



TWIS Assessment Policy

■ **Assessment Philosophy**

Tokyo West International School (TWIS) aims to provide each student with a balanced programme that will help him/her acquire knowledge and skills necessary to prepare for balanced future learning. Students are given the opportunity to develop higher-order thinking skills in various disciplines and to increase the depth of their awareness of local and global issues.

■ **Purposes of Assessment**

The IB believes that assessment is integral to all teaching – learning processes and should support the principles of the PYP through the encouragement of best practice.

Assessment in the PYP aims to:

1. Support and encourage student learning by providing feedback on the learning process;
2. Inform, enhance and improve the teaching process;
3. Promote positive student attitudes towards learning;
4. Promotes a deep understanding of subject content by supporting students in their inquiries set in real-world contexts using the areas of interaction;
5. Promote the development of higher-order cognitive skills by providing rigorous final objectives that value these skills;
6. Reflects the international mindedness of the programme by allowing for assessments to be sent in a variety of cultural and linguistic contexts;
7. Support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

■ **Assessment at TWIS**

Tokyo West International School believes that assessment is an integral part of education. Assessments are designed to expand a better understanding of what students have learned in school in order to improve their understanding as well as provide evaluation of the learning process and also to measure the educational program of the school.

Guided by the IB Philosophy of curriculum and assessment alignment, as well as the aims and objectives of the Primary Years Program, TWIS provides a balanced program of instruction. Teachers design assessment tasks, strategies, and tools through discussion and collaboration. Also, our assessment practices promote not only teacher but student reflection as well, allowing students to assess their learning progress, holistic development, broader critical-thinking and self-assessment skills.

Forms of assessment

■ **Formative Assessment**



The purpose of formative assessment is to provide feedback to the teacher for them to monitor the level of learning and at the same time the teacher can improve the instructions. Formative assessment is an assessment done inside the classroom and there are different strategies including; daily and weekly quizzes, self – reflection, laboratory experiments, dramatization, debate, reporting, projects, and writing journals.

■ Summative Assessment

The purpose of summative assessment is to measure a student's mastery of the content, knowledge and skills that they acquired from a unit. Summative assessment is given twice every semester. It is known as midterm and final examination. Aside from the two major assessments the teacher can also include performance–based assessment and research–based assessment.

Examples of the different types of assessment:

Formative Assessment	Summative Assessment
Anecdotal Records	Performance Tasks/Project
Discussions	Presentations
Journal Report	Debates
Interview Report	Examination/Quizzes
Role Play	
Peer Assessment	
Self-Assessment and Reflection	



RECORDING AND REPORTING OF STUDENT ACHIEVEMENT

■ Recording of Student Achievement

TWIS teachers use a range of methods and approaches to gather information about a student's understanding and application. They record this information using a variety of tools.

Assessment Strategies and Tools					
Assessment Strategies	Assessment Tools				
	Rubrics	Exemplars	Checklists	Anecdotal Records	Continuums
Observations	✓		✓	✓	✓
Performance assessments	✓	✓		✓	✓
Process focused assessment	✓		✓	✓	✓
Open-ended tasks	✓	✓		✓	✓

■ Assessment Strategies

Observations	All students are observed often and regularly, with the teacher taking a focus varying from wide angle (for example, focusing on the whole class) to close up (for example, focusing on one student or one activity), and from nonparticipant (observing from without) to participant (observing from within).
Performance assessments	The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem and rarely only one correct response. They are usually multimodal and require the use of many skills. Audio, video and narrative records are often useful for this kind of assessment.



Process – focused assessments	Students are observed often and regularly, and the observations are recorded by noting the typical as well as non-typical behaviors, collecting multiple observations to enhance reliability, and synthesizing evidence from different contexts to increase validity. A system of note taking, and record keeping is created that minimizes writing and recording time. Checklists, inventories and narrative descriptions (such as learning logs) are common methods of collecting observations.
Open-ended tasks	Situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution. The work, with the assessment criteria attached, could be included in a portfolio.

■ Assessment Tools

Rubrics	An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.
Exemplars	Samples of students' work that serve as concrete standards against which other samples are judged. Generally, there is one benchmark for each achievement level in a scoring rubric. Each school is encouraged to set benchmarks that are appropriate and usable within their particular school context.
Checklists	These are lists of information, data, attributes or elements that should be present. A mark scheme is a type of checklist.
Anecdotal records	Anecdotal records are brief written notes based on observations of students. "Learning stories" are focused, extended observations that can be analyzed later. These records need to be systematically compiled and organized.

