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

Review of Assessment Policy - Year -February 2023
Timeline - 2 weeks
Sources: PYP Principles to Practice, PSP 2020, NEP 2020 Review

Committee: (Lingua Franca)

Review Committee:
Director Education – Seetha Murty
Head PYP Mighty Oak Campus- Sangeeta Pratti
Head of School- Rachna Sharma
PYPC and Team at Silver Oaks, Oakdale campus

Dear Stakeholders,

At Silver Oaks Schools, our school policies are deep rooted in the vision, mission, the philosophy of our school and IB philosophy, standards and practices. We aim to model the principles of the IB learner profile and the IB mission in each of our policies.

Our policies have been developed through discussions with teachers, and students to determine both content and layout. These are the policies mandated by the IB:

1. **Admissions**
2. **Inclusion**
3. **Language**
4. **Assessment**
5. **Academic Integrity**

In each of our policy documents, you will find the philosophy driving the policy, a student's rights and community responsibilities, a description of how each policy upholds the IB learner profile, and links to the other policies.

"To begin with the end in mind" means to start with a clear understanding of your destination.
Dr Stephen R Covey - The Seven Habits of Highly Effective People

It means to know where you're going so that you better understand where you are now and the steps you take to reach the right direction

A. Philosophy

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 the school developed a philosophy of assessment that motivates teachers and students to believe in excellence. 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 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 stakeholders.

B. Objectives of Assessment

- To tap the wellspring of confidence, motivation, and learning potential that resides within every student.
- To leave no child behind and support the learning.
- To provide feedback on the learning process.
- To know what students' know, understand and can do at different stages of the learning process.
- To promote wider critical-thinking, higher order thinking skills and self-assessment skills.

- To assess the process and product of inquiry.
- Assess student's independent and collaborative work.
- To inform the school community of the success of the programme.
- To report on the intended learning outcomes.

C. Characteristics of effective assessment

- Highly effective assessment shares some key characteristics:
  - Authentic: It supports making connections to the real world to promote student engagement.
  - Clear and specific: This includes desired learning goals, success criteria and the process students use to learn.
  - Varied: It uses a wider range of tools and strategies that are fit for purpose in order to build a well rounded picture of student learning.
  - Developmental: It focuses on an individual student's progress rather than their performance in relation to others.
  - Collaborative: It engages both teachers and students in the assessment development and evaluation process.
  - Interactive: Assessment encompasses ongoing and iterative dialogues about learning.
  - Feedback to feedforward: It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.

Assessment starts at the beginning of the unit planning and serves a food for thought for teachers, students and stakeholders. Effective PYP assessment practice integrates assessment for, of and as learning to support effective learning and teaching.


Figure AS01 Integrating assessment
PYP assessment informs the learner, learning and teaching, and the learning community through the monitoring, documenting and measuring of learning.

D. Design of Assessment

Assessment in the school follows the "backward by design" process and "forward by design" approach. Designing assessments that are both backward by design and forward by design will ensure that knowledge, conceptual understanding, skills and attributes of the IB Learner profile are monitored, supported and valued.

In the "backward by design" process, teachers design assessment by first identifying the desired knowledge, conceptual understandings and skills, followed by the design of the assessment, and finally planning learning activities to ensure acquisition of knowledge, conceptual understandings and skills.

"Forward by design" approach considers other learning that may have occurred beyond what was planned. Forward by design is particularly relevant in supporting the development of approaches to learning and for the learner profile. This encourages student participation in assessment design, inviting them to evidence what else they know or can do.

Figure AS02: Assessment-capable teacher
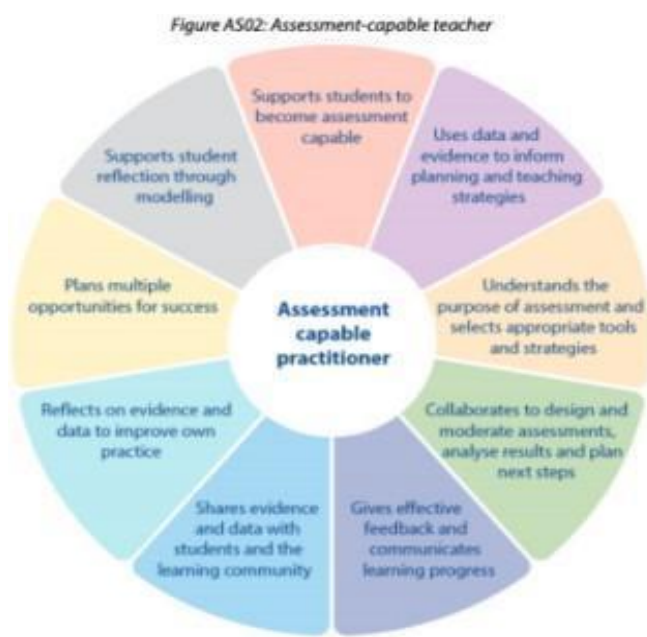
The assessment process is an ongoing conversation that promotes the continuum of growth. It requires the learning community to continuously and simultaneously reflect and ask questions about how we assess and what we assess. Developing assessment capability to support learning is necessary to make the "tacit knowledge that is hidden" within the learner transparent, explicit and available".

