



## **Assessment Policy**

**2020**

Last updated on: 12 Nov 2020

To be reviewed in Q2 2021

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## **ASSESSMENT POLICY**

### **Philosophy**

At Ascensia International School, we believe that Assessment is critical and purposeful in evaluating and understanding the development of our students' knowledge at different stages in their learning process. When used effectively, both students and teachers are involved in identifying what students understand, know, can do, and where they are in their learning process. Everyone involved in the learning process (students, teachers, parents, administrators) must have a clear understanding of the reasons for assessment; what is being assessed, the criteria for success and the method by which the assessment is made, and that can be reflected through diagnostic, pre-assessment, formative, and summative components; and thus assessment is ongoing, authentic, varied, and purposeful.

This ongoing process can be adapted and changed to provide engaging instruction that helps students and teachers reach their highest potential and achievement.

### **Purpose of Assessment**

Assessment provides a framework for planning and delivering strategic feedback to encourage further development based on student needs.

- Assessment informs our teaching practice
- Measures student growth in reaching curricular outcomes
- Communicates student progress to parents
- Provides students with feedback on their learning for reflection
- Evaluates the effectiveness of the learning programme
- Guides students through the essential elements of the PYP which are:
  - the acquisition of knowledge
  - the understanding of concepts
  - the mastering of skills
  - the development of attitudes
  - the decisions to take action

The assessment component in the school's curriculum can itself be subdivided into four closely related areas.

- Assessing – how we discover what the students know and have learned
- Monitoring - how we track students' learning and provide detailed and ongoing feedback that can be used by facilitators to improve their teaching and for students to improve their learning.
- Recording – how we choose to collect and analyse data
- Reporting – how we choose to communicate information

### **Assessing:**

The assessment of the students' development and learning is an essential component of the curriculum, and helps to inform continued development, learning and teaching. Students are

observed in a variety of situations and a wide range of assessment strategies are implemented at school.

### **Diagnostic Assessment:**

1. When the student submits his/her application to enrol in the school, s/he sits for an assessment in literacy and numeracy.
2. The evaluation of the student comprises of questions relating to basic skills and competencies in language: (oral reading skills, comprehension, and a writing task in which the linguistic part is applied in context) along with assessing mathematical concepts.
3. The student's performance will be reviewed and assessed in line with prior determined criteria that are properly identified according to the student's level.
4. The student's assessment method is selected according to his/her academic level which will be attained through feedback from his/her school reports or from remarks and observations made by the parents.
5. After the student completes this assessment and the coordinator corrects his/her paper, the coordinator submits a recommendation that properly describes the student's actual level in all basic skills and competencies.
6. The coordinator shall clearly identify the plan which the student is to follow. If the student is in Junior School, then the coordinator should mention whether the student needs intensive follow-up and individual attention from the teachers and/or the homeroom teacher.
7. The coordinator submits his/her recommendation on the student's status to the Admissions Manager, Head of Junior School and the Vice Principal.
8. The coordinator sets up an individual remedial plan for the student after discussing it with the Head of Junior School and Vice Principal and considering his/her recommendations. The coordinator monitors students' work through the viewing of samples of work and attending classes.
9. Students who are placed on the individual remedial plan are exposed to different enrichment papers, which are curated based on the student's level, along with special homework according to the concepts they have already covered, in order to support their progress in those subjects.
10. Comments are written in the Student Report Card report in order to describe the support that s/he is given.
11. Students are subjected to Diagnostic assessment/pre-assessment, formative assessments, and summative final assessments, as do other peers in the class.
12. The student can be given support during his/her assessments either through assigning him/her a reader or writer, or by assigning him/her extra time to conduct the assessment.
13. Once the student shows a significant improvement in his/her performance, the student will be pulled out of support and will again be assessed against the normal criteria which the other students are assessed against.
14. In case a student has been identified as possibly having Special Educational Needs (SEN), s/he will then be closely monitored in order to gauge his/her level of learning and possible difficulties.
15. If required, an Academic Improvement Plan (AIP) will be set up for the student and implemented to help fulfill the needs and gaps of the student.
16. Progress meetings and Parent-Teacher-Agent meetings are used to monitor and assess the progress made by the student.
17. All students undergo Standardized Tests in English and Math twice a year (May and November), in order to monitor students' conceptual understanding, and essential skills and competencies gained. After results are analyzed, and if required, a remedial action plan will be drawn to address the specific needs of the students.
18. Records of diagnostic assessments and AIPs will be saved in students' portfolios in the Academic Support Supervisor for IB PYP, and future progression to iGCSE and DP.

**Pre- assessment:**

A pre-assessment is done prior to starting a new unit, or concept. This helps teachers and students find out what the student already knows and can do. It is not necessary to adhere to certain assessment tools or any specific criteria for this type of assessment.

**Formative assessment:**

Formative assessment is interwoven with daily instruction and assists the teacher in planning for the next stage of learning. It provides regular and frequent feedback to the teacher and the student. It also gives students an opportunity to improve their understanding and to cultivate enthusiasm for learning. Teachers are responsible to prepare different formative assessments with the use of various assessment tools to keep a record of student progress. Formative assessments can comprise questions relating to basic skills and competencies in language: (oral reading skills, comprehension, and a writing task in which the linguistic part is applied in context), scientific knowledge and concepts, along with mathematical concepts.

