



Kurihara Gakuen Group
Beyondia International School Ikebukuro Assessment Policy

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Policy Review

This policy is a working document and, as such, will be reviewed by the PLT and academic staff annually.

1. Assessment Philosophy

1.1 Schools mission

Beyondia International School Ikebukuro (hereinafter referred to as BIS Ikebukuro) aspires to “cultivate creative human capital who can think, act and leverage (themselves) globally.”

1.2 Definition of Terms

- **Assessment:** The process of evaluating or measuring knowledge, skills, attitudes, and beliefs.
- **Formative Assessment:** Any activity that provides constructive feedback to enhance learning and development.
- **Summative Assessment:** An evaluation conducted at the end of a period to measure the extent of learning achievements.

1.3 Rationale

BIS Ikebukuro’s assessment policy is vital in ensuring each student develops the ability to think, act and leverage themselves in an enjoyable learning environment without pressures or stress and that values the partnership between parents, teachers and our students. Our assessment is developed through formative and summative assessment to accentuate the learning process for students and teachers. Our assessments are an ongoing process that enables students to regulate their lifelong learning.

1.4 Effective assessment

At BIS Ikebukuro, we believe assessment is pertinent to improving students' and teachers' learning and teaching processes. The school utilised assessment to create an effective learning community that supports all students. Assessments help students and teachers understand students' current knowledge, goals, and steps needed to achieve them. Practical assessment is not limited to only involving students and teachers but also the learning community.

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2. Assessment domains

At BIS Ikebukuro, the assessment provides adequate feedback about the learning process to ensure students can progress.

We currently use formative and summative assessments.

2.1 Formative assessment

Firstly, we conduct an assessment for learning to understand what the students already know and do not yet know. This pre-assessment provides a basis for feedback and knowing which instructional strategies to implement to close the student's knowledge gaps.

Examples of this assessment include but are not limited to:

- "Yes or no" / "true or false" quizzes or closed questions
- Through collaborative and active learning stations, teachers can observe, listen to conversations and understand the student's current level.
- Probing questions designed to elicit understanding.

Sound feedback must be frequent and provide a clear picture of their progress and ways to improve, all providing encouragement and motivation (*Marzano, 2006*). Through this responsibility, the students gain independence and skill in self-assessment, reflection and correcting mistakes.

Assessment as learning is another form of formative assessment implemented at our school. The students are encouraged to monitor their work, assess their learning and ask questions that allow them to decide what they already know and can do, encouraging them to explore ways to improve.

Examples of this assessment include but are not limited to

- Self-assessment
- Reflecting on their current progress and understanding what is needed for the next step

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2.2 Summative Assessment

Assessment of learning is summative and is conducted to evaluate student learning by comparing it against outcomes and benchmarks, usually occurring at the end of a unit or term.

Examples of this assessment include but are not limited to:

- Checklists to assess academic progress by the end of each year.
- Projects, demonstrations and presentations of learning.

3. Assessment practices - How and what we assess

Summative assessments within schools are usually thought to serve only as a tool for evaluating students and assigning them grades and classes (*Roediger III, Putnam & Smith, 2011*). Additionally, the assessment of students presents challenges in the classroom due to student heterogeneity. Assessment strategies should be matched with the most appropriate assessment tool to demonstrate a practical assessment of the learning experience while considering individual differences among students. At BIS Ikebukuro, we aim to use different assessment forms to create a fair learning environment that enables each student to demonstrate their capabilities. We implement SOLO taxonomy methods alongside differentiation to ensure we can correctly and fairly assess the student's understanding.

3.1 Assessment methods

Observations: Provides information about students' level and understanding compared to known outcomes. Informal and formal evidence may be recorded, such as:

- Informal observation and feedback during teaching and learning activities
- Formal observation is planned during the opportunities to observe specific learning outcomes.

How do we assess through observation?

Assessment activities may involve but are not limited to:

- Listening, viewing and response tasks
- Teacher-student interaction or conferences
- Student participation in practical activities
- Probing questions to determine individual level of understanding.

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What do we assess through observation?

When we use teacher observations as evidence for assessment, we gather information regarding students' ability to:

- Explain "how" or "why"
- Use appropriate language related to their learning experiences
- Apply their knowledge and learning to new situations
- Communicate in an effective manner

We also assess their;

- Their level of interest in activities
- The approach used for the activities

Self-assessment and evaluation: This provides information on whether students can identify what they know, what they need to know, and how to get there.

How do we assess through self-assessment and evaluation?

Assessment activities may involve but are not limited to:

- Evaluating their contribution to group projects and tasks
- Personalised goal and target-setting

What do we assess through self-assessment and evaluation?

When we use self-assessment and evaluation as evidence for assessment, we gather information regarding students' ability to:

- Demonstrate an understanding of their work and thinking, but also be able to evaluate their peer's work
- Develop learning strategies depending on their evaluation

Group activities: Provide information about students' ability to work towards a common goal within a group.

How do we assess through group activities?

Assessment activities may involve but are not limited to:

- Challenging and evaluating views in group discussions
- Being able to designate roles and responsibilities
- Ability to work on paired tasks

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What do we assess through group activities?