■ Documentation

All teachers are responsible for documenting the assessment process. Students are made aware of the assessment requirements and expectations for all assessment tasks. Assessment documentation should be available upon request to students and parents to ensure a transparent and comprehensive assessment process.



■ Reporting of Student Achievement

Reporting on assessment is about communicating what students know, understand and can do. It describes the progress of the students' learning, identifies areas for growth, and contributes to the efficacy of the programme. Assessment without feedback is merely judgment; feedback is the component of assessment that lets us interpret the judgment and improve our work.

Reporting to parents, students, and teachers occurs through:

- Conferences (Parent-Teacher Conference, 3-way Conference, and Student Led)
- The Portfolio
- The Exhibition
- Report Cards

■ Conferences

The purpose of conferences is to share information between teachers, students and parents. These conferences may take a formal or informal structure.

■ Parent – Teacher Conference

Parent – teacher conference is designed to give the parents information about the student's progress and needs to improve in relation to the school's program. This is the opportunity for teachers to gather background information, to answer parents' questions, to address their concerns, and to help define their role in the learning process.

■ Three – Way Conference

Three – way conferences involve the student, parents, and teacher. Students discuss their learning and understanding with their parents and teacher, who are responsible for supporting them through this process. Students are responsible for reflecting upon work samples they have chosen to share, that have been previously selected with guidance and support from the teacher and could be from the student's portfolio. The student, parents, and teacher collaborate to establish and identify the student's strength and areas for improvement. This may lead to the setting of new goals, with all determining how they can support the achievement of the goals. The teacher is an integral part of the process and takes notes of the discussion. These notes may then be used in the written report. All of the participants must understand the format and their roles prior to the conference.

■ Student-led Conference

Students are taking more responsibility as their own part in the learning process. In this conference the students and their parents are involved. With the guidance of the teacher, the students choose samples of work they want to present. They facilitate the conference, demonstrate several activities in the classroom, and explain these to their parents. Learners identify their strengths and areas for improvement. They reflect on their works and learning which enable the parents to gain a better insight on the output and process of learning that their children are getting into. **The students may choose to speak in English or in their mother tongue.** This conference also offers a venue for parent-learner's discussion.



■ Portfolio

A portfolio is a record of students' involvement in learning which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection. A portfolio is a celebration of an active mind at work. It provides a picture of each student's progress and development over a period of time both as individual and group learners. It enables students to reflect with teachers, parents and peers in order to identify their strengths and growth as well as areas for improvement, and then to set individual goals and establish teaching and learning plans. Each student has a portfolio which is shared with their parents at the three-way and student led conference.

■ The Exhibition

Students in the final year of the PYP (Grade 6) will participate in a culminating project, the PYP exhibition. The exhibition represents a significant event in the life of a PYP school and student, synthesizing the essential elements of the PYP, and sharing them with the whole school community. It is an opportunity for students to exhibit the attributes of the learner profile that have been developing throughout their engagement with the PYP.

The following are key purposes of the exhibition:

- For students to engage in an in-depth, collaborative inquiry.
- To provide students with an opportunity to demonstrate independence and responsibility for their own learning.
- To provide students with an opportunity to explore multiple perspectives.
- For students to synthesize and apply their learning of previous years, and to reflect on their journey through PYP.
- To provide an authentic process for assessing student understanding.
- To demonstrate how students can take action as a result of their learning.
- To unite the students, teachers, parents, and other members of the school community
- in a collaborative experience that incorporates the essential elements of the PYP.
- To celebrate the transition of learners from primary to middle education.

■ Progress Reports

The progress reports are seen as a summative record of student's progress. It clearly indicates the areas of strengths, and areas of improvement.

The progress reports are given twice a year. At the end of each term, a progress report is sent home. The report contains a mark and detailed general comment from the homeroom teacher.

Parents may meet teachers on the day of the conference. However, the PTC will be for 15 minutes only. If the parents want to talk to the subject teacher/s, they need to set an appointment. Parent conferences are scheduled regularly, and all parents are encouraged to attend.



■ GRADE DESCRIPTORS

Achievement Level	Descriptor
1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations.
5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.



