

Reporting at Island School



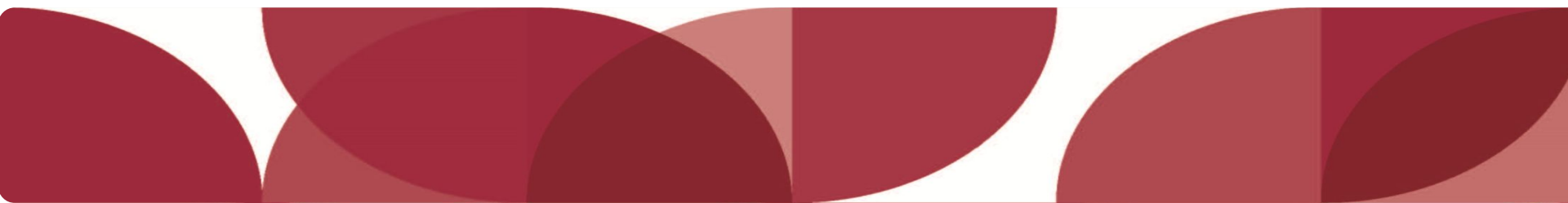
Assessment of learning and for learning

Formative assessment and feedback - rigorous form of nurturing that seeks to develop in students a capability to take ownership and control of their own progress.

Summative assessment and feedback - assessment of students' learning at the end of a unit of work.

What is Evidencer?

- The Evidencer is Island School's online assessment and reporting tool.
- Students upload Evidence of their learning and teachers report their assessment of students' learning and feedback to students.
- Reporting is addressed directly to students and is visible to parents at all times.
- Students are encouraged to be active partners in the process of assessment by reflecting on their learning and adding this as a student comment.
- Parents access the Evidencer via Gateway.



What will be reported to you via Evidencer?

Your child's attitude to learning grade **out of 4**

Your child's subject assessments **out of 8**

Your child's Semester Overview Grade twice a year **out of 7**

Teachers write personalised comments
about students' performance in MYP
subject assessments at least once per term.

Click the image
to access a
simple summary
of Junior Phase
reporting



Island School Junior Phase Reporting

Guiding Principles

Assessment and feedback play an essential and fundamental part of enabling student learning. At Island School we believe that the ultimate aim of assessment and feedback is to empower students to lead their own learning, to be independent and reflective thinkers.

Many of our school aims are supported by ongoing and effective formative assessment. Formative assessment describes the processes and practices by which Island School teachers continually gauge where students are in the learning process. Teachers then modify teaching and learning activities to improve student attainment.

Whilst an important part of assessment involves a certain amount of "testing", we understand that "you do not make a plant grow by measuring it". We subscribe to the view that **formative assessment** is a rigorous form of nurturing that seeks to develop in students a capability to take ownership and control of their own progress.

Afford to this, accurate and purposeful **summative assessment** takes place at the end of units of work. In addition to providing the final grade for this task or unit of work, the accompanying feedback will be used to inform further teaching and learning.

