



BISHOP MACKENZIE INTERNATIONAL SCHOOL  
ASSESSMENT POLICY

*BMIS educates and inspires students to value integrity, cultural diversity, and the pursuit of well-being and excellence. Our school fosters an environment which empowers students to become creative, confident lifelong learners ready to take action in the local and global communities.*

## **ASSESSMENT POLICY**

### **Common Beliefs**

Assessment practices at Bishop Mackenzie International School are based on the following beliefs about learning that reflect school values and IB philosophy.

### **Assessment is Learner Centred**

- Assessment is a reflection of the holistic learning environment that is inquiry based, connected across the curriculum and grounded in real life experiences.
- Assessment is developmentally appropriate.
- Assessment is used to help ascertain what learners know, understand and can do.
- Assessment practices recognize that learning is a lifelong process.
- By recognizing each person's unique potential, assessment practices are designed to promote individual excellence.

### **Assessment Involves the Whole Community**

- Assessment enables on-going collaborative reflection between the students, teachers and parents, enabling each to become a partner in the learning process.
- Assessment practices encourage emotional, creative and intellectual risk-taking.
- Assessment practices cater for and respect cultural, linguistic and intellectual diversity of the school community.

### **Assessment is Coherent within the Host Country**

- Where meaningful, our assessment practices use our host country as a platform for learning to develop authentic and relevant contexts for assessment.
- Where meaningful, assessment practices use a global context to develop authentic and relevant tasks that deepen intercultural understanding and respect, and the individual students' sense of identity.
- Assessment practices take into account the diverse language and cultural backgrounds of all learners to enable them to communicate their understanding effectively.

## **Common Assessment Practices**

Bishop Mackenzie International School's assessment policy is available to all sections of the school community and informs all assessment practices.

### **Planning for assessment**

- Assessment is integral to planning, teaching and learning across all sections.
- Learning expectations and assessment strategies are made clear to students and parents.
- Teachers plan assessment tasks collaboratively with Learning Support and EAL departments.
- Assessment values the learning process, as well as the products students create.
- The school uses a balanced range of strategies and tools for formative and summative assessment, which are reviewed regularly.

### **Analysis of assessment**

- Data about student learning is analysed to provide information about the individual needs of students and to help differentiate the curriculum programmes.
- Assessment information is analysed collaboratively across the separate school sections (Primary and Secondary) to evaluate the curricula programmes.
- Assessment practices are regularly reviewed in light of the IB standards and practices and the requirements of Cambridge International Examinations.

### **Assessment strategies**

- Learning involves students in both peer- and self-assessment.
- Where appropriate, teachers involve students in the design of assessment tasks and rubrics.
- Pre-assessment is used at the start of units of work to determine what students know, understand and can do.

### **Feedback and reporting on assessment**

- Students are provided with regular and prompt feedback to inform and improve their learning.

- Assessment at the school provides students with regular opportunities for reflection on their own learning.
- Each school section (Primary and Secondary) has developed effective systems for recording information about student learning.
- The assessment process allows for meaningful reporting to parents about students' progress.
- Data, including evidence of development in terms of the learner profile, is reported to participants in the learning process: students, parents, teachers and school leaders, and other schools at the time of transfer.
- Student portfolios and student led conferences are used to actively engage students in the learning process.
- Teachers provide regular and timely feedback to parents on student learning outside of the reporting and parent-teacher conference cycles.
- Assessment tasks provide opportunities for students to reflect on their time management skills and develop learning goals for the future.
- The reporting cycle includes written reports and conferences. Conferences can take the form of parent-teacher conferences, three-way conferences and student-led conferences.

### **Programme Specific Procedures**

Bishop Mackenzie International School's assessment procedures are developed according to the requirements of each of the programmes operated in the school, and are organised along the following continuum:

#### **Primary School**

- IB Primary Years Programme (4 to 11 years old)

#### **Secondary School**

- IB Middle Years Programme (11 to 16 years old)
- IB Diploma Programme (16 to 18 years old)

Procedures for the implementation of this policy are developed within each section of the school, and are reviewed and refined on a regular basis (at least annually). The procedure manuals for each programme are issued to all teachers and are available for inspection by parents and students. Some details of the assessment procedures are included in student-parent handbooks and other school publications.

*Reviewed May 2018*

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