■ EFFORT LEVEL DESCRIPTORS

Effort Level	Descriptor
Outstanding (O)	- outstanding attitude at all times - concentrates and participates in all activities - always willing to try his/her best
Very Good (VG)	- very good attitude and works hard - concentrates in lessons and participates well in a variety of tasks
Good (G)	- positive and willing attitude most of the time - adequate concentration - participates in tasks when asked
Satisfactory (S)	- does what is required but tends to lack self – motivation and concentration - only participates with encouragement
Needs Improvement (N)	- negative attitude to any task set - unwilling to participate - often distracted or distracting others in lessons

■ Teacher Responsibilities

- Carefully plan and organize homework in accordance with the time allotment.
- Homework is dependable with the needs and abilities of students.
- Discuss the purpose of homework, the guidelines and the basis on evaluating the assignment.
- Check and monitor students' understanding on the homework to make them successfully complete the assignment.
- Mark, return and discuss the homework on the following day.
- Confer with parents regarding concerns as they arise.
- Collaboratively plan the homework with the core teachers.
- Record the homework

■ Student Responsibilities

- Understand the content of the homework before leaving the school.
- Bring home all the necessary materials needed to complete the homework.
- Schedule and organize time in working with homework to avoid conflict with other extracurricular activities.
- Complete and submit homework on time.
- Talk to teacher regarding homework concerns.
- Submit all missed homework during prolonged absences from school.



■ Parent Responsibilities

- Provide parental support.
- Provide a comfortable and ventilated area for study and far from distractions.
- Assess your child's extracurricular activities to give them sufficient time to study and participate in family or outside events.
- Schedule a regular time for homework completion.
- Talk to the students with any concerns regarding the homework.
- Contact teachers for homework if prolonged absences occur.

■ Review of Assessment Practices

A committee will be formed to review the assessment practices. The committee will be composed of the Head of School, Curriculum Coordinator, teachers and staff. The committee will review the current practices, make revision to current practices if needed and create a plan to communicate the assessment practices to the stakeholders. The assessment practices will be reviewed annually.

■ References



TOKYO WEST INTERNATIONAL SCHOOL

Catholic Education Office, (2010). *Guidelines to Schools for Interstate and Overseas Tours*. Retrieved August 28, 2014, from

cevn.cecv.catholic.edu.au/WorkArea/DownloadAsset.aspx?id=14571

Emirates International School. (2014, December). *High School Curriculum*. Retrieved from Emirates International School Jumeirah:

http://www.eischools.ae/Jumeirah/curriculum/high/EIS_J_MYP_Handbook20132014.pdf

Frank C. Martin International K-8 Center. (2014, November). *The Middle Years Programme*. Retrieved from Frank C. Martin International K-8 Center:

<http://fcmartin.dadeschools.net/documents/MYP-policy/MYP-academic-honesty.pdf>

Gydia International School, (2013). *MYP Assessment Policy*. Retrieved February 6, 2014, from lo3.gydia.pl/vadenecum_myp/ib_school_no_5288_myp_assessment_policy.pdf

Hiroshima International School. (2014, December). *IB Diploma*. Retrieved from Hiroshima International School: <http://www.hiroshima>

[is.ac.jp/uploads/assets/documents/HIS_IBAssessmentPolicy.pdf](http://www.hiroshima.is.ac.jp/uploads/assets/documents/HIS_IBAssessmentPolicy.pdf)

International Baccalaureate. Learning in a language other than mother tongue in IB programmes,

IB Continuum Programme standards and practices (Primary Years Programme, Middle Years Programme, Diploma Programme and IB Career-related Certificate Programme standards and practices), International Baccalaureate Peterson House, Malthouse Avenue, Cardiff Gate, Cardiff, Wales GB CF23 8GL United Kingdom, January 2014

International Baccalaureate. (2011, July). Academic Honesty. *IB Diploma Programme*. Cardiff, Wales, United Kingdom: International Baccalaureate Organization (UK) Ltd.

International Baccalaureate. (2014, August). Academic Honesty in the IB Educational Context. *The IB Programme Continuum of International Education*. Cardiff, Wales, United Kingdom: International Baccalaureate Organization (UK) Ltd.

International Baccalaureate. (2014, May). MYP: From Principles into Practice. *IB Middle Years Programme*. Cardiff, Wales, United Kingdom: International Baccalaureate Organization (UK) Ltd.

International Baccalaureate. (2014, May). MYP: From Principles into Practice. *IB Middle Years Programme*. Cardiff, Wales, United Kingdom: International Baccalaureate Organization (UK) Ltd.

