

Assessment Beliefs and Guiding Actions



RUAMRUDEE INTERNATIONAL SCHOOL

*We, the members of Ruamrudee International School, believe assessment informs and shapes our learning community, cultivating student growth through purposeful **design, evaluation, feedback, reflection, and reporting.***

We believe that assessments are designed to

- Reflect learning experiences related to our guaranteed, viable curriculum.
- Be aligned to documented course standards.
- Allow students with varied abilities to demonstrate their level of mastery in multiple ways.
- Provide students opportunities to demonstrate mastery of the standard.
- Have a clearly communicated purpose and method.
- Be created collaboratively.
- Engage students.
- Be developmentally appropriate.

We believe that the evaluation of student performance

- Is based upon previously determined rubrics, criteria, mark schemes, and other evaluative tools.
- Allows for multiple opportunities for learners to demonstrate their knowledge, skills, and understanding.
- Communicates student proficiency through agreed-upon systems that use descriptors or commonly defined levels of learning, such as EMPB, ABCD, 1–7 (IB), or 1–5 (AP).
- Assesses behaviors separately from academic standards.
- Is a result of professional collaboration and moderation to ensure consistency, reliability, and fidelity in the assessment of student learning.

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We believe that effective feedback should

- Be timely, continual, and actionable.
- Provide a description of what students need to do in order to meet a learning goal in relation to their current level of achievement.
- Be based on skills or knowledge required to achieve standards and/or Habits of Mind/Principles of Phoenix.
- Constitute a system of consistent communication to students and parents.

We believe that student reflection should

- Be developed by explicitly teaching reflective skills that are essential for students to think deeply about their performance.
- Provide ongoing opportunities to act on feedback from assessments to strengthen learning.
- Help students know what skills they have mastered, allow them to plan their progress, and set realistic and timely goals.
- Be student-centered and habitual.
- Develop students' goal-setting skills and build ownership of their own learning.

We believe that teacher reflection should

- Be used to plan subsequent instruction that is based on evidence of student learning.
- Be an ongoing and vital part of the learning process.
- Happen both individually and collaboratively.

We believe that reporting consists of

- Teachers using their professional judgment to select which assessments constitute the body of evidence (to report on).
- Curating the “best” evidence that is current, relevant, accurate, and supportive of learning.
- Clear and consistent communication to all stakeholders.