MYP Assessed Tasks

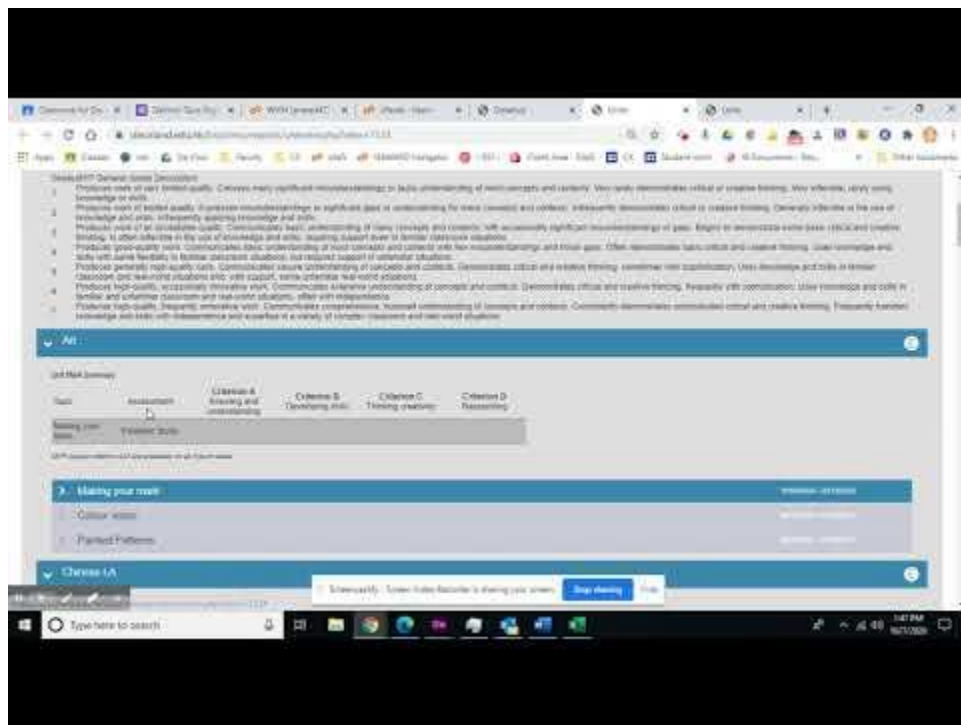
Each MYP unit of work includes a summative assessment and the number of assessments will depend on the number of units for example, some subjects may have six units with six assessments and others may have three longer units with three assessments. All work assessed for the purposes of reporting uses the published criteria for the MYP and there are four criteria for each subject area. Overall criteria levels out of 8 (where 8 is the highest level) are given for each MYP assessment. A personalised teacher comment will be included at least once per term.

Semester Overview Grades

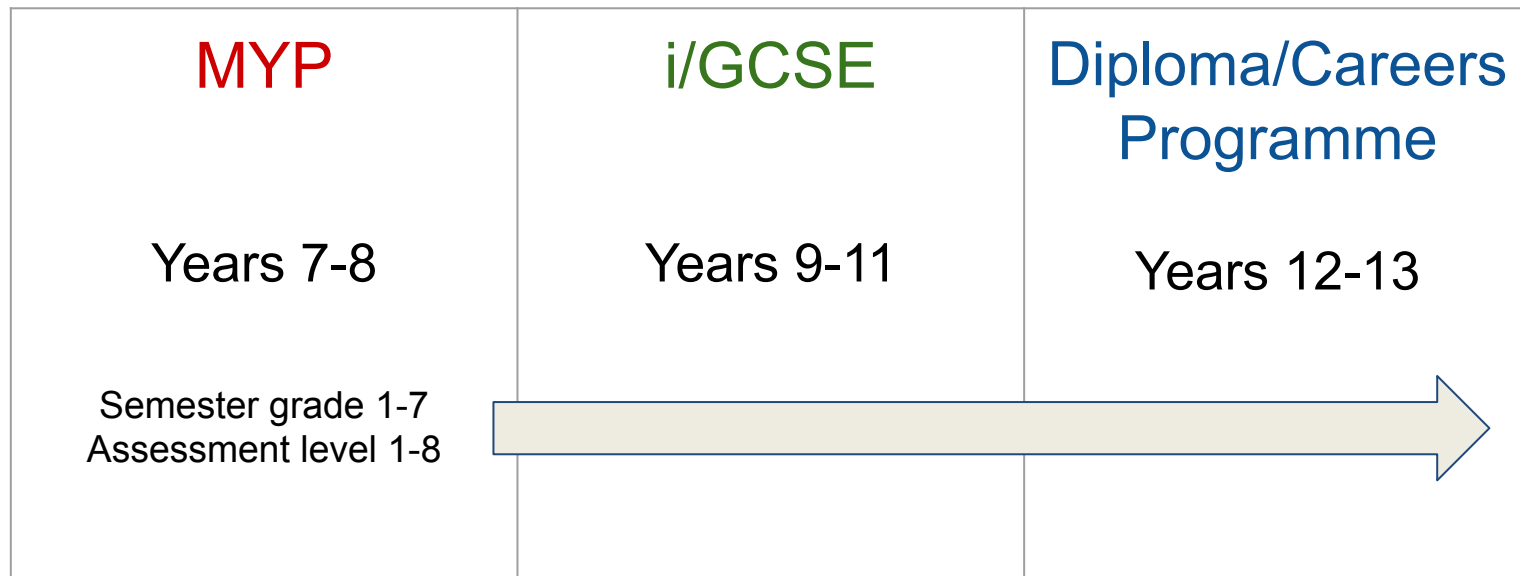
Grades out of 7 (where 7 is the highest grade) are issued in January and in June. This grade is an overall holistic level for each subject and represents the best standard that the student can consistently achieve. This is not an average or mean score.