International Baccalaureate Organization (2008). *The Middle Years Programme, From Principles*



into Practice, International Baccalaureate Organization, Cardiff, Wales.

International Baccalaureate Peterson House, Malthouse Avenue, Cardiff Gate, Cardiff, Wales GB CF23 8GL United Kingdom, 2008

International School of Paris. (2014, November). *Middle Years Programme (Grades 6-10)*.

Retrieved from International School of Paris:

http://www.isparis.edu/uploaded/Documents/M/IB_MYP_Handbook.pdf

10

Language and learning in IB programmes, (Primary Years Programme, Middle Years Programme and Diploma Programme) International Baccalaureate Peterson House, Malthouse Avenue, Cardiff Gate, Cardiff, Wales GB CF23 8GL United Kingdom, Updated August 2012

Language Philosophy, Nanjing International School

Language Policy, Yokohama International School, 2009

Making the PYP happen, (2009). *A curriculum framework for international primary education*.

International Baccalaureate Peterson House, Malthouse Avenue, Cardiff Gate, Cardiff, Wales GB CF23 8GL United Kingdom

MLC, (2011, September). *MLC Assessment Policy* Retrieved April 25, 2015, from

http://www.crecschools.org/files/file/News/Documents_MLC/MLCAssessmentPolicy.pdf

NES International School Mumbai. (2014, October). *Academic Honesty Policy*. Mumbai, India:

NES International School Mumbai.

North Dade Middle School. (2014, November). *IB-MYP*. Retrieved from North Dade Middle School:

<http://ndms.dadeschools.net/North%20Dade%20M/PDF/Academic%20Honesty%20Policy%20-%20North%20Dade%20Middle.pdf>

Oeiras International School, (2015, September). *Language Policy*. Retrieved September 17, 2015, from

<http://www.oeirasinternationalschool.com/fuploads/files/Code%20of%20Conduct/Language%20Policy.pdf>

Okinawa International School. (2014, April). *Middle School Students' Handbook School Year 2014-2015*. Naha, Okinawa, Japan: Okinawa International School.

Ostebro International School, (2013), *MYP Parent/Student Handbook*. Retrieved November 26, 2013, from

http://www.oeis.dk/ckfinder/files/ParentStudentHandbook_1314_MYP_final.pdf



TOKYO WEST INTERNATIONAL SCHOOL

Queensland Academy, (2013). *Academic Honesty Policy*. Retrieved April 28, 2015 from http://qasmt.eq.edu.au/wp-content/uploads/Academic_Honesty_Policy.pdf

Ridge Middle School, (2014, November). *MYP Assessment Policy* Retrieved April 25, 2015, from <http://www.asd20.org/Schools/rhs/IB/Documents/Assessment%20Policy%20-%20RHS%20and%20MRMS.pdf>

Primary Years Programme, Middle Years Programme and Diploma Programme Guidelines for developing a school language policy, International Baccalaureate Peterson House, Malthouse Avenue, Cardiff Gate, Cardiff, Wales GB CF23 8GL United Kingdom, April 2008

Shaker Heights City School District. (2014, November). *The International Baccalaureate Middle Years Programme*. Retrieved from Shaker Heights Schools:

<http://www.shaker.org/Downloads/SH%20MYP%20Honor%20Code.pdf>

Southville International School and Colleges. (2012). Student Academic Integrity Code. *SISC Student Handbook (Academic Year 2012-2013)*, 59-65. Las Pinas, Philippines: Southville International School and Colleges.

St. James Academy, (2013, August). *International Baccalaureate Middle Years Programme Assessment Policy*. Retrieved from St. James Academy:

<http://www.saintjamesacademy.org/wp-content/uploads/2013/08/SJA-IB-MYP-Assessment-Policy-2010-20142.pdf>

WIPO. *What is Intellectual Property?* Retrieved April 29, 2015 from

http://www.wipo.int/edocs/pubdocs/en/intproperty/450/wipo_pub_450.pdf White Bear

Lake Area Schools, (2014, November). *MYP School Guidelines/Policies*. Retrieved from White Bear Lake Area Schools:

http://www.whitebear.k12.mn.us/SunrisePark/graphics/academic_honesty.pdf

St. Peter's Woodlands, (2016, August). *PYP Assessment*. Retrieved October 4, 2020 from:

https://www.spw.sa.edu.au/wp-content/uploads/2014/01/POLICY_PYP-Assessment-CURR-31.pdf

Please direct your inquiries to:

Tokyo West International School Tel: 042-691-1441