When we use group activities as evidence for assessment, we gather information regarding students' ability to:

- Work cooperatively as a team
- Make decisions and solve problems with their peers
- Demonstrate critical thinking skills
- Understand individual roles and responsibilities within the group
- Take responsibility for personal and group learning

Inquiry-based research activities: Provide information about students' development of their critical and creative thinking, capability to evaluate information, research ability, making new connections and synthesising ideas,

How do we assess through inquiry-based research activities?

Assessment activities may involve but are not limited to

- Creating personal projects
- Strategic, open-ended and inquiry questioning
- Making comparisons and understanding contrasts
- Game-based learning tasks
- Explanations and evaluations.

What do we assess through inquiry-based learning activities?

When we use inquiry-based research activities as evidence for assessment, we gather information regarding students' ability to:

- Demonstrate understanding of a problem to research
- Choosing appropriate information sources for evaluation and critique
- Compare and contrast information from multiple sources to provide explanations and critical evaluations
- Deductive reasoning
- Assess areas for improvement
- Understand cause-and-effect relationships

Presentations: Provide information about students' ability to present their understanding to an audience. Formats vary, including verbal, written, multimedia or a combination. Presentations can be prepared in advance or impromptu.

How do we assess through presentations?

Assessment activities may involve but are not limited to:

- Prepared or impromptu presentations (show and tell, role-play, debates, open discussions, vlogs)
- Storyboards and story-telling
- Poster presentations

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What do we assess through presentations?

When we use presentations as evidence for assessment, we gather information regarding students' ability to:

- Use appropriate forms to communicate understanding to different audiences
- Present understanding through different media
- Talk in front of an audience

3.2 Assessment tools

Checklists: These are used to assess the presence or absence of specific criteria that should be present during the student's performance of particular tasks. They are also used for the student's progress report cards.

Anecdotal records: From teacher observation, short written notes are systematically compiled to demonstrate student learning and included in the student progress report cards.

Test/exam results: We hold the JET yearly test for all grades. We had the additional test for K3 who can take the Cambridge Examination test if their parents request it. These tests are practised within the school and are used to provide insight into the student's strengths and weaknesses in English, track progress, and provide insight into knowledge gained over a certain period.

4. Assessment dissemination

Dissemination of assessment is about communicating what students know, understand, and can do. It describes the student's progress and highlights areas for growth. The indicated areas for growth are helpful for students, teachers, and parents to understand to better support learning and improve learning strategies.

At the end of each year, we write report cards for each student. Within these report cards, we have a rubric that provides a descriptor for each level of achievement to enhance parental understanding.

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4.1 Open day

We hold an Open Day twice a year for parents to see how their children are progressing and how we teach our classes. Parents can understand the school's classroom routines and curriculum in practice and discuss them with the teachers.

4.2 Student portfolios

Belong to the students and are used to demonstrate students' progress and learning over time. We have portfolios for the student's Show and Tell projects each month, which are then used to measure their English ability in speaking, reading comprehension, and writing. We can document the students' creativity in their Show and Tell projects with teacher observations and photos. We also use the platform "Qridi" as an online portfolio that provides peer and teacher assessment, images, videos, and audio recordings to demonstrate the students' learning and assessment for the units of inquiry.

4.3 Class Dojo reports (Daily online learning stories)

Each class teacher is required to write a daily report detailing the day's events and upload photos for parents to see. We use Class Dojo to communicate with parents regarding the lesson's learning intention(s), engagements and opportunities for students. We also use this platform to highlight our student's behaviour through the Dojo Point system.

We also reward the IB Learner profiles:

- Balanced
- Caring
- Communicator
- Inquirer
- Knowledgeable
- Open-Minded
- Principled
- Reflective
- Risk-taker
- Thinker

This allows parents to see their child's behaviour from any given time frame, although

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the homeroom teacher needs to retrieve any data over a week old. These points are displayed in a pie chart (see Appendix).

From a questionnaire distributed to the parents, we found that the majority of parents view particular learner profile traits to be very important, and as such, we use the dojo system to demonstrate that their child displays the characteristics they, as parents, also value.

4.4 Parent-teacher conferences

Parent-teacher conferences are held twice a year to discuss student progress and needs, the school programme, and the student's behaviour at home. This is used as an opportunity to gather background information along with parents' concerns. We also use this as an opportunity to define the parent's role in the learning process.

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5. Appendix

5.1 Report card level description

S = Outstanding performance	This level indicates a student is consistently demonstrating a level of understanding of skills, concepts and knowledge in a given topic greater than expected for their age.
A = Very good performance	This indicates the student is showing a strong understanding of the skills, concepts and knowledge required. Makes a few mistakes.
B = Good performance	This indicates that the student has a solid understanding and somewhat advanced level of skills, concepts and knowledge required. Makes some mistakes.
C = Satisfactory performance	This indicates the student is demonstrating a functional and age appropriate level of understanding of the skills, concepts and knowledge.
D = Less than satisfactory performance	This level indicates that the student is starting to demonstrate an understanding of skills, concepts and knowledge at a very basic level, but needs improvement in order to meet age appropriate requirements.
“empty”	An empty box indicates the assessment criteria was not assessed at this time.

5.2 Class Dojo Behaviour Report



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6. References

Marzano, Robert J. *Classroom assessment & grading that work*. ASCD, 2006.

Roediger III, H.L., Putnam, A.L. and Smith, M.A., 2011. Ten benefits of testing and their applications to educational practice. *Psychology of learning and motivation*, 55, pp.1-36.

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