**Summative Assessment:**

Summative assessment is the culmination of the teaching and learning process and takes place at the end of a unit. It provides students with an opportunity to show what they have learned. It also shows how effectively students understand knowledge, key concepts, skills and attitudes and thus reaching to authentic action.

**Differentiation in Assessment:**

In some cases; when students are unable to achieve the learning objectives inside the classroom at a comparable level to their peers, we would differentiate in the teaching and learning practices whether in the process, content, or product, as much as possible by use of various manipulative, different levelled texts, readings, stories, use of different strategies, along with differentiated worksheets, and implementing differentiated formative and summative assessments. If students need further intervention, they will be observed and then referred to a centre that has a joint venture with the school to be further screened.

**Attitudes and Approaches to Learning Assessment (ATL):**

Attitudes and ATL skills are explicitly taught and emphasized. Student reflections and teacher observations are documented. These records will show the development and demonstration of the targeted attitudes, ATL skills, over time, for both spontaneous and planned activities.

**IB Learner Profile:**

The IB learner profile is transparent in the classroom, and evident in the general language of the school. Teachers might use formal and informal observations to give feedback to students, or it can be done by students as self-assessment. The students should reflect on their development at the end of each unit on targeted or selected aspects of the profile. This reflection will vary according to age group and language abilities.

## **Learner Profile:**

The Learner Profile is the guiding principle of our school and it is ingrained in school's daily life. Ascensia International School's Policy encourages all learners to be:

**Inquirer:** who acquire the skills necessary to conduct inquiry and research and show independence in learning.

**Knowledgeable:** who explore concepts, ideas and issues to acquire in-depth knowledge and understanding.

**Communicators:** who understand and express ideas and information confidently and creatively in varieties of modes and methods of communication.

**Principled:** who take responsibility for their own actions and the consequences that accompany them; who act with integrity and honesty, with a strong sense of fairness, justice and respect.

**Open-minded:** who are accustomed to seeking and evaluating a range of points of view

**Caring:** who show empathy, compassion and respect towards the needs and feelings of others

**Thinker:** who exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Risk-taker:** who have the independence of spirit to explore new ideas and are brave and articulate in upholding their beliefs.

**Balanced:** who understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective:** who give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

By instilling these Learner Profile attributes and qualities in students, Ascensia International School promotes good practices expected from the learners. The values of "Excellence, Unity, Openness, Caring and Curiosity" guide our learners to live their lives in accordance to the important aspects of our educational ambience. In our school, we encourage students to produce their own work and acknowledge the work of others.

## **Recording:**

We use a range of methods and approaches to gather information about a student's learning. Then record this information using a variety of tools which are:

- Rubrics: These are an established set of criteria for rating student work. The descriptors specify what characteristics assessors are looking for in student work and then rate that work on the predetermined scale/criteria Rubrics can be developed by students as well as teachers.
- Exemplars: samples of students' work that serve as a concrete standard against which other samples could be judged.
- Checklists: lists of information, data, attributes or elements that should be present in students' work or performance.
- Anecdotal records: brief, written notes based on observations of students.
- Continuums: visual representations of developmental stages of learning that show a progression of achievement or identify where a student is in a process.

## **Assessment Strategies that teachers use are:**

### **Observations:**

Students' are observed in a variety of settings ranging from the whole class to dynamic groups to individual students. Each context provides a different set of opportunities for the teacher to analyze students' actions and interactions, some ways of how to go about it:

- Listen and look (anecdotal records).
- Chart paper with Post-it notes (to record observation made).
- Small group where teacher focuses on a specific child.
- Teacher's journal (anecdotal records).
- Taking pictures or videoing the students in action.
- Creative writing conferencing.
- Observing performance activities in the gym and Physical Education lessons.
- Checklist: student learner profile, attitudes, skills.
- Observing how children solve problems (skills, manipulative, asking a friend, drawing pictures).
- Observing children's social interactions.
- Observing physical mannerisms when working in class (class chart, anecdotal records).
- Observing facial expression (interest, understanding, and feeling).
- Portfolio.
- Teacher-led conference.

**Performance assessments:**

These are assessments of goal-directed tasks, with established criteria that are situations in which students are presented with a problematic scenario and asked to communicate an original response. They can present in a format of their choice reflecting the many different ways they think and learn (multiple-intelligences).

- Process writing.
- Reading response.
- Research projects.
- Graphs, diagrams.
- Surveys.
- Story mapping.
- Art projects, illustrations.
- Role playing, drama.
- Composing music.
- Reflections on social and environmental issues.
- Examples of students' work in digital format (Power Point; Seesaw; Note Book; etc.).

