



Assessment Policy

Revised April 2025

Philosophy

At Futuraskolan International School of Stockholm, we believe assessment is a continuous part of teaching and learning. The main goal is to support each learner's growth and help them reach their potential. Assessment allows learners to understand their strengths and areas for improvement, while also helping teachers plan next steps in learning. All assessments aim to be fair, clear, and inclusive.

Definitions

Assessment means collecting information to understand how a learner is doing at a given time. The foundation of our Assessment Policy is using our subject learning goals from IPC and IMYC. Different subject goals are assessed in each unit using rubrics and learner-friendly language. All subjects utilize subject learning goals from IPC and IMYC aside from Literacy, Mathematics, Science and Swedish which look at complementary goals from the US Common Core, Next Generation Science Standards, and Lgr22 along with our IPC/IMYC subject learning goals.

We look at three main areas:

- **Knowledge** – Facts and information that can be memorized. Language: Knowledge is assessed through tests, exams, quizzes, posters, exercises.
- **Skills** – things you are able to do and get better at with practice. Rubric language: Beginning (I'm getting used to it), Developing (I'm getting better), Mastering (I'm really getting it), Innovating (I've found a new way to do it)
- **Understanding** – making personal connections between home, school, and the world. Language: Understanding is assessed through HOT (higher order thinking) questioning, discussions, observation, reflections, Exit Points.

Assessment is not just about grades—it helps teachers, families, and school leaders guide and improve learning.

Forms of Assessment

- Pre-assessment: Checks what learners know before a unit begins ex. Knowledge Harvest
- Formative Assessment: Ongoing checks during learning to give advice and improve progress, ex. Assessment for Learning.
- Summative Assessment: Measures how much a learner has achieved at the end of a unit.
- Self-Assessment: Learners reflect on their own progress.
- Peer Assessment: Learners give constructive feedback to each other using clear criteria.

How We Record Assessment

- Report Cards: Sent home twice a year with feedback and next steps.
 - Learner-Parent-Teacher (LPT) Conferences: Meetings to reflect and set goals together.
 - Academic Warnings: Issued mid-term if a learner is at risk of failing.
 - Other Tools: Teachers also use rubrics, checklists, class notes, and portfolios to track progress.
 - Standardized Testing: We use MAP (Grades 3–9) and ACER (Grade 9) to monitor growth and tailor teaching.
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Assessment in Core Subjects

- Literacy (Grades 1–5): Reading fluency and comprehension are assessed using Into Reading tools. Writing is assessed across grammar, spelling, and the writing process; English (Grades 6–9): Knowledge and skills are assessed using Common Core standards and IMYC rubrics respectively.
 - Math: Based on Singapore Math (Math in Focus). Learners complete pre- and post-assessments for each chapter.
 - Swedish: Taught using the Swedish national curriculum (Lgr22) with focus on key language skills and understanding. In Grade 9 our high level learners participate in the Swedish National Test.
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Standardized Testing MAP and ACER Testing

- MAP (Grades 3–9): Adaptive assessments in reading, math, and language use, given three times per year to monitor growth.
- ISA ACER (Grade 9): Evaluates critical thinking and communication in math, science, reading, and writing.

These tests are used to support teaching and learning—not for grading.

Academic Integrity

Learners are expected to submit their own work. Cheating, plagiarism, or improper use of AI tools is not allowed and will result in consequences, as outlined in our Code of Conduct.

Resolving Assessment Issues

If there's a concern about assessment:

1. Start by speaking with the subject area teacher.
 2. If needed, contact the Subject Area Pedagogical Leader
 3. If still unresolved, contact the Vice Principal or Principal to find a solution.
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Grading and Progress Descriptors

Primary School (Grades 1–5):

- IPC Subjects: Beginning → Developing → Mastering
- Literacy, Math, and Swedish (G 1, 2, 3) Does Not Meet, Approaches, Meets, or Exceeds Grade Level Expectations
- Literacy, Math, and Swedish (G 4, 5) A → F (Formal Grading)

Middle School (Grades 6–9):

- All Subject Areas: A → F (Formal Grading)
- Swedish under Lgr22: A → F (Formal Grading) with inclusion of E
- Community Exchange: Pass (P) or Fail (F)
- Discovery Enrichment: Pass (P) or Fail (F)
- Discovery Project (G9): Unsatisfactory, Improvement Needed, Meets Expectations, Exceeds Expectations