

# **ASSESSMENT POLICY**

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**Review of Assessment Policy – 2023 - 25**

**Timeline – 12 weeks**

**Sources: PYP Principles to Practice,  
PSP 2020, NEP 2020**

**Review Committee:**

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**“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 to reach  
the right direction**

**Dr Stephen R Covey**

**The Seven Habits of highly Effective People**





### School Vision:

To groom young people who will live for a purpose, learn to apply, lead with determination and leave a timeless legacy.

### School Mission Statement:

To integrate into teaching and learning, the goals for conservation and social justice; To develop civic virtues and emotional skills that can empower our acorns to be icons of personal and social change who will play leading roles in the transition to a sustainable future.



### Mission Statement:

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

### Philosophy of Assessment

At Silver Oaks, we consider assessment as an enabling and empowering experience towards 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 enable students as assessment capable learners and teachers as assessment capable practitioners.

### **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.

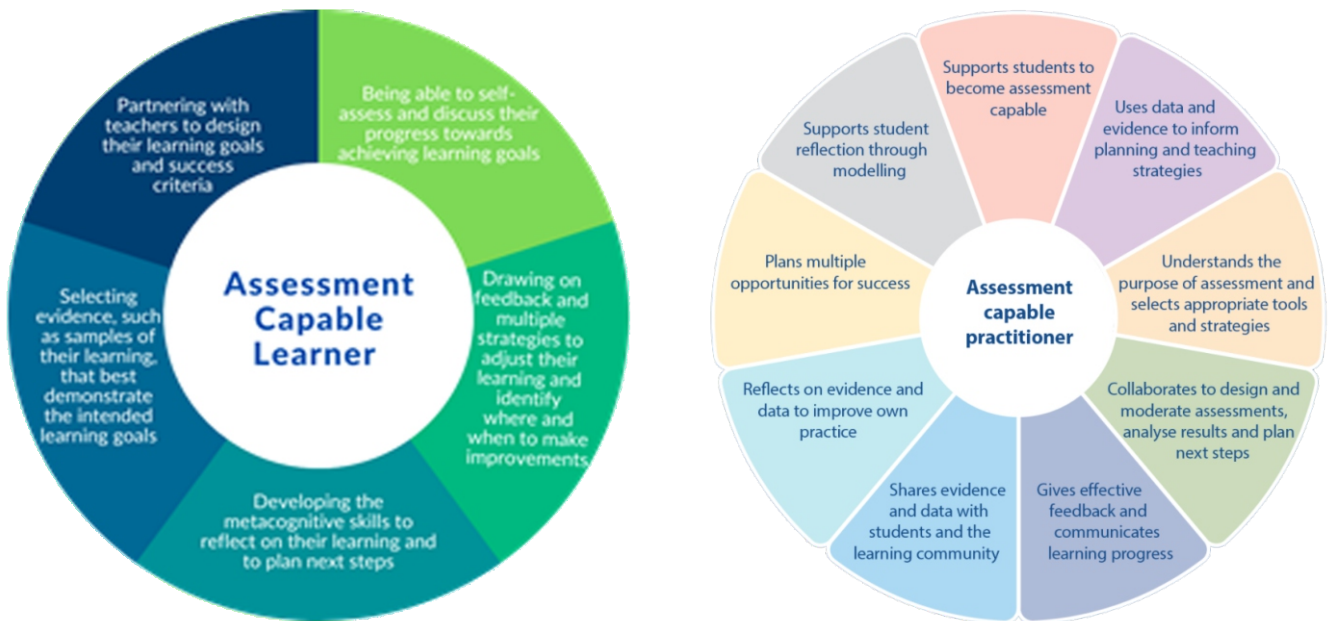
Developing assessment capability to support learning is necessary to make the “tacit knowledge that is hidden” within the learner transparent, explicit and available”.







## Assessment capable practitioners



## **Who and what is involved in assessments.**

The Learner. Learning and Teaching. The Learning Community.



Figure AS01 Integrating assessment

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

Silver Oaks will consistently strive to train the teachers and students to become assessment capable.