Agency in assessments

Assessment capable learners in the school are developed through a system of students maintaining an **Assessment Portfolio**. Students are engaged deeply in the instructional and assessment process, by receiving feedback from teachers on their performance,

reflecting on it, setting and designing learning goals, drawing an action plan to achieve them and upon achieving, they share with teachers, parents and peer group.

D.1 - What to assess

The school identifies content that is significant, relevant, engaging and challenging that supports the outcome of students being internationally minded. Once this content is identified, teachers plan multiple opportunities for their students to develop **knowledge, conceptual understandings and skills** to support self-regulatory learning.

In determining what to assess, teachers bear in mind the following questions.

- Is it the process or product of learning we aim to evaluate?
- Is it to understand prior knowledge—what the student already knows and can do?
- Is it to check if learning is on track or if the student is ready for extension?
- Is it to elicit depth and breadth in understanding?
- Is it to extend students' learning?
- Is it to understand how the student makes connections and applies learning?

D.2 - How to assess

The assessment component in the school's curriculum is divided into four dimensions of assessment.

Monitoring learning

Documenting learning

Measuring learning

Reporting on learning
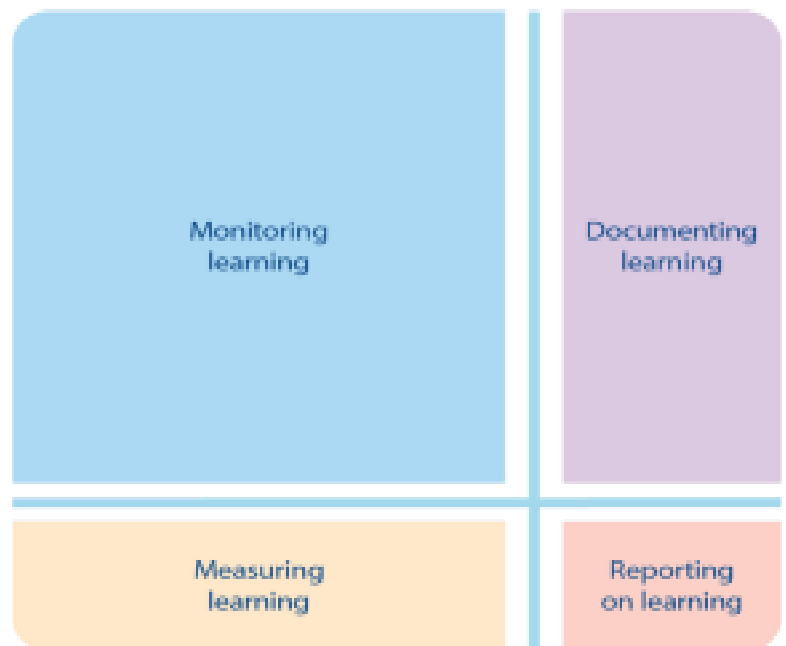
The school recognizes the importance of monitoring and documenting the process of inquiry, conceptual understandings, their transfer and approaches to learning skills.

Monitoring learning

Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria. Teachers use a variety of strategies: observation, questioning, reflection, discussing learning with peers and teachers, and well-considered feedback to feed forward for next steps in learning.

Tools used for monitoring include open-ended tasks, written or oral assessment, and a learning portfolio [physical and digital].

Documenting learning

Documentation in our school is done physically through a student portfolio and digitally through Google classrooms. Other media forms are used for displaying and recording like videos, photographs, presentations. The evidence of learning of each student is shared with others to make learning visible and apparent.

Students and teachers document learning goals, questions, reflections and evidence of learning using a variety of formats.

- Learning logs or journals: These are used to record feedback and reflections of ongoing learning.
- Learning stories: Narratives that document an instance when the learner shows knowledge, conceptual understandings or skills.
- Portfolios: A collection of artifacts that can also contribute to reporting.

