

Assessment

“BISN strongly believes in the power of assessment practices that allow us to collect evidence of learning. As such, the definition of assessment that BISN has embraced goes beyond papers, exams and tests, and focuses on every performance task that reveal how students are acquiring knowledge, developing skills and mastering conceptual understandings.

Assessment practices at BISN value quality of work, engagement, active participation, optimal response to feedback, and accountability for one’s work. This means that levels of achievement are determined by the work students produce. Lacking evidence of work/learning results in our inability to award a grade. BISN believes in the intimate relationship between assessment and feedback as elements that shape students’ learning habits. For this reason, we deeply value formative assessment and consider summative or culminating assessments as more challenging tasks that take place after continuous formative assessment and actionable feedback is given.” (From BISN Assessment Policy, 2022)

Teachers across all years at BISN employ assessment rubrics that assess knowledge, skills, and conceptual understandings for each of the outcomes students produce in a unit, during a semester, and throughout the year. These assessment-rubrics are criterion-referenced, and scaled in a way that allows teachers to award a level of achievement depending on the observable understandings and skills that students performed or demonstrated. Across years, BISN educators employ a wide variety of assessment tools and strategies to explore the evidence of learning that students’ produce and to provide feedback on their performance.

BISN is a firm believer in formative assessment highly values assessment in a wide variety of real-world experiences other than just papers under examination conditions. As such assessment experiences can range from but not be limited to: Presentations Production of an outcome (video, handbook, poster) Collaboration Extended investigation Interaction models (debate, socratic seminars, Model United Nations) Exhibitions Talks Games, among others.

Reporting

BISN commits to support parents’ understanding of their children’s education and progress. For this reason, the team has devised the following reporting system:

Start of year appreciation: This strategy is employed with students of any level who are new to our school. This report includes qualitative observations that address school life, individual learning, collective learning, and learning traits. This report is sent to parents within the first month of learning via managebac.

Report for Target setting conferences : This protocol takes place halfway through the first semester. Teachers use the data collected on managebac up to the date of the conferences in order to inform parents and students about the achievements made, the challenges faced, and the areas where improvement is needed. This is a collaborative engagement in which a learning goal crafted in collaboration among teacher, students and parents is entered into managebac.

Semester Report conferences : Teachers produce a full report that addresses content, skills, and understandings at the end of the first semester. The data collected in managebac alongside the fulfilment of targets entered by teachers are considered to award a final grade for the semester.

Anticipatory report : This strategy is implemented with those students who continue to demonstrate limited performance and/or challenges. This practice takes place within the month of April. While this exercise ONLY involves the parents of those students who need specific attention and concrete interventions, BISN welcomes all parents who would like to meet with teachers.

Student-Led Conferences, AKA End of Year Report : As a culminating collaborative assessment exercise, parents, students and teachers take part in a student-led engagement in which students use the data collected on managebac and examples of work collected to explain the grades indicated in the final report.