ASSESSMENT
POLICY

Purpose

The purpose of assessment is to involve the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know, understand, and can do at different stages in the learning process Effective assessment that achieves this purpose provides valuable information to understand what constitutes learning and how to support it, and is meaningful to all members of the learning community.

Objectives of Assessment

The aim of assessment is to provide a supportive and positive mechanism that helps students to improve their learning, teachers to improve their teaching and contribute to the efficacy of the programme. It also provides information on student's learning to parents, administrators, and stake holders. Assessment is planned at the start of the unit and demonstrates clear links between the assessment tasks and all components of the planner (central idea and Lines of inquiry, key concepts), teacher and student questions, learning activities as well as alignment to the National Curriculum Framework.

Effective assessment for students addresses:

- All the five essential elements (knowledge, concepts, skills, attitudes, and action) and the learner profile.
- Students as an active part of the learning process through reflection and demonstration of their understanding
- Student's strengths and demonstrates mastery and expertise.
- Analyzing and understanding student's learning and what needs to be improved.
- Involvement of students in the development of some of the assessment activities and tools.
- The students need to be responsible learners and perform at a higher level when challenged.

Effective Assessment for teachers addresses:

 • The need for awareness of the assessment policy practiced in school and to understand and develop appropriate assessment criteria.
• The use of varied strategies and tools including pre and post assessment tasks, formative, and summative assessments to determine what students know and understand.
 • Inclusion of peer and self-assessment where appropriate.
• Differentiation needs.
• Child's learning and development, while supporting the child's learning needs

How does the school assess what the student has learnt in PYP?

The main aim of assessment in the PYP at SDGS is to provide feedback on the learning process and the development of the five essential elements to inform further learning. SDGS also recognizes the importance of assessing the process and products of inquiry. Students and teachers are actively engaged in assessing the students' progress as part of the development of their wider critical thinking and self-assessment skills.

At SDGS, we believe thoughtful and effective assessment will guide students through the five essential elements of learning.

• the acquisition of knowledge
• the understanding of concepts
• the mastering of skills
• the development of attitudes
 • the decisions to act

The assessment component in the school's curriculum can be divided into four closely related areas.
. • **Assessing** – how we discover what the students know and have learned
 • **Recording** – how we choose to collect and analyze data
 • **Reporting** – how we choose to communicate information
 • **Reflecting** – how a feedback loop can impact student learning

Assessing:

How we discover what the students know and have learned

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 SDGS, the classroom employs a range of prior, formative, and summative assessments, which demonstrate student achievements.

• Pre-Assessment
• Formative Assessment
• Summative Assessment
• Assessment of the Five Essential Elements of the PYP

Pre-Assessment

At the beginning of each Unit of Inquiry, teachers will assess children's prior knowledge and experience before embarking on new learning experiences.

Formative assessments are done during the learning process and shed light on what the learner knows and can do. The results of this assessment are used to plan future learning and modify teaching activities to guide students towards their learning goals.

Examples: Self-assessment by learners, peer assessment by way of 'thumbs-up' and 'thumbs down' action, show & tell sessions, class participation, project work, homework.

Summative assessments are performed at the end of the school term and provide an in-depth view into the learner's understanding of the central idea. It gives students the opportunity to demonstrate what they have learned and exhibit the attributes of the learner profile.

Summative assessment tasks are designed to give information on what students can do, know, and understand at the end of every unit. Each Unit of Inquiry or strand in any subject has a summative assessment task(s) at the end of the unit, feedback on which is reported via unit presentation or reporting system for parents to see. Summative assessment is also important for informing both parents and teachers of a child's attainment and progress.

Examples: Student-led conferences, projects, exhibitions, parent-teacher meetings, progress reports.

Recording:

The teachers use a range of methods and approaches to gather information about a student's learning. They record this information using a variety of tools and strategies like PPTs, photography evidence and video recording.

Assessment strategies

• Individual and general class behavior Observations All students are observed often and regularly, with the teacher taking a focus varying from wider to closer i.e., from class to individual and from non-participant (observing from without) to participant (observing from within).

Observation of:

• Student interactions
• Skills – reading, listening, logical thinking and lateral thinking skills.
• Response to instructions
• Student application of what has been learnt
• Student health
• Teamwork

Performance assessments

The assessments are goal-directed with established criteria. They provide authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem and rarely only one correct response. Audio, video, and narrative records are often used for this kind of assessment. Assessment is based on performance during:

• Presentation
•Role-play
• Demonstration
• Problem-solving
• Response to challenges

Selected responses

• Written Test performance Single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment. Assessment would be for example on:

• Oral Test performance
• Quiz responses

Report:

How do we communicate the information?

Reporting on assessment at SDGS includes communicating what students know, understand, and can do. Reporting involves parents, students and teachers as partners and is honest, comprehensive, and understandable to all stake holders. Kindergarten communicates the student assessments only through Parent Teacher Meetings. Some ways that SDGS (Grade 1-5) uses to report its recording of assessment are:

- ## Conferences and Meetings

Three-way conferences are formal reporting sessions led by the students with the support from teachers to share their learning with parents. Conferences take place near the end of units with optional conferences available at the beginning of Term.

