



PYP ASSESSMENT STRUCTURE

ASSESSMENTS

EXTERNAL

ISNS uses Benchmark Running Records for Literacy and MAP for Math. Data from these assessments guides teaching, planning and differentiation.

INTERNAL

ISNS uses formative and summative assessments. These assessments are designed by teachers and driven by curriculum outcomes and conceptual understandings.

FORMATIVE ASSESSMENTS

Formative Assessments are **FOR** learning. They are where skills are developed, knowledge is formed, and students can evaluate their own learning and understanding as part of the learning process. These are ongoing and used to provide feedback to students and teachers to direct future learning. Formative assessments are both formal and informal.

ASSESSMENT PRACTICES

ISNS assessment practices are open-ended, varied, hands-on, project-based and provide students with voice and choice to demonstrate their learning. Success criteria is co-constructed with students.

SUMMATIVE ASSESSMENTS

Summative Assessments are **OF** learning. The goal is to evaluate student learning at the end of an instructional unit. Evidence from these assessments is used to determine students' achievement level and understanding of concepts. Summative assessments are formal and influence reporting.

STUDENTS ARE ASSESSED IN TWO MAJOR AREAS:

APPROACHES TO LEARNING

The Approaches to Learning are deliberate and transferable skills that infuse the teaching and learning environment.

KNOWLEDGE (SCOPE AND SEQUENCE + NB)

ISNS creates a curriculum that is a blend of the IB PYP Scope and Sequence and the New Brunswick curriculum. These outcomes are used to design learning engagements and are used to assess and report on.

Communication Skills

Self-Management Skills

Social Skills

Research Skills

Thinking Skills

ACHIEVEMENT LEVELS

Student learning of the curriculum outcomes is measured using the following achievement levels.

BE: BELOW EXPECTATIONS

Student has demonstrated that they have not yet grasped the concepts and skills for the grade level.

WE: WORKING TOWARD EXPECTATIONS

Student has demonstrated that they are beginning to grasp some of the concepts and skills for the grade level.

ME: MEETING EXPECTATIONS

Student has demonstrated that they have grasped grade level concepts and skills. Student is demonstrating grade level proficiency.

EE: EXCEEDING EXPECTATIONS

Student has exceeded grade level understanding of concepts and skills and consistently demonstrates application of grade level outcome expectations in all settings independently.



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