



Amersfoort International School

AnnoNu



ASSESSMENT POLICY

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Updated by Lee Kirk and Georgia Steynberg: January 2026

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Learning for All

In crafting our assessment policy, we are committed to the core values that define our educational institution. At our school, we wholeheartedly embrace the tenets of social constructivism, celebrate the richness of multilingualism, and ardently believe in the removal of barriers to learning. These principles serve as the guide toward fostering a dynamic, inclusive, and empowering learning environment.

Our assessment policy is a living document, a testament to our unwavering dedication to fostering a learning community where every voice is heard, every perspective is valued, and every learner is empowered.



Purpose and scope of this document

Purpose

This assessment policy's primary purpose is to guide and inform learning and teaching, serving as a framework for educators to evidence student progress, identify strengths and areas for improvement, and make informed instructional decisions. At AIS, the assessment policy plays a crucial role in fostering a holistic, equitable, and culturally responsive approach to education that prepares students for success.

Scope

This document will endeavour to support AIS's commitment to holistic education that fosters students' intellectual, personal, social, and emotional development. It will then delineate the diverse range of assessments employed, including formative and summative assessments, peer and self-assessment, as well as the inclusion of transdisciplinary skills and attitudes in the evaluation process. Lastly, the policy will detail the methods and strategies for implementing these assessments, emphasizing a balanced approach that values both qualitative and quantitative data, encourages differentiation, and incorporates student agency.

Effective assessment

Effective assessment is an essential part of learning and teaching. It involves teachers and students working together to gather, analyze, reflect on, and act upon evidence of learning in order to inform instruction and support student growth (IBO, 2018).

Effective assessment is guided by several key principles:

1. **Ongoing and Informative**
It prioritizes continuous feedback and formative assessment, helping both teachers and students understand progress and adjust learning strategies as needed.
2. **Growth-Oriented**
It fosters a growth mindset by encouraging learners to view challenges as opportunities, emphasizing effort, resilience, and development over fixed abilities.
3. **Authentic and Relevant**
It uses meaningful assessment methods that extend beyond traditional tests, including real-world tasks and projects that allow students to apply their knowledge and skills.

Effective assessment also relies on clear learning objectives and transparent criteria, ensuring students understand what is expected of them. It promotes active student involvement through self-assessment, peer assessment, and ongoing reflection.

Effective assessment provides multiple ways for students to demonstrate their understanding and includes modified assessments when needed to ensure equitable access for all learners. It offers timely, actionable feedback and uses assessment data to guide instructional decisions.

Finally, effective assessment is culturally responsive, acknowledging diverse backgrounds and promoting fairness and equity. Overall, it serves as a powerful tool for learning, growth, and inclusive education.

Guiding and informing learning and instruction

Philosophy of Assessment

Assessment at AIS is integral to learning and teaching. It provides evidence to inform learning, guide teaching, and support students in understanding themselves as learners. In alignment with the IB Primary Years Programme (PYP), assessment at AIS is ongoing, authentic, inclusive, and responsive.

We believe assessment should:

- Support learner agency and reflection
- Make learning visible
- Provide actionable feedback
- Inform next steps in teaching and learning
- Reflect a holistic view of each learner over time

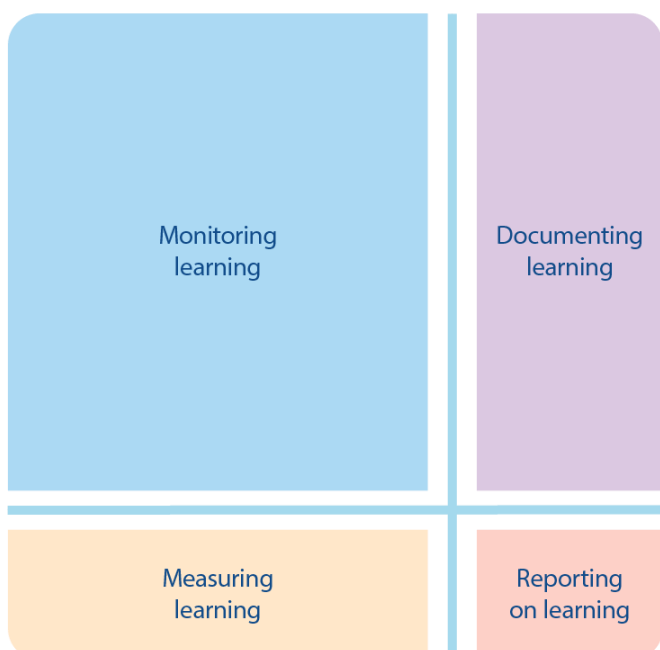
Assessment for/as/of...

