

**Bradley International School**  
**Assessment Policy**  
**Established 2015-2016**

The faculty and administration at Bradley International School believe that continuous assessment is an integral part of teaching. The teachers use a variety of assessment strategies and forms of assessment—pre-assessment, formative and summative, as well as required district tests—to measure the growth and progress of each student. The purpose of the assessments is to allow the teachers, students and school community to reflect upon their strengths and weaknesses.

**Pre-Assessment**

- Assesses the students' prior knowledge and experience brought to the topic or task in order to plan and guide the teaching and learning process to meet individual or group needs.

**Formative Assessment**

- Is interwoven in the daily learning and helps teachers and students find out what they know in order to progress to the next stage of learning.
- Consists of building a profile of students' achievements of the learning goals/outcomes
- Engages students in reflection on their learning and in assessment of the work produced by themselves and others.
- Has known criteria that are understood in advance of the assessment.
- Allows students to demonstrate their conceptual understandings, knowledge and skills and to express different points of view and interpretation.
- Accommodates a variety of intelligences and learning styles through differentiation.

**Summative Assessment**

- Provides teachers and students with an insight into a student's understanding of the central idea.
- Allows students an opportunity to demonstrate understanding of their learning and prompts students toward action.

**District Assessment**

- Standardized tests (PARCC and CMAS) and ANet Interims to provide evidence of a student's achievement of district and state standards of learning.

**Strategies for Assessment**

- Observations, performance assessments, presentations, skills assessments, open-ended assessments, tests/quizzes, group work, portfolios, reflections.

**Tools for Assessment**

- Rubrics, interims, exemplars, diagnostics, checklists, anecdotal records, continuums, classroom observations, peer review, self-reflection.

### **Evaluation of Assessment**

- Involves students, teacher and parents in the process of evaluating a students' understanding of the units of inquiry.
- Provides feedback to parents, students and teachers on a student's strengths and areas for improvement through regular conferences and written records to help with a student's development.
- Each trimester, students self-reflect on their understanding of international-mindedness by showing evidence on a school-wide IB progress report.

### **Exhibition**

- Allows students to investigate real life issues or problems in an in-depth, collaborative inquiry which provides them with an opportunity to demonstrate their understanding of the five essential elements of the programme—knowledge, skills, concepts, attitudes and action.
- Celebrates a symbolic and actual rite of passage from the PYP into the middle school years through a summative assessment activity.
- Provides students with the opportunity to show independence and responsibility for their own learning and share their understanding with the school community.

### **Student Portfolios**

- Allows students to document and assess their progress and achievement over a period of time as an individual and group learner.
- Promotes self-evaluation and reflection of the student's learning, creativity, success, and growth.
- Allows students and teachers to collaborate, reflect and evaluate their learning.