, S. (2008). *Active Learning Through Formative Assessment*. Hodder Education.
5. Black, P. & Wiliam, D. (1998). *Inside the Black Box: Raising Standards Through Classroom Assessment*.
6. Stiggins, R. (2005). *Student-Involved Assessment for Learning*. Pearson.
7. Rose, D. H., & Dalton, B. (2009). *Learning to Read in the Digital Age*. Mind, Brain, and Education.
8. IB. (2016). *Learning Diversity and Inclusion in IB Programmes*.
9. Thai Ministry of Education (MOE) Guidelines (2017).

