

# Future Leaders International Private School

*Focus, Lead, Innovate and Succeed*

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## **Formative Towards Summative Assessment Methods**

Assessment is a term used to refer to the various processes by which student achievement can be evaluated. Evaluation methods and instruments may include quizzes, tests, examinations, extensive practical work, projects, portfolios and oral work. To create an effective learning environment, formative and summative assessments are appropriately implemented to promote effective differentiated learning to make sure that all students achieve the learning objectives, and measure the effectiveness of the educational programs and instructional methods. We are confident that almost all our students will attain their learning objectives against national and international ( EMSAT, Ministry, MAP) standards. To take this attainment to the outstanding level, we will continue our curriculum-classroom differentiation drive. Our target is to reach this outstanding level for all grades as of January 2019. In order to arrive at the Jan. 2019 benchmark, non-paid remedial lessons for emerging students will be introduced three times a week as of September 2018, and a specific homework clinic or study support drive will start as of September 2018, daily from 3:30 pm to 5:45 pm under the supervision of our facilitators and the senior administration.

The formative assessments that facilitators are required and encouraged to implement at the school include daily observations, portfolios, rubrics, checklists, self-evaluations, peer assessment, self assessment, record keeping, concept/exit questions, personality leadership sheets ( 10 traits ) and papers/essays/written tasks. These evaluations are ongoing and are used to provide immediate and timely CMT ( Constructive, Measurable and Timely ) feedback to refine and adjust instructional strategies and student understanding during the learning process. The types of formative assessment that are used within each of the curricular areas vary.

The summative assessments that are used include unit/chapter tests, weekly examinations, final examinations, diagnostic tests and achievement tests. These assessments are administered periodically and in line with each subject/grades' yearly and unit planning but approximately every 6-8 weeks. These evaluations are implemented to gauge student understanding of a set of content standards at a particular point in time. Students in KG -Grade 5 are given unit/chapter tests at the end of a unit or chapter.

From Grade 6-12, 'weekly tests' are conducted in two subjects per week (two tests per subject per term). A schedule is published each term. The "weeklies", together with a class work assessment (incorporating projects, class work, homework, orals and written assignments, as well as a 'personality-leadership assessment'), and a summative assessment at the end of each term, is used to provide a termly progress evaluation.

These termly progress sheets, along with the comparative charts, the IEPs (Individualized Educational Plans), SIRPs (Summarized, Individualized Remedy Plans), in depth formative/summative assessment sheets analysis by class, and the comparative sheets with the predicted grades given at the beginning of the year represent the back bone and the simple evidence that the vast majority of our students will make better than expected progress in relation to individual starting points and curriculum standards.

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As a conclusion, we believe that assessment is always a tool and not the aim, and that's why our approach is always formative and our formative assessment is a progressive journey to make sure that the students has acquired the knowledge and the skills via his creative and critical thinking inquiry based skills facilitated by our facilitators.

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<sup>i</sup> "Curriculum & Leadership Journal | Improving Student ..." Web accessed Oct. 2017

<[http://www.curriculum.edu.au/leader/improving\\_student\\_achievement,25374.html?iss](http://www.curriculum.edu.au/leader/improving_student_achievement,25374.html?iss)>.

<sup>ii</sup> "The Vale Federation | Assessment Policy." Web accessed Oct. 2017

<<https://www.thevalefederation.com/statutory-policies/assessment-policy/>>.