Documentation tools include exemplars, checklists, rubrics, anecdotal records, portfolios

Feedback and Feedforward

Feedback and feedforward on knowledge, conceptual understandings and approaches to learning supports students moving towards their desired learning goals. When giving feedback, teachers in the school focus on:

Feedback: How am I doing?

Feedforward: Where to next?

Measuring Learning

The school believes in the efficacy of assessment **for**, **of**, **as** learning of student outcomes and adopts the following types of assessments:

Pre-assessments	Assessment for learning	Assessment of learning	Assessment as learning
Pre-assessments are done to assess students' prior knowledge, conceptual understanding and skills. This data is used to inform planning of teaching and learning.	Also known as formative assessments, its goal is to inform teaching and promote learning. It is conducted throughout the learning process.	Also known as summative assessment, its goal is to certify and to report on learning progress. It is typically conducted at the end of a unit, year level or a developmental stage.	As part of the formative process, its goal is to support students in learning how to become a self regulated learner. It is conducted throughout the learning process.

Formative Assessment	Summative Test at the end of Unit	Strand test	Graduation test	NEP School Examinations
Ongoing at the discretion of the teachers Recorded and reported through Portfolios or Other evidence	ATL skills, attributes, and action as self Assessment through reflection and peer assessment by parents and friends Recorded and reported in Character and Competence reports. Knowledge and concepts assessed by teachers.Reported through Competence Report.	For Grades 1 to 6 Assessment in • Math • English • & 2nd Language Test papers are the evidence. Certificates are the reports	For grades 3 to 6 in English, Math, 2nd Language and Science Test papers are the evidence Graduation report is the report.	Key stage assessments Census Assessments in grades 3, 5 and 8 to track achievement

Analysing Learning

Teachers document and collaboratively analyse student learning over time to design learning experiences based on data, to identify patterns and trends in student learning. **Teacher moderation** through professional discussions around student samples is an effective strategy that is adopted by grade level teachers with reflective questions that steer the analysis.

Generation and collection of data and evidence	Collaborative analysis of data and evidence	Reflect and act on data and evidence
• Focused observations • Learning tasks • Feedback from teacher and peer • Self-reflections • Self-assessment • Portfolios and journals	• Identify working strategies • Possible changes to teaching practice • Students who require additional scaffolding, practice, reinforcement, deeper modelling • Students who need extension, deepen thinking , application of learning • Quality and depth of learning	• Consider teaching strategies • Decision for time and material resource • How to share the data and decisions

Reporting of learning

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, and 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.
- **Written Reports – Character and Competence reports** 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 for 3 strand tests.
- **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.
- 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.

Reporting frequency

Type	Grades	Frequency	What
Unit report	PP I to VI	6 times after each unit of inquiry	Knowledge Concepts Approaches to learning skills
Portfolios	PPI to VI	Every fortnight and after Formative Assessments	Teaching and learning progress
My learned world/ Student Led Conferences	PPI to VI	Twice a year	Essential elements
Parent Teacher Meet The Exhibitions	PPI to VI VI	Twice a year Once a year	Student PYP learning
Strand Tests	I to VI	2-3 times in a year	Skills and concepts in Math, English and II Language
Graduation Test	III to VI	End of academic session	Final evaluation

D. Meeting the IB Standards for PYP

Approaches to assessment (0404)
Standard - Learning, teaching, and assessment effectively inform and influence one another.

Practices:
Students and teachers use feedback to improve learning, teaching and assessment. **(0404-01)** Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation. (0404-01-0100) The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (0404-01-0200)

The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. **(0404-02)** Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)

PYP: Teachers document and analyse student learning over time to design learning experiences based on data. (0404-02-0111)

The school demonstrates that assessment practices are formed around conceptual learning. (0404-02-0200)

The school ensures that from the time of enrolment students and legal guardians are aware of and have access to documentation describing the relevant programme regulations and requirements regarding assessment. (0404-02-0300) The school administrates assessment consistently, fairly, inclusively and transparently. **(0404-03)**

The school administrates assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)

The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200) The school ensures that external reporting and/or predictions are as accurate as possible, and are appropriately designed for the contexts in which they are required. (0404-03-0300)

The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)

The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable. (0404-03-0500)

Students take opportunities to consolidate their learning through assessment. **(0404-04)**
The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)

References:

http://www.ibo.org/what-is-an-ib-education/
http://www.ibo.org/about-the-ib/mission/
http://www.ibo.org/programmes/primary-years-programme/
https://resources.ibo.org/pyp/works/pyp_11162-51465?root=1.6.2.12.5.3
https://www.education.gov.in/shikshakparv/docs/Examination_and_Assessment_Reforms.pdf