

## Assessment Policy

The **assessment philosophy** of the school is grounded in the OIS values, which are respect, growth, commitment, excellence/personal challenge and integrity.

### Respect

- We aim to support, encourage and respect student learning by providing reliable and meaningful feedback on the learning process
- We respect that students should be allowed to demonstrate their ability under assessment conditions that are as fair as possible
- We promote positive student attitudes towards learning
- We promote international-mindedness by creating assessments to reflect a variety of cultural and linguistic contexts

### Growth

- We recognise that assessment is used to inform, enhance and improve teaching and learning
- We aim to promote a deep understanding of subject content by supporting student inquiries in real-world contexts
- We strive to promote the development of critical and creative thinking skills

### Commitment

- We are committed to providing feedback on assessment that is timely, contextualized and specific

We are committed to gathering data through assessment to enable us to evaluate

- our programmes and practices
- We are committed to supporting the development of the whole student

### Personal Challenge

- We provide opportunities for students to exhibit transfer skills across disciplines, including in the personal project, reflective project and theory of knowledge course
- We acknowledge that students must be able to recall, adapt and apply knowledge and skills to a range of content

### **Integrity**

- We aim to verify that students act with integrity by submitting authentic work for assessment
- We aim to ensure that students, teachers and parents understand what constitutes academic misconduct

### **Assessment Teaching and Learning Practices**

- Summative assessment is supported by formative processes
- Students and parents need to understand assessment expectations and, where applicable, assessment criteria
- Assessment plays a significant role in the development of approaches to learning skills, especially those that are closely related to the subject-group/subject-specific objectives
- Effective formative assessment is used to enable teachers to gather, analyse, interpret and use a variety of evidence to improve learning and help students to fulfil their potential.
- Summative assessment is graded by a teacher who makes a judgment on the quality of work against a defined standard either, criterion-based or using a markscheme or similar framework.
- Internal standardization is carried out to ensure that common standards are applied throughout the school

### **When creating units, teachers ensure that assessments are:**

- integral to the learning process
- aligned with subject-group/subject-specific objectives
- used to gather information from a variety of perspectives, using a range of tasks per the needs of the subject and the nature of knowledge, skills and understanding being assessed
- appropriate to the age group and reflect the development of the students within the subject
- provide evidence of student understanding through authentic performance (not simply the recall of factual knowledge)

## Reporting practices

- Data gathered during assessment forms the foundation for reporting
- Assessment information is communicated to parents in 3 written reports per school year (except for Years 11 and 13 who receive 2), parent/teacher/student conferences which are held twice per year and as individual learning needs necessitate