Assessment practices at AIS align with three key perspectives:

- Assessment for learning (to guide teaching)
- Assessment as learning (to support reflection and self-regulation)
- Assessment of learning (to evaluate achievement)

Assessment practices at AIS are grounded in the PYP's four dimensions of assessment: monitoring, documenting, measuring, and reporting on learning. While all four dimensions are valued, particular emphasis is placed on monitoring and documenting learning, as these are critical for providing timely, meaningful feedback that supports learner growth.

The Four Dimensions of Assessment



1. Monitoring Learning

Monitoring learning is the continuous process of checking student progress against learning goals and success criteria. It occurs daily and informs immediate instructional decisions.

At AIS, monitoring learning includes:

- Teacher observations and anecdotal notes
- Questioning and discussions
- Conferencing with students
- Peer and self-assessment
- Reflection and feedback that feeds forward to next steps

Tools used for monitoring may include:

- Open-ended tasks
- Oral or written responses
- Draft work and rehearsals
- Learning portfolios

Monitoring primarily supports assessment for learning and assessment as learning, enabling teachers and students to answer the questions: *“Am I making progress?”* and *“How do I know?”*

2. Documenting Learning

Documenting learning involves collecting and curating evidence that makes learning visible over time. Documentation supports reflection, communication, and shared understanding within the learning community.

At AIS, learning may be documented through:

- Student reflections
- Student questions and lesson exit-tickets
- Learning stories
- Photographs, videos, and audio recordings
- Exemplars, checklists, rubrics, and anecdotal records
- Student portfolios

Documentation is shared with students, teachers, and families, primarily through Toddle portfolios. This process supports learners in revisiting goals, success criteria, and progress, and strengthens connections between home and school.

Documenting learning supports assessment as learning and contributes to reporting by providing rich, qualitative evidence of growth.

3. Measuring Learning

Measuring learning captures what a learner knows, understands, and can do at a particular point in time. Not all learning can or should be measured; measurement is one of several ways to understand learner progress.

At AIS, measurement tools may include:

- Teacher-designed summative assessments
- Performance tasks and products
- End-of-unit assessments
- Standardised assessments

Measurement primarily supports assessment of learning and contributes one data point to a broader, holistic understanding of learner development.

When standardised assessments are used, AIS carefully considers:

- Learner well-being
- Appropriate timing and frequency
- The responsible use of data to inform teaching and support learners

4. Reporting on Learning

Reporting on learning communicates progress and achievement to students, families, and the wider school community. It reflects the question: *“How well are we doing?”*

At AIS, reporting:

- Describes progress and achievement
- Identifies strengths and areas for growth
- Reflects a holistic view of the learner over time
- Supports programme evaluation and development

At AIS we use a range of reporting approaches aligned with PYP principles, ensuring clarity, transparency, and shared understanding among stakeholders.

AIS has four formal reporting moments each year:

- Autumn: Parent-teacher conferences (approximately six weeks into the school year)
- Winter: First written report (early February)
- Spring: Student-led conferences (April; dates to be confirmed)
- End of Year: Final written report (one week before the end of the school year)

Reporting draws on evidence from all four dimensions of assessment and reflects progress across academic, social, and emotional learning.

End of Unit Celebrations

End of Unit Celebrations provide opportunities for students to share their learning with the school community. These celebrations occur at the conclusion of many Units of Inquiry and showcase learning across the curriculum.

Students use a range of talents and communication skills to demonstrate knowledge, understanding, and growth. Dates are shared via the school calendar and unit information letters.

At AIS the following terms are used when talking about assessment: pre-assessment, formative, summative, diagnostic, and standardised.

1. Pre-Assessment

Pre-assessments occur before new learning begins and are used to:

- Identify prior knowledge, skills, misconceptions, and interests
- Determine appropriate starting points
- Inform planning and differentiation

Pre-assessment supports assessment for learning by shaping teaching and learning design.

