Silver Oaks International Schools
Hyderabad Bangalore Visakhapatnam
Assessment Policy – PYP School

"To begin with the end in mind" means to start with a clear understanding of your destination.
It means to know where you're going so that you better understand where you are now and the steps you take reach the right direction
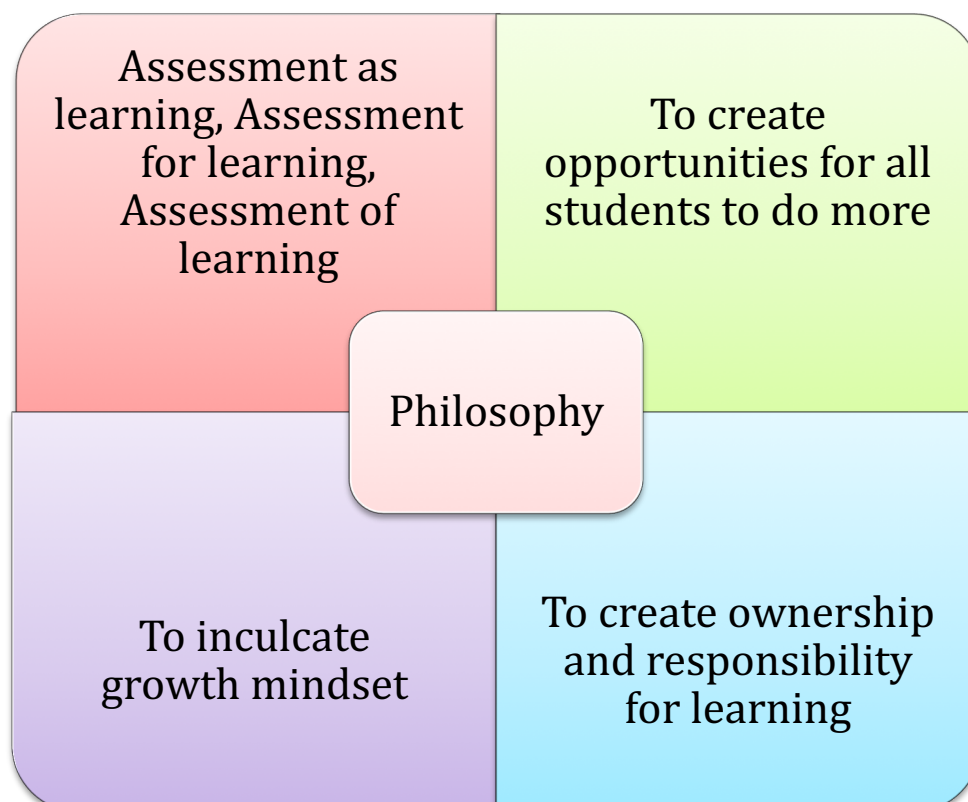
Dr. Stephen R Covey   The Seven Habits of highly Effective People

Assessment

Assessment is integral to teaching and learning and is central to the goal of thoughtfully and effectively guiding students through the essential elements of learning. The prime objective of assessment is to provide feedback on the learning process within the PYP, MYP & CBSE.

At Silver Oaks, we begin teaching with an end in mind. We aspire to groom lifelong learners who will live for a purpose, learn to apply, lead with determination and leave a timeless legacy. To this end school developed a philosophy of assessment that motivates teachers and students to believe in excellence.

Philosophy

Assessment as learning, Assessment for learning, Assessment of learning	To create opportunities for all students to do more
To inculcate growth mindset	To create ownership and responsibility for learning

Philosophy

- To tap the wellspring of confidence, motivation, and learning potential that resides within every student.
- To leave no child behind and support learning.
- To provide feedback on the learning process.
- To know what students, know, understand and can do at different stages of learning process.
- To promote wider critical-thinking and self-assessment skills.
- To assess the process and product of inquiry.
- Assess student's independent and collaborative work.
- To inform school community of the success of the programme.
- To report on the intended learning outcomes.

How does assessment look like in the School

The assessment component in the school's curriculum is divided into three closely related areas:

- Assessing
- Recording
- Reporting

In the PYP section of our school, an academic session comprises 6 units of inquiry. A series of formative assessments are conducted through the duration of each unit of inquiry and a summative assessment at the end of a unit.

Types and ways of Assessments
The school believes that a student's learning outcome can be determined through:
Formative assessments are continuous and ongoing and informs teachers to plan next stage in learning.
- anecdotal records
- observations
- written tests
- group discussions
- activity based

- inquiry based
- differentiated work
- self and peer assessments
- students' reflections
- student led conferences

Summative assessments measure students' understanding of the central idea and prompt them towards action.

- written tests
- presentations
- students led conferences

Recording of assessment data

To know what we have learned, a variety of tools and strategies are used to collect information about students' learning.
Strategies are methods or approaches that teachers use when gathering information about students' learning.
Tools are instruments used to collect and record data.

