



Education • Ethics • Enterprise

ASSESSMENT POLICY

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EPS MISSION STATEMENT

EPS aims to produce eminent professionals and entrepreneurs with strong ethical foundation who could master the expanding horizons of arts, literature, science & technology to help create a justice-driven, peaceful and prosperous world through academic excellence integrated with core Islamic values.

IB 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.

INTRODUCTION:

The purpose of this document is to present an overview of assessments in the Primary Years Programme. Everyone concerned with assessment, including students, teachers, parents and administrators can gain a clear understanding of:

- Our School's philosophy on assessments.
- Our common understanding on assessments.
- Guidelines and procedures for assessment and reporting.

ASSESSMENT IN PYP

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 acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decision to take action.

- Making the PYP happen

PURPOSE OF ASSESSMENT IN PYP:

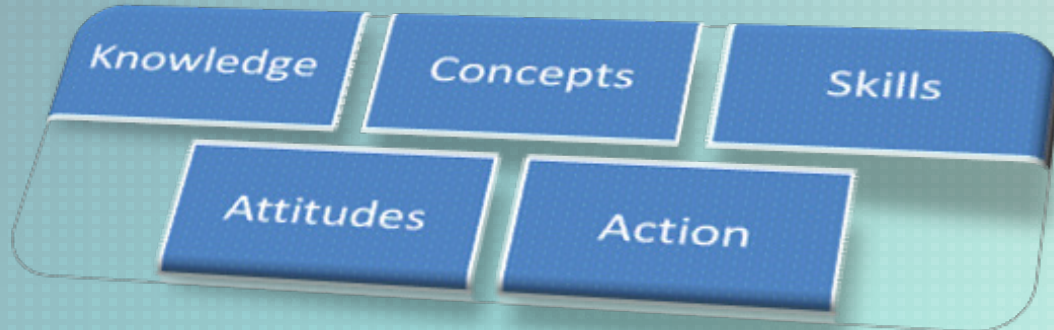
The purpose of assessment at Eastern Public School is to improve student learning, to provide information on student learning and to contribute to the efficacy of learning programmes. EPS believes assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning:

- the acquisition of knowledge
- the understanding of concepts
- the mastering of skills
- the development of attitudes
- the decisions to take action

Eastern Public School's approach to assessment recognizes the importance of assessing the process of inquiry as well as the products of inquiry. The main aim of assessment in the PYP is to provide feedback on the learning process and the development of the five essential elements to inform further learning. Students and teachers are actively engaged in assessing the students' progress as part of the development of their wider critical thinking and self-assessment skills.

WHAT DO WE ASSESS?

We assess students learning based on set criteria clearly identified before the assessment. Student's performance and progress is assessed through all five essential elements in each subject area, development of skills, the attributes of learner profile, attitude and actions. Student's attitudes and attributes are incorporated in everyday learning. Assessment involves gathering and analysis of information about student learning in a way that involves practice.



HOW DO WE ASSESS:

- At EPS assessment of teaching and learning takes place every time in a variety of ways. The classroom employs a range of formative and summative assessments, which demonstrate student achievements.

Prior Knowledge: Teachers will assess students' prior knowledge and experience before embarking on new learning experiences in an appropriate way.

Summative assessment: aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned. It 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 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. Formative assessments also include informal assessments like trips, skype sessions, school assemblies and special days. These provide students to demonstrate and teachers to assess their knowledge, skills, attitudes and actions.

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

Students not writing in their first language

For assessments in many subjects, it is important to remember that some students will not be using their first language. Teachers are not marking for grammatical accuracy; what is important is that students present their thinking as clearly as possible. All teachers should aid English B students by highlighting and improving language errors, where applicable.

Recording

As a part for rigorous assessments throughout the learning journey of the students EPS community uses a range of methods and approaches to gather information about a student's learning. We record this information using a variety of tools.

Assessment tools	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
Assessment strategies					
Observations
Performance Assessments
Process-focused Assessments
Selected responses		.	.		.
Open-ended tasks

Teachers use a range of methods to document the evidence of student learning and understanding. This at times includes video, audio, photographs and graphic representations. Teachers also have written records of standard conversations, comments, explanations and hypotheses as well as annotated pieces of students' work that form part of a student portfolio. Ongoing assessments are recorded using a tracking sheet which is maintained by the teachers on School's google drive and is updated as and when progress occurs. Teachers also maintain class blogs that record all formal and informal assessments of students.