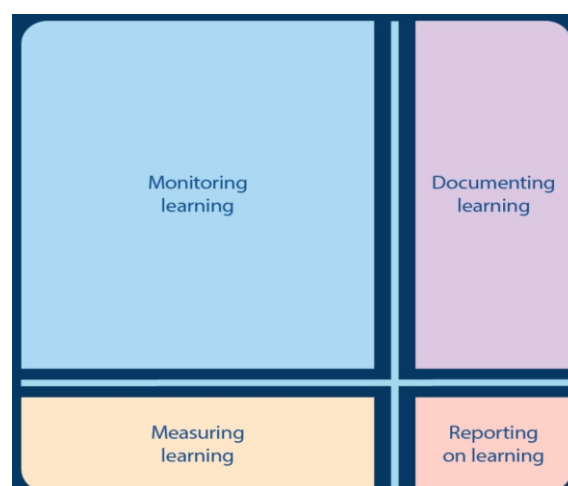
Assessments are in-built into the four dimensions of evidencing learning.



## Evidencing Learning

How Monitoring, documenting, measuring and reporting may give the teachers, learners and parents a report on the learning journey.

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



## Monitoring:

### The KUD-SOLO Approach

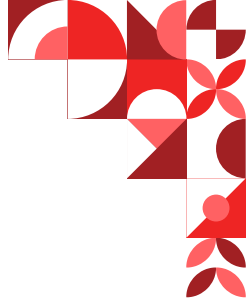
Learning goals are identified in units or single subjects using the KUD-SOLO approach which will be monitored during the learning process.

What is KUD: Knowledge, Understanding and Demonstration goals for each unit or single subjects will be collaboratively planned and defined by teachers. And success criteria for these goals will be developed using the SOLO Taxonomy.

| KUD Learning Goals | Pre-structural | Uni-structural | Multi-structural | Relational | Extended abstract |
|--------------------|----------------|----------------|------------------|------------|-------------------|
| Know.....          |                |                |                  |            |                   |
| Understand....     |                |                |                  |            |                   |
| Demonstrate.....   |                |                |                  |            |                   |

## Self-Organizing Learning Systems - SOLS

Elements of IB Learner profile, Approaches to learning along with school specific elements like, Cultures of Silver Oaks, Mantras of Mahatma are designed as tools for 'assessment as learning'. This is called 'Self organizing learning systems- SOLS'. Throughout the academic year, students are encouraged to self-assess, gather peer, parent and teacher assessment and use this feedback as feed forward.



### **Some strategies for monitoring:**

Observations, hand-holding, reflection activities, circle time, questioning, discussions and so on.

Feedback and feed forward are given while monitoring.

Monitoring may blend with documenting or measuring and sometimes reporting.

### **Agency in Assessment:**

The school's philosophy is based on the premise of character first, competence next.

Goals of all assessments are discussed in detail to groom learners into assessment capable learners. The iterative connection between goals, feedback and feed forward is key to groom assessment capable learners.

### **Documenting:**

Digital documentation is done digitally through google classrooms and drive. Physical documentation in journals and portfolios.

### **What will be documented?**

- Group work and individual work
- Written work, digital work, journal entries, checklists, rubrics, thinking routines, independent inquiries, differentiated work, exceptional work will be documented.
- Learning goals identified in units or single subjects using the KUD-SOLO approach will be documented during the learning journey.
- SOLS.

### **Key to assessment:**

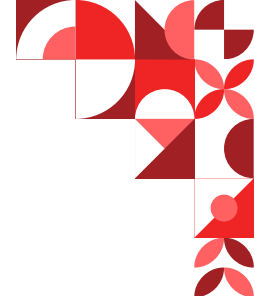
Feedback and Feedforward.

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:

The school believes in the efficacy of assessment of student outcomes and adopts the following types of assessments:

| Type of assessment       | Measuring scale | Subjects   |                           |
|--------------------------|-----------------|--|---------------------------|
| Pre-assessments          | SOLO            | Term assessments - twice in a school year  | Marks and Grades          |
| Ongoing assessments      | SOLO            | Project Graduation - at the end of the school year   | Student kdeveloped rubric |
| Unit Summatives          | SOLO            | SOLS<br>Ongoing self/peer/teacher and parent assessment on Learner profile, ATLs, School Cultures and philosophy | Benchmarks                |
| Periodic tests in single | SOLO            |  |                           |

## Data Analysis and Data Mining

What areas do we want to collect data on?

