

**Start assessment philosophy statement GAA:**

GAA Abu Dhabi sees assessment as an integral part of guiding and understanding student learning. Authentic assessments are used to support student's progress and provide valuable feedback to the community. Keep a balanced developmental record progress of each student. Develop the learner's acquisition of concepts and knowledge, development of skills, attitudes (values) and ability to take action. At GAA, authentic assessments are thoughtfully delivered to ensure differentiation, communication, collaboration and reflection in order to gauge student progress and achievement throughout their educational pursuits. The policy describes how local/state/national requirements link with the IB philosophy on assessment.

**1. Purpose for assessment ( What and why we assess):**

**Why do we assess at GAA?**

**Learners:**

- To adapt learning to meet individual needs
- To be informed of their own progress and thereby promoting reflection
- To become aware of strengths and areas needing strengthening
- To assess prior understanding
- To receive valuable and constructive feedback on their progress
- To achieve external recognition for their learning that expands opportunity for graduates

**Teachers:**

- To inform instruction and modify teaching
- To monitor and track student progress
- To measure mastery of knowledge and skills
- To establish assessment criteria based on IB Standards & Practices, CCSS/Project AERO Outcomes, National Art Standards and ADEC standards and curriculum-content
- To report on IB Standards & Outcomes, CCSS/Project AERO Outcomes, National Art Standards, ADEC Standards and curriculum-content
- To provide continuous feedback on progress
- To inform teachers about learning environment
- To evaluate suitability of courses to meet students' needs

**Parents:**

- To provide parents with the opportunity to support and celebrate students' work
- To be informed of grade level expectations through Standards and MAPs

**What do we assess at GAA?**

- Prior knowledge
- Progress (formative assessments)
- Mastery, meeting IB Standards and Outcomes (including CAS), skills development, CCSS/Project AERO Outcomes, and ADEC Standards (summative assessments)
- The effectiveness of our teaching and learning

**2. Principles of assessment (the characteristics of effective assessments at GAA):**

- Authentic – it is meaningful, applicable to the real world
- Diverse - using accommodations to meet the needs of our students
- Reflective - engaging students in the process of reflection, through self-assessment of their own learning and peer assessment
- Open ended - allows students to exercise critical thinking skills

- Standards based - standard based assessment to be planned at the start of a unit and made
- criteria to be made clear to students
- Assess prior knowledge
- Uses culture and real life experiences
- Collaborative – use Professional Learning Communities (PLC) to develop assessments

### 3. Assessment practice (How we assess):

#### We:

- Use a series of formative assessments leading to summative assessments
- Have a division-wide development of common format or style
- Differentiate
- Take advantage of interdisciplinary opportunities
- Offer students choice in how they are assessed, as often as possible
- Use a variety of assessment tools: \*Rubrics \*Exemplars \*Anecdotal records \*Checklists \*Continuums \*Portfolios \*Standardized tests \*Criteria based performance assessments \* Exhibition \*End of term exams \*External examinations and Internal Assessments within IB Diploma \*Projects \*Essays (including extended essay criteria) \*Unit tests \*Oral reports\* Quizzes\* Peer-assessments \* Self-assessments

#### Glossary:

- Differentiation - differentiated instruction applies an approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas.
- Accommodations are basically physical or environmental changes, generally referred to as good teaching strategies.
- Modifications involve deliberate intellectual lowering in the level of materials presented.
- Authentic assessment refers to assessment tasks that resemble reading and writing in the real world and in school.

#### References:

<http://www.sps.springfield.ma.us/deptsites/pac/contents/Accomodations.pdf>  
<http://www.eduplace.com/rdg/res/litass/auth.html>  
[http://aim.cast.org/learn/historyarchive/backgroundpapers/differentiated\\_instruction\\_udi](http://aim.cast.org/learn/historyarchive/backgroundpapers/differentiated_instruction_udi)  
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