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## Assessment Policy

### ASSESSMENT PHILOSOPHY:

Assessment is central to all teaching and learning. It identifies what students know, understand, can do and feel at different stages in the learning process. Assessment should guide the teaching. It is an ongoing process of gathering and analyzing information on student learning. The assessment should effectively and completely reflect students' integrated understanding level in all of the areas.

At ESI Kindergarten, we believe assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning:

- \* the understanding of concepts
- \* the acquisition of knowledge
- \* the mastering of approaches to learning (skills)
- \* the development of attitudes
- \* the decision to take action

### DEFINITIONS

The assessment component in the school's curriculum can itself be subdivided into three



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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

## ASSESSING

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

**Summative assessments:** Aims to give teachers and students a clear insight into students' overall knowledge, understanding and skills in relation to a unit or concept. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned. A summative assessment can assess several elements simultaneously: it informs and leads to improvement in student learning and the teaching process; it measures understanding of the central idea, and prompts students towards action.

**Formative assessment:** provides information that is used in order to plan the next stage



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in learning. It is interwoven with learning, and helps teachers and students to find out what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together. Formative assessment aims to promote learning by giving regular and frequent feedback throughout the learning process. This process helps learners to improve knowledge and understanding, to foster self-motivation and enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success. There is evidence that increased use of formative assessment particularly helps those students who are low achievers to make significant improvements in their understanding.

**Assessment in the classroom includes:**

- \* Collecting evidence of students' understanding and thinking
- \* Documenting learning processes of groups and individuals
- \* Engaging students in reflecting on their learning
- \* Students assessing work produced by themselves and by others
- \* Developing clear rubrics
- \* Identifying exemplary student work
- \* Keeping records of task results
- \* The creation of student portfolios that represent student-chosen and teacher-chosen work that include self and teacher reflections.



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## RECORDING

ESI staff use a range of methods and approaches to gather information about a student's learning. They record this information using a variety of tools.

### **Assessment strategies used at ESI include:**

- \*Observations
- \*Performance assessments
- \*Process-focused assessments
- \*Selected responses
- \*Open-ended tasks

### **Assessments tools used at ESI include :**

- \*Rubrics
- \*Exemplars
- \*Checklists
- \*Anecdotal records
- \*Continuums

Teachers can also use photographs, audio and video to record student learning. Teachers should choose appropriate strategies, taking into consideration which tools are most applicable and relevant to that strategy. This helps to ensure that an effective assessment of the learning experience takes place.



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## REPORTING

Reporting is about communicating what students know, understand and can do. It describes the progress of the students' learning and identifies areas for growth. Reporting involves parents, students and teachers as partners. It is comprehensive, honest, fair and credible and aims to be clear and understandable to all parties.

\*Reporting occurs through:

\*Parent Teacher Communications (PTCs) (once a week)

\*Conferences (teacher-parent(s)) and (student-led)

\*Portfolios (ongoing process)

\*Formal Written Reports (twice a year)

\*Graduates' PYP Exhibition/Celebration

## HOW AND WHO WILL REVISE THE ASSESSMENT POLICY

The Leadership, Pedagogical leadership, PYP coordinator, teachers, and school community will review the ESI Assessment Policy annually. Revisions will be made by the Pedagogical Leadership Team based on feedback received from the review.

## RESOURCES

*Making the PYP Happen: A curriculum framework for international primary education.*

*December 2009. Cardiff, UK. International Baccalaureate.*