2. Formative Assessment

Formative assessment is ongoing and embedded in daily practice. Evidence is gathered through:

- Observations and conversations
- Drafts, rehearsals, and practice tasks
- Short skill checks
- Questioning, discussion, reflection, and feedback

Formative assessment is used to:

- Provide timely, meaningful feedback
- Identify strengths, needs, and misconceptions
- Adjust teaching in real time
- Support next steps in learning

Formative evidence is documented and shared through Toddle portfolios, supporting transparency and communication with families. Formative assessment also supports assessment as learning, where students:

- Reflect on their understanding
- Set personal learning goals
- Monitor progress over time

These practices develop metacognition, agency, and learner ownership.

3. Summative Assessment

Summative assessments occur at the end of a learning cycle to evaluate learning against clear criteria.

Examples include:

- Final presentations or sharing of learning
- Published written work



- Performances, products, or exhibitions
- End-of-unit assessments in language and mathematics

At AIS, summative assessments:

- Are not graded
- Are evaluated against developmentally appropriate criteria
- Are aligned with taught skills and learning outcomes

Summative results are viewed as indicators of teaching effectiveness and form only one part of a holistic reporting process.

4. Diagnostic Assessment

Diagnostic assessments are used to identify specific strengths, needs, or barriers to learning. They may occur:

- At the beginning of the year
- Prior to targeted instruction
- When additional insight is required

Diagnostic assessment supports assessment for learning and informs differentiation and intervention.

5. Standardised Assessment

AIS administers standardised assessments through GL Assessment:

- Reading, spelling, and mathematics
- Developed abilities assessment

These assessments help:

- Monitor progress over time
- Compare performance to international benchmarks
- Identify potential learning needs
- Reflect on curriculum and teaching effectiveness

Standardised data complements, but does not replace, classroom-based assessment and professional judgment.

Ensuring Equity and Fairness

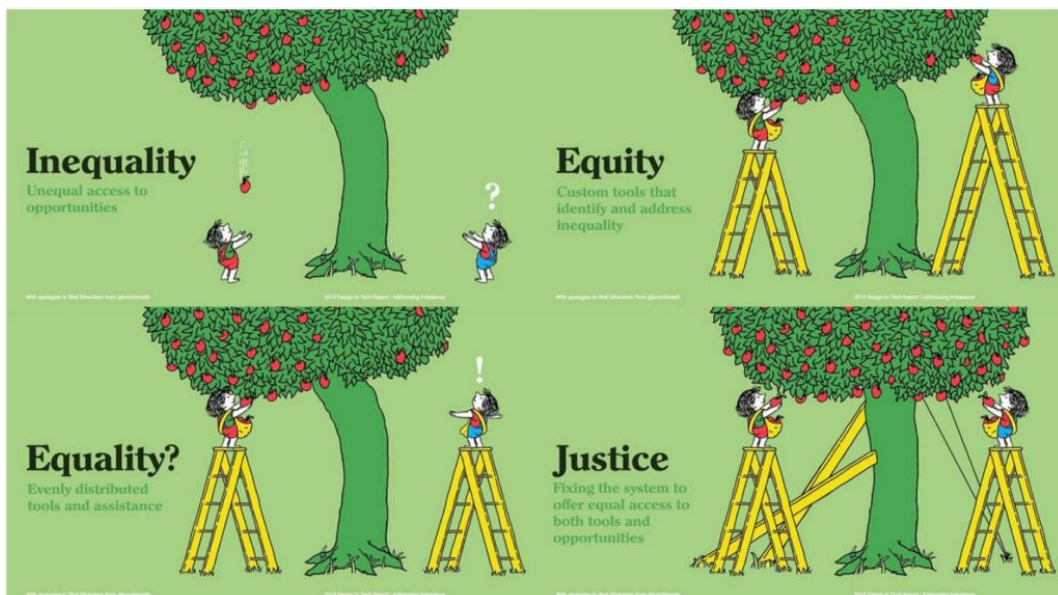
At AIS, we value and celebrate the diversity of our learners. We recognise that fairness in assessment does not mean treating all students the same, but rather ensuring that each learner has access to what they need to demonstrate their understanding successfully.

Guided by the concept illustrated in the *justice tree*, our approach to assessment moves beyond equality—where the same tools are provided to all—and towards equity and justice, where barriers are identified and removed. This means thoughtfully designing assessments that respond to individual strengths, needs, and contexts, rather than expecting all students to access learning in identical ways.

To support equitable assessment practices, we ensure that students clearly understand what is being assessed. Learning intentions and success criteria are shared at the beginning of the teaching and learning cycle and revisited throughout. Success criteria are often co-constructed with students and adjusted to reflect the learning that has taken place, supporting transparency and student agency.