Attitude to Learning Grades

Grades out of 4 (where 4 is the highest grade) can be updated by teachers at any time but will be reviewed each time a teacher enters assessment information.



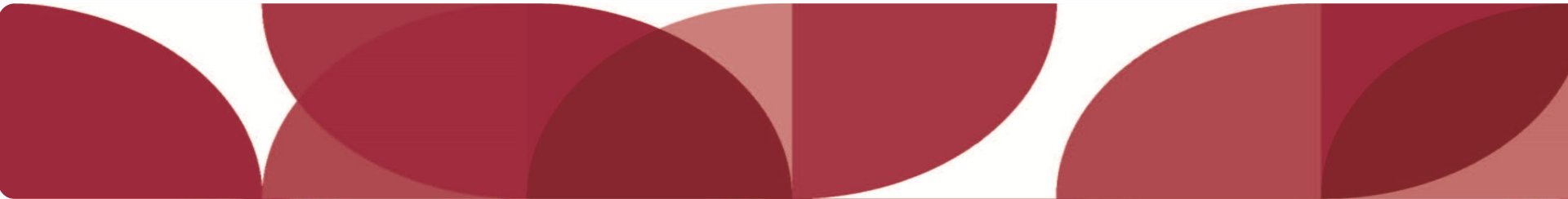
Island School Assessment Overview



Semester Overview Grade

Holistic grade each Semester:

- assessments
 - classwork
 - participation
 - home learning
 - engagement
- Semester 1 January 20th
 - Semester 2 June 20th (not whole year)



Reporting Schedule

Click the link below for the latest info. This schedule is subject to change.

Assessment date	Subject	Unit	Assessment name						
9/18/2020	07EN1 English LL	All Change!	School of the Future						
9/18/2020	07MA1 Maths	Numbers	Numbers Assessment						
10/9/2020	07HU1 InS	Unit 1 - The Universe and Earth	How and why do opinions vary about creation?						
10/9/2020	Spanish/French/ Japar	Greetings and Introductions	Listening and Viewing - Greetings and Introductions						
10/23/2020	07LK1 Nutrition	Cook and Chill	Cooking basics/Hygiene and safety						
10/30/2020	07MA1 Maths	Sequences	Sequences Assessment						
10/30/2020	07PE1 PE	Harder, Better, Faster, Stronger	Track & Field						
11/15/2020	07IL1 Island Learning	Hong Kong Tourism IDU NRW	Tourist Attraction Brochure - Mid-Point Assessment						
11/27/2020	07CX1 Chinese LA 1	LA Phase Family Matters	Listening & Reading						
11/27/2020	07DR1 Drama	Ensemble Theatre	Ensemble Performance						
			Criterion A Summative Test depends on which set your son/daughter has been placed in. In addition, Criterion B, C and D may be assessed periodically over the course of the term.						
12/1/2021	07SC1 Science	Science							
12/4/2020	07AR1 Art	Making your mark	Fineliner Study						
12/4/2020	07EN1 English LL	Stories Around the World	Story						
12/11/2020	07MA1 Maths	Measuring	Measuring Task						
12/18/2020	07MU1 Music	Singing and Ukulele	Singing and Ukulele Performance						
12/26/2020	07CX1 Chinese LA 2B	MYP Phase 2B U1 People Around Me (Liste	MYP Phase 2B U1 People Around Me (Listening & Reading)						
12/26/2020	07CX1 Chinese LA 2A	LA Phase 2A U1 Country Divergent (Speakir	LA Phase 2A U1 Country Divergent (Speaking & Reading)						
12/28/2020	07CY1 Chinese LL	MYP L&L Year 1 U1 Environmental Int	L&L Year 1 U1 Environmental Interactions (Reading)						
1/8/2021	07HU1 InS	Unit 2 - Natural Systems	How can rainforests be used in a sustainable way?						
1/20/2021	All subjects	Semester Overview Grade 1-7	Available 12 noon 20th January						
1/28/2021	07IL1 Island Learning	Checking out my Identity DEF	I Am ... Poetry and Portraiture						

