



IB Assessment Culture Self-Assessment

It's important to have shared beliefs about assessment in your school. Use these provocative statements about assessment to generate discussion among colleagues as you work toward aligning your practices.

What I Believe About Classroom Assessment

One purpose of assessment is to find out what the student knows.

More false ← → More True



Found this IB Assessment Culture Self-Assessment Helpful? Discover How Qridi Core Supports Your IB Program Management.

- Write, edit and share your Units of Inquiry with your co-teachers and coordinator on a simple one-page digital planner.
- Fewer planning steps are needed as aligned and chosen concepts and outcomes automatically appear on the planner.
- Expanded field options include Resources, Learning Environment, Student Action, and more.
- Use the help buttons in each field for expert guidance.
- Dropdown menus for Differentiation, Concepts, Approaches to Learning, and Learner Profile aid planning.
- Colors indicate when aligned learning outcomes match what you have planned.



**TAKE YOUR IB PLANNING
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Contact Us!

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What I Believe About Classroom Assessment

More false

More True



One purpose of assessment is to find out what the student knows.

One purpose of assessment is to determine if the student learned what the teacher taught.

Most learning outcomes can be assessed through written tests.

An effective assessment lets me see how the student applies knowledge.

An assessment is different than an instructional activity.

Self-assessment should always be part of the assessment process.

Students should not be informed of exactly "what's on the test".

The learning outcomes should determine the type of test used to assess learning.

Everything that is assessed should be taught.

Assessment should improve student learning.

There is a difference between assessment and evaluation.

Grading is essential for motivating students.

Assessment is a separate process from the curriculum.

Assessment practices have a substantial impact on instruction strategies.

A school should provide specific guidelines for teachers on classroom assessment through the curriculum guide.

Our current assessment practices do an adequate job of providing evidence of all important learning outcomes.

Most students won't learn if a learning outcome isn't assessed.

I write my learning units in the following order (use 1, 2, 3):

- ☐ Learning Activities
- ☐ Assessment (test)
- ☐ Outcomes