Strategies

- **Observations** – All students are observed regularly from a wide angle to close up, focusing on one and many activities.
- **Performance Assessments** –Students are assessed on the use of their many skills to achieve goal-directed tasks against a pre-set criteria.
- **Process-focused assessments**- Learning logs are maintained by teachers that are narrative descriptions of students' behavior and synthesized evidence from different contexts.
- **Selected responses** – Written tests, quizzes are few examples of one-dimensional exercises.
- **Open-ended tasks** – Tasks are given with enough stimulus to students to communicate an original response. They could select from a range of brief answers to drawings to diagrams to providing experiential solutions.

Tools
- **Checklist** – These are list of data, elements and attributes that should be present in students.
- **Rubrics** – An established set of criteria with descriptors that tell assessors what to look for in students' work. These are developed by teachers as well as by students.
- **Exemplars** –Samples of students' work or teacher's provocation that serve as a benchmark against which other samples are judged.
- **Anecdotal records** – These are brief written notes maintained by teachers, based on their continuous observation of students in activities from wide angle to close up.

Reporting of Assessment

School believes that feedback is the component of assessment that lets us interpret the judgment and improve our work. To make reporting effective, parents, teachers and students are partnered. Comprehensive, honest, fair and credible reports are generated.

Types of reporting

- **Parent teacher meetings** – PTMs are conducted 2 times in a year, where teachers give information to parents about the students' progress, development and needs, answer parents' questions, address their concerns.
- **Student led Conferences** – SLCs involve partnership between parent and student, where students lead the conference and share their process of learning with parents.
- **The Exhibition** is a formal platform where final year PYP students report to their parents their learning form the PYP journey and celebrate the culmination of PYP and move to middle school with a Learner Profile.
- **Written Reports** – These are seen as a summative record for students, parents and the school of students' progress in character as well as competence. These are sent after every unit of inquiry, 6 times a year and also at the end of two terms.

- A final evaluation report on the performance during the academic session will be given based on the evaluation process involving all the essential elements learnt during the Program of Inquiry.
- A Graduation certificate is presented to the students in a graduation parade.
- **Portfolios** – Students' portfolios show the development of 5 elements of learning in the units of inquiry in the form of images and evidence of students in the process of constructing meaning. Portfolios are sent once in a week for parents and students to reflect students' progress and achievement in the context of the units of inquiry.

Reporting frequency:

Type	Grade	Frequency	What
Unit report	PP I to VI	6 times after each unit of inquiry	All 5 essential elements
Portfolios	PPI to VI	Every fortnight and after Formative Assessments	Teaching and learning progress
Student Led Conferences	PPI to VI	once a year	All 5 essential elements
Parent Teacher Meet	PPI to VI	Twice a year	Student
Three Way conference – FIKA	I-VI	Once a year	Program structure and function Home- school collaboration Goal setting
The Exhibition	VI	Once a year	PYP learning
Strand Tests	I to VI	2 times in a year	Skills and concepts in Math, English and II Language
Graduation Test	III to VI	End of academic session	Final evaluation

Policy

Identify	•the purpose and criteria;
Incorporate	•into the lesson plan
Inform	•students and parents on criteria before, during and after the lesson completion;

Include	• the criteria on question paper
Ensure	• the criteria are referred to, during reporting and remedial action.
Accommodate	• Differentiation

Give choice	• of areas to be tested and tools for testing to the students at least once (if possible two to three times during the unit) in formative assessments. And mention the same on the evidence.
Accommodate retests	•. Retests are for those who choose to, but it will be mentioned as marks/grades scored in retest, otherwise students may take undue advantage of this provision. To be done within a week. Range of 65 to 70%- no retests will be conducted.
Assign	• the importance to all the above as much as written and taught curriculum.

Meeting the IB Standards for PYP

1. Assessment at the school aligns with the requirements of the programme(s).

2. The school communicates its assessment philosophy, policy and procedures to the school community.

3. The school uses a range of strategies and tools to assess student learning.

4. The school provides students with feedback to inform and improve their learning.

5. The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).

6. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).

7. The school analyses assessment data to inform teaching and learning.

8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

9. The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition.

Drafting Committee: Director Education, Principal, Pedagogical leadership team
To be reviewed next in April/June 2020

Process

In PYP

Formative Assessment	Summative Assessment of the Unit	Strand Tests	Graduation tests in March
Ongoing at the discretion of the teachers Recorded and reported through Portfolios or other evidence	skills, attributes, attitudes and action as self assessment through reflection and peer assessment by parents and friends .Recorded and reported in reflection sheets. .Knowledge and concepts assessed by teachers. .Reported through a Unit Report.	only for Grades 1 to 6 in Math English & Language .Test papers are the evidences. .Certificates are the reports	only for Grades 3 to 6 in Science Math English Language .Test papers are the evidences .Graduation report is the report

In PYP school timelines are based on units and strands.