



# Assessment policy

## Assessment philosophy

Assessment is integral to all teaching and learning. It provides learners and teachers with feedback to revise performance and improve teaching and learning. Assessment enables the school to evaluate and monitor the effectiveness of its programmes and provides direction for teachers, learners, parents, administration and overall school development.

For assessment to be effective, it should:

- be based on clear, known and understood assessment criteria
- involve self-assessment and reflection on the part of the learner
- provide timely, direct, specific and contextualized feedback to teachers, learners and parents
- be integrated into all stages of the learning process
- be supportive and motivating
- place students at the center of teaching and learning

The PYP supports the views that students learn best when the learning is authentic, transdisciplinary, and relevant to the real world; where the learning is not confined within the boundaries of traditional subject areas but is supported and enriched by them (Making the PYP happen: A curriculum framework for international primary education (2009)). We believe that the best assessments are those that are most authentic, or most like the task as it actually exists in the real world.

Assessment of learning within this context should therefore include the assessment of students':

- understanding of the central idea of a unit of inquiry that, over time, builds and extends understanding of the transdisciplinary theme
- engagement with the five essential elements including:
  - the acquisition, development and application of knowledge
  - the understanding of the key concepts in relation to the central idea and lines of inquiry within a unit of inquiry
  - the acquisition, development and application of transdisciplinary skills
  - the development and demonstration of attitudes
  - the decision to take action in response to learning.

Everyone concerned with assessment, including students, teachers, parents and administrators, should have a clear understanding of the reason for the assessment, what is being assessed, the criteria for success, and the method by which the assessment is made.

Both children and teachers should be actively engaged in assessing student progress as part of the development of their wider critical thinking and self-evaluation skills, students must be able to self-assess competently to reflect on learning and subsequently grow and change as a lifelong learner. Teachers should also be concerned with evaluating the efficacy of the programme.

We actively teach our students to be competent at self-assessment in both academic and behavioral areas. Student self-assessment is a key component of an IB programme.

## Purpose

The assessment component in a school's curriculum is subdivided into three closely related areas.

*Assessing* – how we discover what the students know and have learned

*Recording* – how we choose to collect, store and analyse data

*Reporting* – how we choose to communicate levels of performance and progress

Assessment in the Primary Years Programme identifies what students know, understand, can do and value at different stages in the teaching and learning process. The direct link between assessment and the teaching and learning process means that they must function purposefully together. Assessing the result of inquiry as well as the process of inquiry are important objectives of the programme.

The principal purposes of assessment in the PYP are to:

- provide feedback to students, parents and teachers
- determine what the student knows and understands about the world
- inform and differentiate teaching and learning
- monitor student progress in the development of the IB learner profile attributes
- monitor the effectiveness of the programme.

Assessment is an essential part of the instructional cycle. It provides information about student learning and development, as well as a framework for planning, self reflection, and collaboration.

## Principles

A variety of resources and approaches are used at Private Lomonosov School to meet the needs of all learners. Backward design is utilized to ensure the appropriateness of

assessments for the learning objectives being taught. Products and performances show a conceptual understanding of the learning objectives being taught.

The following principles are included in effective assessment at the school:

- connections to IB Learner Profiles and Attitudes
- connections to the Central Idea
- connections to the predetermined objectives, concepts and lines of inquiry within the Programme of Inquiry
- connections to the PYP Five Essential Elements
- diverse and varied in method to address different learning styles
- differentiated to meet the individual student's learning needs
- without cultural, ethnic, racial or gender bias
- frequent and ongoing
- supportive of concept development
- concise and clear
- consistent and grade-appropriate
- meaningful and relevant to the student
- inclusive of relevant and timely feedback
- teacher-created and approved assessments

## Practices

Effective assessment practices include:

- assessment of students' prior knowledge
- each unit of inquiry will include both formative and summative assessment and will be deliberately planned (in the planners) to be fair, consistent and developmentally appropriate. **Formative assessment** is interwoven within each unit of inquiry.

