



## Assessment and Evaluation Policy

*Revised January 2021*

### **Philosophy**

Assessment at Futuraskolan International School of Stockholm is the ongoing process that arises out of the interaction between teaching and learning. The primary purpose of assessment and evaluation at Futuraskolan International School of Stockholm is to improve student learning and to highlight the potential of each student. Information gathered through this process allows students to determine their strengths and areas for improvement, and allows teachers to make judgements regarding the student's achievement of curriculum expectations in the course. All efforts are made to ensure evaluations are fair, transparent, and equitable for all students.

Assessment is a culmination of information for each individual student's level of performance or effort at a given time. Students reflect on whether their **knowledge** of a topic is such that they can identify, name or recall; their **skill** of the topic is such that they are able to create, evaluate, recognize, describe.

Evaluation is a measurement of the student's **understanding** of the topic in which they are able to analyze, compare/contrast or teach.

Assessment and evaluation can do more than simply diagnose and identify students' learning needs; it can be used to assist in improvements across the education system in a cycle of continuous improvement.

- Students and teachers can use the information gained from assessment to determine their next teaching and learning steps.
- Parents and families can be kept informed of next plans for teaching and learning and the progress being made, so they can play an active role in their children's learning.
- School leaders can use the information for school-wide planning, to support their teachers and determine professional development needs, as well as using assessment information to assist their governance role and their decisions about staffing and resourcing.

### **Forms of Assessment**

*Pre Assessment/ Diagnostic Assessment:* The collection of knowledge or knowledge harvest **before** subject matter is taught enables us to discover what the learners already know, want to know, understand, value and can do at various stages of the learning process.

*Formative Assessment:* The goal of formative assessment is to gather feedback that can be used by the instructor and the students to guide and inform improvements in the ongoing teaching and learning context. The aim of this type of assessment is to see improvement the learner exhibits during the educational process or areas that need further, deeper instruction.



*External/Summative Assessment:* These assessments are used to gauge the learning achieved at the **end of a subject unit**. They evaluate how much a student has learned after the subject has been taught. The goal of summative assessment is to measure the level of success or proficiency that has been obtained at the end of an instructional unit.

*Self Assessment:* This form of assessment will be used throughout the educational process so the students can learn about themselves and effectively evaluate their work objectively. The student learners will keep track of their progress, contribute to setting learning targets and goals, and act on teacher feedback and classroom assessment results for increased growth of understanding. They will also be given time for regular reflection in order to deepen understanding.

*Peer Assessment:* Students, peers, evaluate other students' work based on the teacher/student rubrics, criteria or learning benchmarks. This allows the students to become the evaluator and understand the learning criteria better by having to use the criteria to assess other students' work. Peer assessment helps the students improve their judgement skills, critiquing ability, and self-awareness. Frequency: this will take place at opportune times throughout the learning process at the instructor's discretion.

### **Forms of Recording**

*Report Cards:* Report Cards communicate assessment data of students' knowledge and skills, and evaluation of their understanding. Report Cards describe the progress of the students' learning, identifies areas for growth, and contributes to the efficacy of the program. At Futuraskolan International School of Stockholm, teachers provide specific individual feedback through reports to parents and students.

*Student-Parent-Teacher (SPT) Conferences:* utilize Report Cards and Goal Setting Forms

*Academic Warnings:* Academic Warnings are sent twice yearly, mid-term, if a student is at risk of receiving an F on their final term report card. The Academic Warning states the reason the student is at risk and goals/steps that can support the student in improving their grade.

*Anecdotal records:* Notes from observations of students in the classroom

*Checklists:* A list with the criteria for an assignment which can be checked off when achieved

*Comments:* Written feedback on performance based on known criteria

*Portfolios:* A portfolio is a collection of samples of student work

*Rubrics:* A skills based rubric is a matrix with clearly defined goals for differentiated levels

*Classroom at a Glance:* Student Support Coordinator performs "Classroom at a Glance" meetings after each MAP testing session to address gaps and trends in the test scores

*External/Standardized Assessments:* ACER Exams Grade in selected Primary and Middle School grades (1 time a year) and MAP (Measures of Academic Progress) in Grades 3-9 (3 times a year to 'map' student growth)



### **Assessment and Evaluation International Primary Curriculum (IPC)/ International Middle Years Curriculum (IMYC)**

As part of the International Primary Curriculum (IPC) and the International Middle Years Curriculum (IMYC), learning is focused on students' knowledge, skills, and understanding. Each student is an individual and learns knowledge, skills, and understanding differently. Therefore, Futuraskolan International School of Stockholm teaches and assesses knowledge, skills, and understanding differently.

**Knowledge (K)** (factual knowledge) (knows that...) - tests, quizzes, projects, graded posters, with a **numerical or letter grade**

**Skills (S)** (ability to do something) (is able to...) - **rubrics with Beginning, Developing and Mastering (BDM) levels**

**Understanding (U)** is evaluated (no grade given): **reflection**, assessing contexts

#### **Primary School (Grade 1 - 5)**

During each academic year, each class will cover 7 IPC units. Two to three IPC goals will be assessed, using the IPC rubrics, during each unit, depending upon the length (1 - 6 weeks = 2 goals, 1-10 weeks = 3 goals). Each year, goals to be assessed are planned to ensure that we reach all the expected goals across all IPC subjects and to reinforce learning across each Milepost.

#### **Middle School (Grades 6 - 8)**

During each academic year, each class will cover 5 IMYC units. In conjunction with the supplementary curricula, at least 4 IMYC goals will be assessed during each unit, 3 of which should be Knowledge and Skills goals. Each year, goals to be assessed are planned to ensure that we reach all the expected goals across all IMYC subjects and to reinforce learning across each Milepost.