Please note, this is only an approximate guide.

Please see your child's Google Classroom for the most up-to-date information.

[link](#)

CREATING CHINESE MUSIC

Statement of Inquiry: Compositions can express cultural identity

Key concept: Identity

Related concept: Composition

Global Context: Personal and Cultural expression

ATL: Creative Communicator - create original works

Assessment:

Ai: Demonstrate awareness of the art form studied including the use of appropriate language.

Ci: Identify an artistic intention

Dii recognize that the world contains inspiration or influence for art



0:03 / 0:54



Criterion A: Knowing and understanding

i. demonstrate awareness of the art form studied, including the use of appropriate language

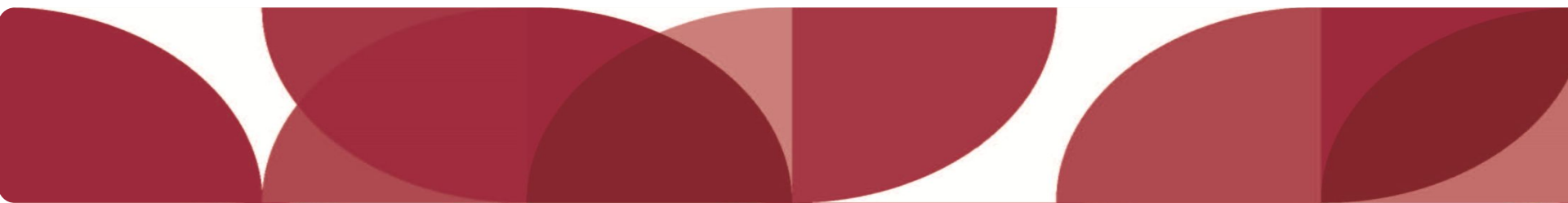
The student:

1-2 demonstrates **limited** awareness of the art form studied, including **limited** use of appropriate language (in the case of Music 'language' refers to cipher/notation - Art/Drama: brush strokes/stage directions)

3-4 demonstrates **adequate** awareness of the art form studied, including **adequate** use of appropriate language

5-6 demonstrates **substantial** awareness of the art form studied, including **substantial** use of appropriate language

7-8 demonstrates **excellent** awareness of the art form studied, including **excellent** use of appropriate language



CREATING CHINESE MUSIC – GRASP

GOAL - Create a, original piece of music using elements from traditional Chinese Music

ROLE - You are a composer

AUDIENCE - You will share your work with your classmates. You may have the opportunity to share your work with Year 7 next year.

SITUATION - You will write a piece inspired by an aspect of Chinese or Hong Kong culture. It should be playable by Year 7 students taking this unit next year.

PRODUCT - you will perform your composition. Your work will be notated.

