



# Sai Sishya International School

## Assessment Policy



# ASSESSMENT POLICY

## General information

At SSIS, we believe that the purpose of assessment is to communicate to students and parents the areas of strength and the areas of needed growth through various forms of assessment - formative, summative, and self-assessment and reflection. Parents also gain information concerning their child's progress against grade level expectations. Regular assessments also provide teachers with valuable information about what students understand well, when additional instruction is necessary, when reteaching is necessary, and what are the next steps.

## Details

**Formative assessments** happen during the school day and are an assessment that happens during instruction and/or immediately after instruction. The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their instruction and by students to improve their learning.

Formative assessments help to inform teaching. Parents may recognize this as classwork, but it can have many forms - verbal, physical, drawing or other forms - that may not result in a physical production from the student. During those times when students are asked to show their understanding with traditional pencil and paper, it is important for students to show understanding in the time given. Formative assessments are an important part of the learning process and lead toward summative assessments. Any learning completed at home may not be considered a true formative assessment. Please encourage your child to do his or her best in using their time at school well. Students and parents can expect formative assessments to happen continuously during the school year. Teachers use anecdotal notes, checklists, classwork, quizzes, worksheets, verbal discussions and many other means. Formative assessments for lines of inquiry may take place during a discussion or activity related to the learning. Therefore, it is always important for your child to always try his or her very best!

**Summative Assessments** can also have many forms. Students take paper-based tests, but they also show their understanding of a concept or unit through the culmination of projects,



presentations, and performances. Summative assessments measure the student's progress, understanding, ability to apply understanding, ability to analyze, ability to evaluate, and the ability to create new understanding in major concepts or units of inquiry. The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. For reading, SSIS uses RAZ to record a student's reading ability and comprehension which is then evaluated by the teacher. Then the teacher can analyze each student's performance. Writing is also assessed at various points throughout the year to measure each student's writing in terms of comprehension, purpose/organization, evidence/development/elaboration, and conventions. Rubric categories are dependent on grade level expectations. Math is assessed via mid-module and end-of-module tests. The units of inquiry (UOIs) are also assessed for understanding through written, oral, performance, or other means that show a student's understanding and creation of new knowledge and understanding.

**Self-Assessments and Reflection** are important opportunities for students to develop their metacognitive skills. These are opportunities for students to think about their learning and how they show their understanding. Sometimes learning goes smoothly and students can think about why has this happened? Sometimes learning a specific concept is difficult and students may struggle. Thinking about how to overcome a struggle is an equally important process for students to experience. Students have various opportunities for self-assessment, the two most important are student-led conferences during each semester. The student-led portion of conferences gives students a unique opportunity to discuss and inform their parents about what they have learned, what they want to improve upon, and what were their successes.

### **Major Assessments at Each Grade Level throughout iReady Examinations**

There are two subject focus areas for iReady, English and Mathematics. The i-Ready Diagnostic is scored on a scale ranging from 100 to 800. The scale score allows to see which skills our students have mastered.

i-Ready provides 'growth measures' which help you understand how much your child is improving over time. These measures can provide insight into whether your child is on track for achieving end-of-year goals.

The i-Ready Diagnostic assessment is offered three times per school year (fall, winter, spring) to all students in grade K5 - G5.



Year	Topic	When
K3	English Mathematics	N.A.
K4	English Mathematics	N.A.
K5	English Mathematics	<b>Fall iReady test</b> - Beginning of School Year to middle November  <b>Winter iReady test</b> - Middle of November to Middle of March  <b>Spring iReady test</b> - Middle of March to End of School Year.
G1	English Mathematics	
G2	English Mathematics	
G3	English Mathematics	
G4	English Mathematics	
G5	English Mathematics	

At SSIS we will use the 5-Level Placements in i-Ready Diagnostic to determine the relative grade-level of proficiency of our students. These scores help us to understand your child’s reading and skills and their academic progress. But we will also consider their performance in the classroom, their interests and other strengths when assessing their overall academic progress.