**Process-focussed assessments:**

The students' trans-disciplinary skills (ATL) (social skills, communication skills, thinking skills, research skills and self-management skills) are monitored often and regularly. These are suggested guidelines which provide examples on how teachers can record their observations:

- Noting both typical as well as non-typical behaviours.
- Collecting multiple observations to enhance reliability.
- Synthesizing evidence from different contexts to increase validity.
- A system of note-taking and record keeping is created that minimizes writing and recording time. Checklists, inventories and narrative descriptions are common methods of collecting these observations.
- Checklists: for trans-disciplinary skills (ATL) for one task.
- Anecdotal records on observations made.
- Reflections on learning style and strategies.
- Reading strategies.



**Open-ended tasks:**

These are situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a diagram or a solution.

- Drawing a story related to a book.
- Creative movement activity (choreography).
- Graphic design or other artwork.
- Depicting environmental issues through the creation of posters, 3D models.
- Examples of students' work in digital format (Power Point; Prezi; Note Book, etc.).
- Journal.
- Writing an original ending or a story.
- Reading responses, drawing related to personal experience.
- Brainstorming sessions.
- Dramatic production (skit, or play).
- Song, music, rap, or poem.
- Video.

**Selected responses:**

These are single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.

- Reading comprehension.
- Spelling tests.
- Grammar tests (grammar rules, verbs).
- Solo performances, oral presentations.
- Math: basic facts, operational techniques.
- Situating events on a timeline.
- Putting events in the right order.
- Categorizing elements.
- Standardized tests

**Learners' reflections:**

Students are asked to reflect on what they have learned at the end of a lesson/unit.

**Reporting:**

At AAIS, we consider reporting as a means of giving feedback from assessment. Reporting aims to indicate the progress of students' learning and identifies their areas of growth.

We believe that effective reporting should:

- Involve parents, students and teachers
- Be comprehensive, clear and understandable to all those who are involved.
- Help learners reflect on their own learning
- Help teachers to incorporate reporting into their future teaching and assessment practices.

AAIS reports about students' performance and progress in a variety of ways:

- Parent engagement PYP Open House day:

Parents gain information about the school from homeroom teachers regarding the curriculum and classroom routines via this important meeting day that is held at the beginning of Term 1.

- Written progress report cards:

Assessment information is reported at the completion of each unit.

The written reports have an outcome-based approach and are closely linked to the Units of Inquiry, incorporating information about the Central idea, Lines of Inquiry, Key Concepts covered, and Learner Profiles and Attitudes focused upon within that unit, in addition to the progress in different subjects regarding the outcomes and skills attained.

In addition, the report card is issued six times a year at the completion of each unit and it reflects clearly if the student receives differentiated texts, worksheets and homework.

- Parent - Teacher Meeting:

Teachers give parents feedback about the students' progress and needs. Teachers highlight the students' strengths and weaknesses. They answer parents' questions during such conferences and guide them on how to help in their children's learning process. This Parent-Teacher Meeting for Units 1, 2, 5 and 6 at the end of the mentioned units.

- Teacher-student conference:

Teachers frequently give ongoing feedback on the progress directly to students. Both teachers and students reflect on the work done and agree on setting goals and how to achieve them.

- Student-led conference:

Student Led Conferences are formal reporting sessions to parents or a variety of audiences, led by the students themselves. The teacher's role in this process is to guide and prepare the students. The emphasis is on the discussion between a child and his/her parent(s).

The focus of the Student-Led Conference is on students' progress – academic and social. Student-Led Conferences are designed to give students ownership of the assessment of their learning, so they can become more actively involved and committed. These conferences make students accountable for their learning and encourage student/parent communication.

Other benefits are that students learn to evaluate their own progress and build critical thinking skills, self-confidence and self-esteem. Parents become an active participant in their child's

learning and skills, and have an opportunity to help their child set positive goals. Students are trained to become confident participants and conference leaders.

This conference is annual, and is going to take place tentatively in April.

- The Portfolio:

Portfolios are used. These portfolios include work samples from across the curriculum, some of which will include comments from the teachers about the learning and achievements being demonstrated. They will also contain pieces chosen by the students, and in these cases they will be commenting on why they have selected those pieces.

The Portfolio is an important part of the school's reporting programme. It provides a record of student effort and achievement in all areas of school curriculum and life as well as a dynamic means of three-way communication between parents, students and teachers.

Each student has his/her own Portfolio and often they will be shared with their parents at the Student-led conference. Additionally, the student's portfolio is sent home after each unit for the student to share his/her learning journey with his/her parents.

- The Exhibition:

In Year Five (Age: 10-12 years old), students participate in a culminating project called an exhibition. Students will demonstrate their engagement with the essential elements of the Programme: knowledge, concepts, ATL skills, attitudes, and action. The exhibition unit takes place under any trans-disciplinary theme. Students are required to engage in a collaborative, trans-disciplinary inquiry process that involves them identifying, investigating and offering solutions to real-life issues or problems. There will be ongoing assessment of each individual student's contribution to and understanding of the exhibition as well as a summative assessment and reflection on the event itself.

## **References:**

International Baccalaureate Organization. Making the PYP happen: A curriculum framework for international primary education.

International Baccalaureate Organization. The primary year's program: A basis for practice.

