

THE broad goals of assessment and evaluation should go beyond the acquisition of the highest scores and ranks in class. Instead, one should prioritise individual learning needs and how the curriculum can fulfil this need.

The Ontario secondary school programme at Sunway International School (SIS) is one such example of a curriculum and the school ensures its educators operate on this same principle.

SIS places high regard on its teachers' role in student assessment and is vigilant about ensuring teachers apply the Ontario Ministry of Education-endorsed assessment methods.

Ontario teachers draw from the comprehensive assessment and evaluation policy *Growing Success*, which was published by the ministry in 2010.

The secret of success in this policy's implementation is the evaluation method and this can be attributed to the emphasis it places on continual assessment.

Ontario teachers use Assessment for Learning; Assessment of Learning and Assessment as Learning to gather information that accurately reflects how well a student is achieving through an ongoing process of daily observation and evaluation.

Teachers look for four categories of student knowledge and skill – knowledge and understanding, thinking, communication and

Power of assessment

application. SIS teachers recognise that students learn in different ways and therefore need different ways to demonstrate how well they have learnt.

Through diagnostic tests, self-reflection and peer reflection, teachers provide their students descriptive feedback and coaching for improvement.

The feedback a student receives on a classroom activity or performance is used to improve learning.

Rather than evaluating the bulk of students' performance through content-heavy examinations where memorisation of facts is the primary focus, teachers prioritise instructional methods that help students think analytically and conceptually.

Teachers achieve this by providing opportunities for students to demonstrate their learning in the form of reports and research, presentations, reflections and concept mapping, essays, field trips, guest speaker interactions and more.

This rich learning environment provides an equitable platform for students with different talents and strengths to excel in their respective competencies.



At SIS, teachers provide various opportunities for students to demonstrate learning and excel in their own competencies.

Drawing from students' performance across their coursework, teachers design lessons and classroom strategies that incorporate the interests, learning habits, preferences and experiences of all students.

This approach results in a flexible and comprehensive learning experience for students to grow according to their interests and capabilities, while achieving the curriculum expectations and learning goals.

Throughout the semester, Ontario teachers assess a student's learning skills and work habits to provide feedback to parents at midterm and in the final report card.

In addition to the regular monitoring of students' performance in meeting the curriculum expectations, feedback on the areas of responsibility, organisation, independent work, collaboration, initiative and self-regulation is also reported as

integral to a student's learning and continued growth.

Besides having a solid grasp of the curriculum, teachers are expected to have been understanding of students' learning profiles and to constantly improve and develop their assessment skills.

SIS principal Bill Ironside concurs, "As professional educators, we believe we have a solid grasp of our curriculum, yet we always have much to learn about the child.

"I believe that in assessing student achievements, teachers should weigh all evidence of student work and use their professional judgment to determine the student's performance. Professionally, I like this trend as it supports every child's best effort."

SIS teachers' commitment to professional development based on the understanding of students' needs are constant and in-depth.

You are invited to meet SIS' international community during SIS Open Day on April 23 from 10am onwards.

■ For more information, visit www.sis.sunway.edu.my/openday.