Other tools include:

Graphic organizers

Reflective journal writing

Written test

Standardized tests (IBT, Olympiads)

Portfolios:

The Portfolio is an important part of our school's reporting program. It provides a record of student effort and achievement in all areas of school curriculum and life as well as a dynamic means of three-way communication between parents, students and teachers. At EPS we follow **working portfolios** as it shows the development of the whole child, both within and outside of the Program of Inquiry in all subject areas. These Portfolios are used by students to communicate this development with parents at student-led conferences and with PYP Learner Profile/Attitude Reflections teachers and peers throughout the year.

REPORTING

Reporting on assessment includes communicating what students know, understand and can do. Reporting involves parents, students and teachers as partners and is honest, comprehensive and understandable to all parties.

Reporting to parents, students and teachers occurs through:

- Parent teachers meetings
- Conferences (parent- student-teacher) (student-teacher) and (Student Led)
- The Portfolio
- The Exhibition

PARENT TEACHERS MEETING: Assessment information is recorded at the completion of each unit of inquiry and will be reported twice a year. As majority of our parents do not follow English , personal interaction with the parents is done in person and in writing .These meetings are planned strategically so that reports can be communicated to parents clearly in a parent friendly language.

School also supports parents by writing reports in Hindi.

One report per Semester will be completed for each of the following curriculum areas

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- Unit of inquiries
- Physical Education
- Visual arts
- Languages
- Mathematics
- Islamic studies

Teacher Comments:

A teacher comment will be written on the report cards at the completion of each transdisciplinary unit of inquiry. This summary will include references to the IB Learner Profile, the transdisciplinary skills and the essential elements of the PYP.

STUDENT LED CONFERENCE

Student Led Conferences are formal reporting sessions to parents, led by the students themselves. At EPS this conference occurs once a year.

The focus of the Student Led Conference is on students' progress – academic and social. Student Led Conferences are designed to give students ownership of the assessment of their learning, so they can become more actively involved and committed. These conferences make students accountable for their learning and encourage student/parent communication. 3-Way Conferences

THREE WAY CONFERENCES

Three way conferences are formal reporting sessions with both parents and students and are led by the teacher and the students.

The Exhibition:

Students in the final year of the PYP carry out an extended, collaborative inquiry approach – the PYP Exhibition. At EPS this takes place towards the end of the school year. One of the purposes of the PYP Exhibition is to provide a forum for student driven reporting. Other key purposes include the following:

- For students to engage and report on an in-depth, collaborative inquiry
- To provide students with an opportunity to demonstrate independence and responsibility for their learning
- To provide students with an opportunity to explore multiple perspectives of their topics
- For students to synthesize and apply their learning of previous years, and to reflect on their journey through the PYP
- To provide an authentic process of assessing student understanding
- To demonstrate how students can take action as a result of their learning
- To unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP
- To celebrate the transition of learners from PYP to MYP

References: PYP assessment handbook, making the PYP happen, Assessment workshop handbook, OCC sample assessment policy

Acknowledgements: *PYP team*

GLOSSARY:

Rubrics

Rubrics are established sets of criteria used for scoring or rating student tests, portfolios or performances. The descriptors tell the student and the assessor what characteristics or signs to look for in the work and then how to rate that

work on predetermined scale. Rubrics can be developed by children as well as by teachers.

- **Benchmarks/Exemplars**

These are samples of student work that serve as concrete standards against which other samples are judged. Benchmarks/Exemplars are used in conjunction with rubrics and continuums.

- **Checklists**

These are lists of information, data attributes or elements that should be present. A marking scheme is a type of checklist.

- **Anecdotal Records**

Anecdotal records are brief written notes based on observations of children. These records need to be systematically compiled and organized.

- **Continuums**

These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in the process.

- **Observation**

All children are observed frequently and regularly, with the teacher taking a focus varying from wide angle, focusing on the whole class, to close-up where he/she focuses on one child or activity, and from non-participant, observing from without, to participant, observing from within.

- **Performance Assessments**

Goal-directed tasks with established criteria that are authentic challenges and problems.

- **Selected Responses**

These are single occasion, one-dimensional exercises. Tests and quizzes are the most common examples of these used in the school.

- **Open-Ended Tasks**

These are situations in which children are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution depending on the nature of the inquiry.