The formative assessment is ongoing and regular assessment, which will take place during the teaching and learning process using a variety of methods to inform teachers and learners about the progress in skills, concepts and content. It gives the opportunity for reflection and gives information to students about the areas that need improvement. Teachers use the data to provide descriptive feedback that is clear, specific, and meaningful in a timely manner, in order to support improved learning and to adjust instruction to enhance learning and achievement. Formative assessments identify the learning needs of students, shape learning, and prepare students for summative assessments. Based on the results of the formative assessments, students, parents, and teachers can evaluate the student's learning and make the necessary adjustments.

Diagnostic/pre-assessment is considered a form of formative assessment and will determine a students' prior knowledge to plan the next stage of learning within the context of the lines of inquiry.

- **summative assessment** takes place at the end of each unit of inquiry and is an opportunity for students to demonstrate what has been learned highlighting the knowledge, concepts and skills acquired through the unit of inquiry. Summative assessment involves the process of gathering and interpreting evidence to assess a student's understanding of the central idea. Summative assessments may include one or any combination of the following: acquisition of data, synthesis of information, application of knowledge and process.
- transparency-criteria for learning tasks are clear and known in advance by students, teachers, and parents (rubrics, etc.)
- utilizing a range of assessment tools
- expression of different points of view and interpretations
- monitoring and assessing student progress in the five essential elements - skills, attitudes, concepts, knowledge, and student-initiated action
- monitoring and assessing student progress in relation to the Learner Profiles including student self - and peer - assessment
- creating rich tasks that cater to a variety of learning styles, multiple intelligences and differing abilities (differentiated products and performances)
- gathering evidence from which sound conclusions can be drawn
- ensuring student progress and performance are assessed in both the subject domains and the units of inquiry
- creating grade-level grading policies to ensure consistency
- documentation of student success, growth, ability and creativity through methods such as use of student portfolios
- working with students in the preparation and evaluation of student-led conferences
- providing opportunities to support and celebrate student learning
- utilizing collaborative planning to build tools, reflect on implemented strategies, and share and analyze data

## Assessment Portfolio

The purpose of a student **portfolio** is to help students reflect on their learning, to show growth over time and to show development of the whole child both inside and outside of the Program of Inquiry in all subject areas. The portfolio allows all those involved in the learning process to see a true picture of the child. It may also serve to help the teacher reflect, assess and teach. Each student has his own portfolio, these portfolios are shared with the parents at the Student-led conference.

Students who are in their final year of the programme are expected to carry out an extended, collaborative inquiry project, known as **the exhibition**, under the guidance of their teachers.

In grade four students participate in the exhibition. Students demonstrate their engagement with the five essential elements of the Programme: knowledge, concepts, ATL skills, attitudes, and action. Students are required to engage in a collaborative, transdisciplinary inquiry process that involves them identifying, investigating and offering solutions to real-life issues or problems.

## Reporting—feedback on student progress

Private Lomonosov School provides meaningful feedback consistently to students, parents and community members through parent/teacher/student interviews, parent/teacher conferences and report cards. The primary function of reporting student progress is to establish, encourage and maintain communication between the home and school, the child and parent/guardian, and the learner and teacher. Special accommodations may be needed to suit individual family needs.

- *Parent-Teacher Communication*

Parent-teacher interviews providing parents and guardians a time to meet with teachers to discuss their child's progress in each subject. As needed, teachers consult with parents and guardians on an individual basis.

- *Written Reports*

Students have a comprehensive “**Report Card**” reflecting their learning at the end of each semester. This includes:

1. The learner profile.
2. The transdisciplinary units and the subject-specific teaching.
3. All teachers comments.
4. All the essential elements of the Programm.

- *Conferences*

Parents, students, and teachers are all valued partners in the reporting process and in sharing the responsibility both for learning and for accounting student progress. Various conferences (formal and informal) will be conducted periodically. The purpose of these conferences is to share information between teachers, students and parents.

Private Lomonosov School builds into the school calendar the **parent-teacher conferences**, which is available online.