

SIS POLICY MANUAL

250: ASSESSMENT POLICY

CREATED	EFFECTIVE ON	REVIEWED	NEXT REVIEW
UNKNOWN	Sep 13, 2019	May 2024 Yearly	May 2025

Policy Statement

Shekou International School (SIS) is committed to fostering a culture of continuous improvement through comprehensive, authentic, and purposeful assessment practices. These practices are designed to support student learning, inform instructional decisions, and ensure all students achieve their full potential within the International Baccalaureate (IB) continuum framework. Our assessment policy aligns with the IB philosophy, emphasising the development of inquiring, knowledgeable, and caring young people who contribute to a better and more peaceful world.

Definition

Assessment at SIS encompasses a variety of formative and summative methods used to evaluate student learning, skill acquisition, and academic achievement. It includes the ongoing process of gathering, analysing, and interpreting evidence to understand and improve student learning. Assessments are designed to be authentic, reflective of real-world tasks, and aligned with the IB Learner Profile and Approaches to Learning (ATL).

Rationale

Effective assessment practices are integral to the educational experience at SIS. They provide critical information that helps teachers tailor instruction to meet the diverse needs of students, guide students in their learning journey, and engage parents and other stakeholders in the educational process. Assessments at SIS are designed to:

- Support student learning and development by providing timely and specific feedback.
- Inform instructional planning and decision-making.
- Encourage student self-reflection and goal setting.
- Ensure alignment with the IB philosophy and standards.
- Foster a culture of academic integrity and personal responsibility.

Principles

- **Assessment for Learning:** Assessments are primarily used to inform teaching and support student learning. They provide feedback to students on their progress and help identify areas for improvement.
- **Authentic and Varied Assessments:** A variety of assessment methods, including projects, presentations, written tasks, and practical applications, are used to evaluate student understanding and skills in real-world contexts.
- **Continuous and Reflective Process:** Assessment is an ongoing process that includes regular teacher and student reflection. Students are given multiple opportunities to demonstrate their knowledge and skills.
- **Collaboration and Consistency:** Teaching teams develop assessments collaboratively to ensure consistency and fairness. Teachers align assessments with curriculum goals and the IB framework.
- **Transparent and Clear Communication:** Assessment criteria and expectations are communicated to students and parents. Conferences, reports, and student portfolios provide regular updates on student progress.
- **Data-Informed Decision Making:** Assessment data inform instructional decisions and support targeted interventions. This helps to address individual learning needs and promote academic growth.
- **Alignment:** SIS's Assessment practices align with the IB philosophy, including the IB Learner Profile and Approaches to Learning. This ensures that holistic assessments reflect the IB values' skills and attributes.
- **Support for Diverse Learners:** Assessments are designed to accommodate the diverse needs of students, including those with learning differences and English as an Additional Language (EAL) learners. Differentiation and Universal Design for Learning (UDL) principles are applied to ensure equitable access.
- **Promotion of Academic Integrity:** SIS assessment practices promote honesty, integrity, and ethical behaviour. Students are taught to value and respect the intellectual property of others and to demonstrate personal responsibility in their academic work.

[Primary Assessment Practices](#)

[Secondary Assessment Practices](#)