



Assessment Policy





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IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

School's Mission Statement

Our mission is to provide students with the skills and knowledge to become global citizens and lifelong learners. We do this by creating a positive, supportive environment where students from different cultural backgrounds grow together, academically, socially, and emotionally.



Rationale

The Assessment Policy at the American School of Wrocław is designed to ensure fair and honest conduction of assessments. Both assessment of learning and assessment for learning are essential parts of every student's process at the school. Teachers use various assessment tools to test the content knowledge and skills acquired by their students. These assessments are authentic and inclusive. The school uses the results of these assessments to develop informed and effective teaching practices that provide every student at the school with equal opportunities to learn and grow in an optimal learning environment.

Assessment Policy and the IB Learner Profiles

Principled

The Assessment Policy reminds all the stakeholders of fair and authentic assessment practices. Students and parents are reminded that any kind of malpractice can go against them. The school uses the results of these assessments to inform their teaching and learning practices and make them more effective and contextual.

Inquirers

The assessments are an excellent opportunity for students and teachers at the school to be inquirers and learn more about the content and the context. This helps develop essential ATL skills among students and ensures the effective use of ATT strategies among the teachers.

Communicators

The assessments at ASW are authentic and inclusive. Teachers provide students with ample opportunities to learn and grow through differentiation of content, process and product along with appropriate scaffolding and support. This ensures that students learn to communicate their ideas in a variety of ways and develop their own unique perspectives.

Reflective

The assessments at the school provide all the stakeholders with an opportunity to reflect on the teaching and learning process, and take actions to improve it. This ascertains a holistic approach to development and growth at the school.



Assessment Policy

Process of Assessment and Reporting

Teachers at the school conduct authentic and inclusive assessments using a variety of tools and techniques. Teachers assess students to determine their prior knowledge of a content, for learning while teaching a content (formative), and of learning at the end of a unit (summative). Semester end exams are summative assessments that give students a feel of the actual IB programme specific assessments.

Parents are an integral part of a student's learning journey and they are updated regarding the progress of their children through regular PTMs and semester end reports. Parents may also be asked to meet the Principal, the segment coordinators or the support team, as and when required, to help the students in their learning process.

Predicted Grades in the Diploma Programme

The grade descriptors of the IB assessments of the current academic year are used to predict the grades of the DP students. The predicted grades are calculated using 20% of the formative assessments and 80% of the summative assessments of each semester. These grades are not shared with the students or the parents but are directly shared with the universities and colleges the students wish to apply to. This is done to ensure authenticity and academic integrity.

Roles and Responsibilities

Teachers

1. They should use a variety of assessment tools and strategies to create authentic and inclusive assessments
2. They must provide students with content and contextual knowledge, and help them develop ATL skills through these assessments.
3. They must use the results of these assessments to inform and improve their teaching and learning strategies.
4. They must inform the students about the assessment criteria, content and tools along with any other necessary information regarding the assessments.



5. They must ensure that the students uphold and maintain the norms of the academic integrity policy for all submissions, assignments, projects, portfolios and assessments.
6. They must teach students appropriate methods of citations and referencing.

Students

1. They must ensure that every submission, assignment, project and portfolio submitted for the assessments is their own original work.
2. In case of a group project or work, students must give necessary credit to their teammates to avoid collusion.
3. They must not use any submission or content twice, to avoid double dipping.
4. They must cite their sources using appropriate citation techniques to avoid plagiarism.
5. They must always maintain the norms of the academic integrity policy.

Alignment with Other Policies

Language Policy

The students have to take tests in English and Language Acquisition subjects during the admission process. This helps the school to provide proper support and guidance to the students and place them in appropriate phases and levels in the MYP and the DP respectively.

Admission Policy

The students seeking admission to the school must take tests in English, Language Acquisition and Maths. These tests help the school to support and guide the students in their learning journeys.

Academic Integrity Policy

Students must adhere to the norms mentioned in the academic integrity policy at all times and for all assessments. This helps the school to ensure that the assessments are fair and effective.

SEL and Inclusion Policy

The school counsellor and the support team maintain files of students at the school and update the segment coordinators and the teachers about the necessary support required. The segment coordinators and the teachers ensure that the assessments are inclusive. In cases where the students require support, the segment coordinators inform the IBO about it and ensure that appropriate exam conditions are provided to the students as per the instructions from the IBO.



Communication of the Policy

The contents of all the policies and the norms mentioned in the Assessment Policy are regularly communicated to the stakeholders through sessions with parents, students, teachers and the management. The policies are also available on the school's website so that all the stakeholders can access them with ease.

Policy Review Timeline

All policies framed at ASW are reviewed annually.

Policies	Review Timeline
Policy Drafted	October 2022
Policy Reviewed	November 2022
Next Policy Review	August 2023

Bibliography

