

## Assessment & Reporting Policy

### MISSION:

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*Learning to Make a Difference*

### VISION:

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At the International School of Havana we focus together on our core work of learning, creating a powerful, positive learning culture framed by a common learning language and shared principles. We discover how to learn and how to help others learn. Acknowledging that everyone is different, we not only embrace and celebrate our differences, but also learn from our diversity. Every member of our community has something to offer that can make a difference, to ourselves, to each other, to our community and, ultimately, to the shared world beyond our school. At the International School of Havana we all learn with a common purpose. We learn to make a difference!

### INTRODUCTION

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Assessment is the gathering and analyzing of information about student progress and performance and program effectiveness. Effective assessment guides students through the essential elements of our learning ecosystem:

Learning Competencies - *Enquiry, Knowledge, Understanding and Application* and *Communication*;

Learning Behaviors: *Organization, Respect, Reflection* and *Commitment to Learning*.

## ASSESSMENT GLOSSARY:

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**Assessment:** The collecting of evidence to judge a student's competency

***Standards Based Assessment:*** A level of competency is awarded to a student that reflects their performance relative to known, pre-defined standards. Student performance is not determined by comparison with the performance of others or to conform with a normal distribution of grades.

***Competency Based Assessment:*** A level of competency is awarded to a student that reflects performance demonstrated at the time of the assessment. Patterns of prior performance may be used as evidence of consistency HOWEVER the final level is NOT an average.

***Alignment with the CGC's 3 C's:*** As a CGC school we talk about learning in terms of developing Conceptual Understandings from which competencies and Character Learning are built. While our language may differ slightly, in principle, our learning competencies are entirely consistent with this thinking:

- ***Conceptual Understandings*** are developed through the acquisition of ***Knowledge*** through ***Enquiry***;
- ***Competencies*** are demonstrated through ***Enquiry*** and ***Understanding and Application*** and ***Communication***.
- ***Character Learning*** is explicitly and separately covered by our ***Learning Behaviors***.

### Types of Assessment:

***Summative*** assessment is usually assessment OF Learning. It gathers evidence of what students have ***learned*** often happens at the end of a "chunk" of work.

***Formative*** assessment is assessment FOR learning that is it gathers evidence that informs the teaching and learning to follow. We consider all assessment can be formative.

Assessment through these lenses is ***AS, OF*** and ***FOR learning***:

- ***AS learning:*** when the learning activity and the assessment are the same piece of work or activity. Evidence of learning is collected as the work is progressing and may include assessment FOR and OF learning as the task progresses. Examples include Enquiry cycles, group project work, workshopping and collaborative type work
- ***OF learning:*** if the primary reason for the assessment is to gather evidence demonstrating what a student has ***learned***. It is usually summative. Common examples include end of unit tests and quizzes, final essays or presentations.
- ***FOR learning:*** if the purpose for the task is to gather evidence that learners and teachers can use to ***INFORM*** future learning. Knowledge Harvests, Entry Quiz, and pre tests are examples. Teachers may also use assessment for learning mid unit to check progress.

***Authentic Assessment:*** focuses on students using and applying knowledge and skills in real-life settings. More traditional forms of assessment, such as essays and examinations, may have little specific application in many real-world settings. Authentic assessment helps students contextualise their learning. Examples include simulations, role play of scenarios or real-world tasks.

## **AT ISHAVANA, EFFECTIVE ASSESSMENT: OF, AS AND FOR LEARNING:**

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- improves and encourages student learning by providing effective feedback on the learning process and outcomes;
- is directly related to curriculum standards;
- informs planning and teaching;
- is a tool to collect evidence of student proficiency
- is a continuous, on-going process;
- has clear criteria that are known and understood in advance;
- involves frequent opportunities for students to be assessed in authentic contexts;
- is rigorous, challenging and relevant;
- engages students in the reflection of their learning;
- is differentiated by learning needs, for example: level of English or cultural background;
- provides opportunity for peer feedback and self-reflection; and
- creates meaningful data enriching conversations about learning.

## **ISHAVANA IS COMMITTED TO THE PROCESS OF ASSESSMENT IN ORDER TO:**

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- enhance and have a positive impact on the learning of students;
- monitor the progress of individual student learning and proficiency;
- determine the effectiveness of teaching;
- inform curriculum review;
- help evaluate suitability of programs and courses;
- monitor teacher performance (one of many inputs); and
- inform others of student progress and proficiency, including students, teachers, parents, the Board, other schools, and colleges/universities.

## REPORTING ON STUDENT PROGRESS AND PERFORMANCE

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ISHavana provides regular and substantive reporting on Learning Competencies and Learning Behaviors. The reporting system is designed to provide:

- Teacher’s judgments of each student’s demonstrated performance based upon the collection and evaluation of sound evidence of proficiency against set standards;
- An understanding of a student’s areas of strength and areas to improve;
- A common language that allows for and encourages rich meaningful communication about learning between stakeholders (teachers, students, parents and other institutions);
- Opportunities for parents to conference with teachers about their child’s progress and performance; and
- Additional information about student performance with reference to external expectations and grading systems from the Cambridge International General Certificate of Secondary Education, IGCSE, in Grades 9 & 10 and the International Baccalaureate Diploma Programme in Grades 11 & 12.
- Additional information through Durham University’s CEM tests are being piloted for Grades 4 to 7 with the intention of rolling it out more formally for grades 2 to 8 in the future.