Periodicals and term assessments : In single subjects, data from periodicals will inform teachers and learners on the progress of each student. This data will be used for feedforward and course correction. Evidence of course correction will be maintained both by teachers and students.

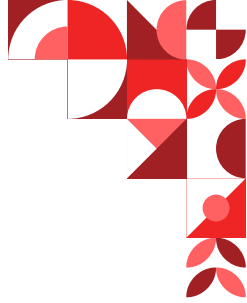
Where need be, goal setting will be done by students and regular monitoring will be done by teachers. Documentation will be duly maintained.

Data from SOLS (progress in ATLs and Learner profile) will be mapped to learning goals addressed either implicitly or explicitly.

## Reporting:

The 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:

- Unit updates are sent at the beginning of a unit of inquiry informing the parents about the learning goals defined through KUD. For single subjects, Learning maps are shared for each term of a school year.
- Parent teacher meetings – PTMs are conducted 3 to 4 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/exhibitions – SLCs involve partnership between parent and student, where students lead the conference and share their process of learning with parents.
- SOLS: Reporting on Learner profile and ATLs using benchmarks is done once a month for parents to assess the child. (Hard copy)
- Units of inquiry reports using the KUD\_SOLO approach are shared on the school ERP platform which is accessible to parents. (Only soft copies)
- Term 1 and Term 2 assessments are measurements of learning in all subjects.
- Reports on periodic and term assessments are shared on the school ERP platform which is accessible to parents. (Only soft copies)
- Portfolios. (Hard and soft copies) Students' portfolios show the development of PYP 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 twice a month for parents and students to reflect students' progress and achievement in the context of the units of inquiry.
- A comprehensive report (hard copy) on the progress from periodic and term assessments during the school year will be given to students and parents which will also serve as a feed forward to teachers in the next grade level.
- The PYP Exhibition - It is a culmination of the entire Primary Years Programme. It happens in the final year of the Primary Years in Grade 6 , 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.
- A Graduation certificate (hard copy) is presented to the students in a graduation parade.



- **Project Graduation:** A website is developed each student to showcase the key lessons of the school year. It serves as a report for oneself. However, presentation by each student to teachers, parents and peers serves as a report by students on his/her progress at the end of the year. The student also develops a google form asking for feedback from the audience.

**NOTE:** All reports are discussed with students in the class and where need be, confidentially with students as a feedback and feed forward.

### **Reporting frequency:**

| Type                     | Grade      | Frequency                          | What  |
|--------------------------|------------|------------------------------------|---|
| Units of inquiry reports | PP I to VI | 6 times after each unit of inquiry | Transdisciplinary Knowledge Concepts And skills                           |
| Periodicals              | G1 to G6   | Periodically                       | Disciplinary Skills, Knowledge and Concepts.                              |
| SOLS                     | PP1 to G6  | Once in a month                    | Learner Profile Approaches to Learning Skills Cultures Mantras of Mahatma |
| Portfolios               | PPI to VI  | Once a month                       | Teaching and learning progress  |
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| Student Led Conferences  | PPI to VI  | Twice a year                       | Essential elements  |
| Parent Teacher Meet      | PPI to VI  | Three to four times in a year      | Progress on students  |
| Term end assessments     | I to VI    | End of each term<br>Twice a year   | Summative assessment of each term   |
| The Exhibition           | VI         | Once a year                        | PYP Learning  |
| Project Graduation       | III to VI  | At the end of the School year      |   |





## **Meeting the IB Standards**

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 administers assessment consistently, fairly, inclusively and transparently. (0404-03)
  - The school administers 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)

**Linkage with other policies ensures that students' learning is evidenced authentically:**

**Admission - Assessment - Inclusion**

The first checkpoint of assessing a student's learning levels is at the time of admission. While addressing different learning needs and making appropriate accommodations, school helps all students to achieve more. Teachers, special educators and social-emotional counselors work together in the learning journey of a student. Parents are always included and informed in any supportive process.

**Assessment - Academic integrity - Agency**

School believes in character before competence. Any assessment is to help a student know how far one has reached and how much more one has to learn. Therefore, all students are encouraged to voice their concerns or challenges thereby promoting ownership and integrity. To promote academic integrity, agency is highly encouraged.