In alignment with our inclusion and language policies, students are encouraged to demonstrate their learning through a variety of modes that are culturally, linguistically, and contextually appropriate. Students may use all languages available to them to express understanding and share learning with peers and teachers. When language presents a barrier to accessing or demonstrating learning, we consider how best to document student learning. This may include non-language-based assessments, translated materials, or alternative formats, ensuring that students are assessed on their understanding rather than their language proficiency alone. Wherever possible, students are offered choice in how they demonstrate learning, allowing assessments to reflect individual strengths and interests.

Through these practices, we aim to create just assessment conditions—removing obstacles, providing appropriate supports, and ensuring that every learner has genuine access to opportunity and success.



Promoting Accountability and Agency

At AIS, assessment practices are intentionally designed to promote student agency, with a strong emphasis on voice, choice and ownership. Assessment is viewed as a collaborative process in which learners are active participants who understand the purpose of assessment and are empowered to influence how their learning is demonstrated and reflected upon.

At the beginning of each unit of inquiry, students are supported to develop a shared understanding of learning goals and success criteria through the use of exemplars, discussions and co-constructed expectations. This clarity enables students to make informed decisions about their learning and builds ownership over the assessment process.

Wherever possible, students are offered choice in how they demonstrate their learning. Assessment tasks are designed to be flexible and inclusive, allowing learners to draw on their strengths, interests and preferred modes of expression. Teachers provide appropriate scaffolds and supports to remove barriers to learning and ensure all students can engage meaningfully and experience success.

Students are actively involved in self-assessment and reflection, regularly reviewing their progress, identifying next steps and setting personal learning goals. These practices support the development of metacognitive skills and reinforce students' sense of responsibility for their own learning. Opportunities for peer assessment are also embedded within learning experiences, enabling students to give and receive constructive feedback and to learn from multiple perspectives.

Learners take ownership of documenting their learning through the active development and maintenance of their portfolios. These portfolios include evidence of learning, reflections and feedback, making learning visible and supporting ongoing dialogue between students, teachers and families.

As active and responsible participants in the assessment process, students are explicitly supported to understand and uphold the principles of academic integrity. A comprehensive Academic Integrity Policy is available to all members of the school community and is referenced as part of learning and assessment practices.





Alignment and Review

This policy aligns with the requirements and philosophy of the IB Primary Years Programme (PYP) and supports accountability to students, families, staff, and future IB authorization and evaluation processes. It is informed by IB guidance, educational research, and current best practice.

The AIS Assessment Policy is reviewed on a regular cycle to ensure it remains relevant and responsive to school data and community needs. Minor updates may occur annually to reflect current practices, while more substantial revisions to the core content of the policy occur less frequently, with subsequent reviews scheduled every three to five years.

The review process is collaborative and includes input from a broad range of stakeholders within the school community. For the current version, staff have reviewed the policy and provided feedback, which has been incorporated. The policy has also been shared with the parent community via the school website. This policy should be read in conjunction with other AIS policies that directly relate to assessment, including the Inclusion, Admissions, and Language Policies, all of which are available on the school website.

This Policy is due to be updated: February 2027

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Appendices

Appendix 1: Testing schedule AIS

Upon arrival students will take part in baseline assessment from PYP3 on to determine entry level of

- English language if deemed necessary
- Phonics, spelling, technical reading and reading comprehension
- Basic age appropriate math facts

In the first few weeks of school:

- PYP 3-5 will baseline for phonics.
- PYP 4-8 will baseline for spelling and reading.

These assessments will be repeated at various times throughout the year.

Assessment Tools

Language

Progress Test in English (PTE) (age 8+)

New Group Spelling Test (NGST) - GL Assessment

Song of Sounds phonics – school license in place

PROBE reading - [HOME - Comprehenz](#) NZD\$670 = €330

Mathematics

Progress Test in Maths (PTM) (age 8+)

Global Strategy Stage (GloSS) (age 5-11) [Assessment tools and resources](#)

Social-Emotional

National social emotional assessment (online) - November?

PASS – GL assessment???

ParnaSys – early years – leerlijn for social emotional (play with self and others, attachment and separation)

look to adapt from Kubus documentation

Cognitive Abilities Test

Assessment frequency

- Reading, spelling, and mathematics (twice yearly: autumn and spring)
- Developed abilities assessment (annually)