Assessment task 1-8

IDENTIFYING AN ARTISTIC INTENTION

Chinese Music is often descriptive. Composers use music to represent things, or to tell a story. Listen to these two pieces then complete the drag and drop quiz on the next slide.



× 陽春白雪 Bright Spring, White Snow
this lively piece celebrates first
flowers of spring after winter.

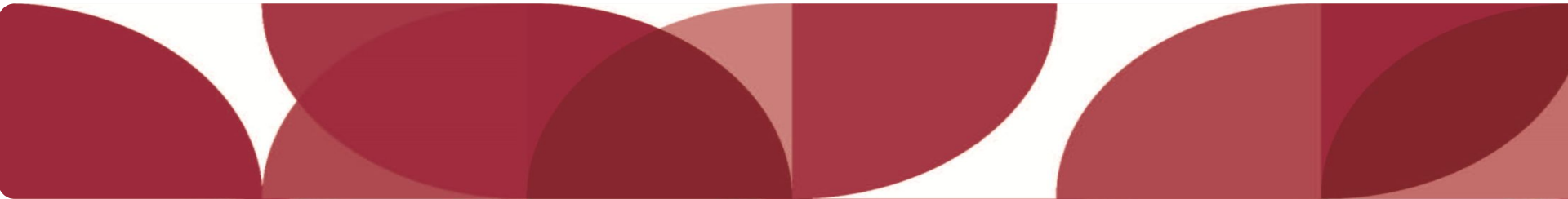


平湖秋月 Autumn Moon Over Calm Lake
is about the beauty and tranquility of
the moon over a still lake.

Teacher Assessment - level for criteria A for this task

The Dragon Thief

7-8 demonstrates **excellent** awareness of the art form studied, including **excellent** use of appropriate language



Further Support

Meetings with House Staff/ Teachers

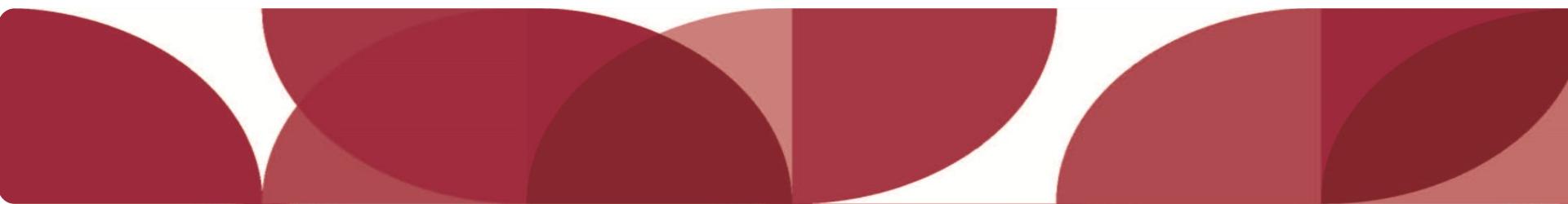
- Tutoring for Learning (TfL)
 - Week of 30 November
- Parent Consultations (PC):
 - April 22nd and April 26th
- 1:1 meetings



Home Learning Policy

Advice for Students and Parents:

Together...

- Find a quiet place to work.
 - Remove social media distractions.
 - Create a home timetable for the week (including activities and free time)
 - Aim to complete homework by 7.30pm so that there can be sufficient time away from computer screens before bed.
 - Opt in for the parent Homework alerts on Google Classroom.
 - If a student has not finished the homework within the recommended time (30 minutes), parents should stop him/her and contact the relevant subject teacher.
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Using Evidencer - Parents

Source of information & learning

- What does Evidencer tell us?
- What should we look for?
- Where can we find it?
- How often should we check Evidencer?
- TFL and Parent Consultation Meetings.
- What can we do?



Please use [this form](#) (link shared in the Zoom chat) to submit any questions you have about Evidencer.



Frequently asked questions will be collated and answers will be shared.

The form will remain open for 24 hours.
If your question has not been answered,
please contact your child's tutor.