- ## Student-Led Conferences

The student-Led Conference is a meeting in which the student displays and explains their portfolio taking the parents through their entire learning process in the unit. The conferences allow students to play an active role where teachers are present as facilitators only.

- ### Parent Teacher Meetings

PTM's, as they are popularly called, are held at the end of each unit to report on the learning of the student. PYP Approaches to learning are reported through a continuum, while all other components of the programme are covered through the written comments. The student's information on the performance and development is communicated to parents through many ways. The types of assessments used in the school are varied and gives a holistic picture of the student's progress.

- ## Class Assemblies

Class assemblies are held in every month. These assemblies display the student's learning of the 5 essential elements of PYP and demonstrate the learning under that unit's central idea.
An assembly not only highlights and but enables the students to understand and demonstrate the PYP Learner Profile Attribute(s) and Attitude(s)

School Events

Throughout the school year many events like the Science Exhibition, Art Exhibition, Sports Day, Annual Day, and other events demonstrate the students' journey of PYP and depict the knowledge that they have acquired in all disciplines.

Portfolios

Students in the PYP create a portfolio based on a range of experiences and curriculum areas. The portfolio is a collection of work selected by the students and teachers and is a record of student's involvement in learning. It is designed to demonstrate growth, thinking skills, creativity, assessment strategies and reflection. Portfolios celebrate students' learning through the PYP showing the holistic development of the child, both within and outside of the Programme of Inquiry in all disciplines. Portfolios enable students to reflect with teachers, parents, and peers to identify their strengths and weaknesses as well as areas for improvement throughout the year.

Students take ownership of their portfolios with the guidance of the teacher.

Portfolios are easily accessible to students. Students understand the purpose of portfolios, the process used to compile them, and can explain why specific materials are in the portfolios.

Portfolio content need not be limited to written work. The balance of 'teacher-selected' versus 'student selected' content in portfolios depends on the age and maturity of students. Teachers help students learn how to thoughtfully choose which items to include/keep in their portfolios and provide students opportunities to thoughtfully remove items. A variety of media is represented to reflect different learning needs including drawings, photos, voice recording, videos, and multimedia. Portfolios are stored in plastic display folders in classrooms. Students take their portfolio home at the conclusion of each unit and return them at the beginning of the following unit, apart from the academic year end when portfolios taken home.

The PYP Exhibition

The PYP Exhibition is an example of a summative assessment. It is a culmination of the entire Primary Years Programme. which aims to celebrate and share students' learning with the whole community. The exhibition provides a culminating experience of the learner's engagement with PYP. All pieces of work taken in the PYP Exhibition are selected by the students and include an exhibition reflection. The 5th grade students are expected to develop and present their own collaborative unit of inquiry that showcases the five essential elements of the PYP (knowledge, skills, concepts, attitudes, and action). This is an opportunity for the students to exhibit the attributes of the learner profile which they have been developing throughout the Primary Years Programme.

Written Report cards.

At all unit report cards are developed keeping in view the local curriculum needs aligning with IB Requirements. SA Report cards inform of student progress and areas of improvement in various disciplines of UOI, Learner profiles and the ATL skills of a child at the end of UOI.

Standardized Tests

Standardized assessments are used as a part of the whole school assessment policy to gain as much information as possible about the student as a learner and about the programme. Standardized assessments are specifically used for the following reasons:
 • To inform teaching
• To provide information which shows growth over time
 • To provide comparison with a peer group
• To inform decisions about programmes
• To allow the Special Education Needs Team to determine students whose basic skills fall outside the normal expected range pertaining to a particular age. This information is used alongside other assessment information to determine those students who require remedial or external support.

Reflecting:

How a feedback loop can impact student learning

Teachers have information that help them form groups, plan the programme and be aware of those with special needs. Differentiation techniques are be incorporated to ensure that different learning needs are met.

Learning Support Needs:

 Learning Support Needs are identified with the help of various assessments in collaboration with the home room teachers. The inclusion model is used at sdgs so Learning Support staff works alongside home room teachers in class. Students who need extra practice spend time with the Learning Support teacher outside the classroom on a temporary or occasional basis to enable them to meet goals. This practice is exceptional and will be regularly reviewed. Parents are informed about the progress of the child. Learning Support staff is always happy to discuss children's individual needs with parents by appointment. External referrals may be made when necessary.

Assessment Policy Revision

This Assessment policy was drawn up in 2022 with the collaborative effort of SDGS PYP Head of School and Coordinators. This document is still a work in progress. This document will be updated annually to maintain our assessment policy as current. In case of any new development, it will be reviewed at that time.

References

- IB PYP Standards and Practices -2020
- (2009) PYP - Making it happen: A curriculum framework for international primary education. **http://www.ibo.org/**

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