#### **Grade 9 Assessment and Evaluation**

At Futuraskolan International School of Stockholm, our Grade 9 curriculum is focused towards preparing our students for an IB Diploma Programme educational future. The IB DP is a 2 year, academically rigorous programme that expects students to be self-motivated, independent learners which culminates in subject exams focused across the collective content from both IB DP years. Our aim is to prepare our students for this rigor by exposing them to educational experiences that create the foundation of preparedness for this rigour.



## **Grade 1-5 Assessment and Evaluation - IPC**

### ***Reading***

For the assessment of reading we use the running records provided by the TCRWP and the program Reading A-Z. In grade 1-3 running records should be done every 6-8 weeks. In grade 4&5 running records are done twice a school year and every 6-8 weeks with students that score below grade level expectations.

### ***Writing***

During each writing unit the students writing skills will be assessed during two moments

- a) **On-demand pre-assessment** - At the start of each unit students will write a story using the prompts and the rubrics of the TCRWP to administer and assess their starting level.
- b) **Post-assessment** - At the end of each unit the students will write a story using the same prompts and rubrics used during the pre-assessment to administer and assess their growth and development.

### ***Math***

During each math unit the students mathematical skills will be assessed during two moments

- a) **Pre- assessment** At the start of each math unit the students will be tested on their prior knowledge and skills regarding the mathematical topic. Using the tests provided by Math in Focus, Singapore Math.
- b) **Post-assessment** At the end of each math unit the students will be tested on their current knowledge and skills regarding the mathematical topic. Using the tests provided by Math in Focus Singapore Math.

Throughout the school year there are two additional assessments that will be done to test overall knowledge, skills and understanding of mathematical concepts taught in previous months

- a) **Mid year test**
- b) **End year test**



## **Grade 6-9 Assessment and Evaluation - IMYC and Grade 9**

**Knowledge** is assessed at least once per unit through projects, short quizzes and tests on Socrative or on Quizlet.

**Skills** are assessed at least twice per unit through:

(a) **an Assessment for Learning (AfL) task** - often a shorter, sometimes timed task given at the beginning of the unit to assess each student's current level and areas for improvement. The IMYC rubrics are used and adapted to the task.

(b) **a summative assessment task**. The IMYC rubrics are used and adapted to the task.

**Understanding** is evaluated throughout the unit, often on a daily basis, through class discussions, classwork, reflection tasks, exit tickets, and one-on-one interaction with students.

### ***Svenska***

Swedish (LgR11 Svenska or SVA) which is taken by Swedish Citizens or Permanent Residents is taught and graded using the matrices, rubrics, knowledge requirements, and central content of the Swedish National Curriculum (LgR11).

## **MAP and ACER Testing**

### **ISA ACER** -

The International Schools' Assessment (**ISA**) ACER is designed for students in international schools. ISA ACER offers assessments for Mathematical Literacy, Scientific Literacy, Reading and Writing. Like PISA (Programme for International Student Assessment (**PISA**)), the ISA is not just a multiple choice test. Half the questions in the reading, mathematical literacy and scientific literacy tests are open questions that require students to construct a response, for example, to explain their reasoning, to find evidence or to justify their opinion. The ISA also includes two writing tasks: a narrative/reflective task and an exposition/argument task. This allows the ISA to assess a broad range of English literacy, mathematical literacy and scientific literacy skills. ISA ACER testing occurs once a year in Grade 3, 6, 9. The data obtained is used internally.

### **MAP**

MAP Growth, or the Measure of Academic Progress, is a computerized adaptive test that we use at Futuraskolan International School of Stockholm to monitor our students growth and achievement on the following subjects: Reading, Language Use and Mathematics. We utilize MAP Growth testing in Grades 3 to 9 with 3 testing sessions per academic year. The MAP Growth tests provide immediate and accurate information about student progress, this way it supports teachers to identify students with similar scores that are generally ready for instruction in similar skills and topics. Teachers can use the results to identify areas of differentiation that is needed for particular groups of students or individual students and the data helps them set goals for the upcoming period with all students in class. At Futuraskolan International School of Stockholm, we do not use the MAP Growth scores to provide a student of a grade at the end of the term. It is more a



measurement to give us information on how to support or instruct the student in future school weeks.

### **Academic Integrity**

a) Students should realize that any assessment material completed and submitted to a teacher for grading must be their own work. Cheating and plagiarism is not accepted within any student work.

b) Examples of Cheating include, but are not limited to: Copying or enabling a student to copy during an in-class evaluation or examination. Bringing unauthorized notes into an evaluation. Using electronic devices for recording, taking photos, or looking up information during an evaluation. Students are required to turn off devices and completely put them out of sight for the entire class.

c) Examples of Plagiarism include, but are not limited to: Using information, ideas, images, or graphs from another person, the Internet, or any publication (all or part) without acknowledging the source(s). Submitting work done by another person or lending work to another person. Using an on-line translator, translating directly from one language to another and submitting the translation as one's own.

d) Consequences of Cheating or Plagiarism include: See Code of Conduct. An assignment/evaluation involving cheating/plagiarism results in a mark of zero with no opportunity to resubmit or make up the assignment/evaluation at the subject teacher's discretion. Plagiarism consequences are also listed in our Code of Conduct.

### **Resolving an Issue**

If a student experiences a disagreement with a teacher regarding evaluation, assignments, deadlines, or cheating/plagiarism concerns, they are advised to follow the protocol below:

Step one: The student and/or parents should first communicate with the teacher. If the conflict is not resolved, then:

Step two: The students and/or parents should communicate with the Subject Area Coordinator and the teacher involved to discuss the concern. If the conflict is not resolved, then:

Step three: The student or parent may raise the concern with the Vice Principal or the Principal in order to find a mutually acceptable solution that takes into account the teacher's professional judgement.