TRIVANDRUM INTERNATIONAL SCHOOL

PYP ASSESSMENT POLICY 2022

AUTHORISED BY: Mr Richard Hillebrand
WORKED BY:
DRAFT 1 CREATED : 2012
REVIEWED IN: May 2015
REVIEWED IN: May 2017
REVIEWED IN: May 2019
REVIEWED IN: August 2021
REVIEWED IN: September 2021
REVIEWED IN: December 2021
REVIEWED IN: May 2022
REVIEWED BY:
Akhila S,Brinda V, Seena ,Deepthi ,Elizabeth,Gayathri ,Harmya ,Ritu, Lekshmi
Miranda S ,Neetu ,Geomi R ,Rajitha ,Rasha ,Reena J ,Rensy,Uma S ,Sajin ,
Ajitha,Swapna , Newshee T ,Lekshmi ,Simi Thattil ,Abhijit ,Amritha ,Anita
,Anu Prakash ,Sini AO ,Suraj B ,Bindu ,Cyrielle ,Deepak ,Gowri ,Hima ,Sini Jijo
,Sujith K ,Manoharan ,Princely ,Rajanish ,Sujithra ,Brinda ,Meena
To be reviewed again in May 2023

Vision

Empower young learners to become the next generation of global leaders with lifelong passion for learning and caring.

Mission

- We envision our students as open minded, lifelong learners who strive to make their worlds better
- We envision our teachers as catalysts of student success, as well as their own
- We envision our schools as dynamic and inspirational environments in which to learn, teach and grow
- We envision our schools making a positive and sustainable impact on their communities

CONTENT

PURPOSE OF ASSESSMENT AT TRIVANDRUM INTERNATIONAL SCHOOL

Assessment forms an integral part of all teaching and learning that happens at TRIVANDRUM INTERNATIONAL SCHOOL. The prime objective of assessment is to improve student learning and to create self regulated learners who in turn contribute to the efficacy of the learning process.

Assessment is the ongoing process of gathering evidence for and of learning. Assessment is an effective process to support students through the understanding of concepts and the development of approaches to learning.

It involves:
- gathering and analysis of information
- designed to inform practice
- what students know, understand, can do
- different stages in the learning process

The school aims to develop an integrated assessment practice, by planning and reflecting on assessments as a collaborative team between all members of the learning community. Assessment is the metric to gauge both teaching and learning.

The school provides students with an opportunity to engage in assessing their progress as part of the development of their critical-thinking and self-assessment skills. Students are equally engaged in the assessment and have a vital role in their assessment process.

Constructive feedback on learning is provided to students to self correct and improve future learning.

The assessment component is subdivided into four closely related areas to compile students' progress over time:
1. Monitoring
2. Documenting
3. Reporting

Developing a shared assessment culture across the school community

The school ensures that every stakeholder is aware of the assessment policy and of the critical role assessments play in the teaching and learning process.

Process:
1. Clear understanding of reasons for assessment
2. What is being assessed
3. Criteria for success
4. Strategies and tools used in assessment

How:
1. Parent orientation - beginning of the year
2. Parent workshops
3. Policy shared with all stakeholders - common folder / student diary
4. Reporting cycles

Principles of assessment:

At TRINS
- Assessment forms the basis for planning, teaching, and learning.
- Assessment practices are clear to all members of the community [teachers, parents, and students.
- The facilitator involves students and the learning community in the assessment process.
- Encourage self assessment (auto evaluation) and peer assessment
- Encourage students to reflect on their understanding of their own learning
- Design the assessment based on the student's learning styles.
- Backward Mapping - Design an assessment using the learning objectives in mind.
- Assessment must meet the needs of students at particular ages and stages of development
- Summative assessment is the application of the teaching, learning process and measures the understanding of the concept.
- Formative assessment are ongoing assessments that informs students and teachers knowledge and skills gained on a regular basis
- There is a balance between formative and summative assessment.

Quality and Quantity of Assessment

Assessment in PYP should be both backward and forward by design

- Backward by Design
    - Identifying the desired learning outcome and responsible actions
    - Designing appropriate summative assessments to collect evidence of the desired knowledge, conceptual understanding and skills.
    - Planning and implementing relevant learning engagements and resources in order to achieve desired goals.

- Forward by Design
    - Start with planning of curriculum
    - Designing learning engagements to enhance student understanding
    - Develop assessments that promote further inquiry, applying knowledge and acquisition of skills
    - Assessments lead to further inquiry and demonstration of learner attributes and skills

What to assess?

At TRINS, we assess:
1. Knowledge and concepts - scope and sequence
2. ATL's - approaches to learning
3. Attributes of the learner profile which promotes international mindedness.

The criteria for assessment
1. Students are aware of the success criteria
2. Are documented in the PYP planners
3. The criteria accommodate a wide range of knowledge, conceptual understandings and skills. They are revisited and modified during the course of the inquiry, ensuring that they also reflect emergent knowledge, understandings and skills.

ASSESSMENT TOOLS

Rubrics, **benchmarks/exemplars, checklists, anecdotal records, and continuum** will be used to record students' responses and performances as a means of authentic assessment.
The previously identified assessment strategies are put into practice at TRINS by using the following assessment tools.

Rubrics: Rubrics are established sets of criteria used for scoring or rating children's tests, or performances. The descriptors tell the child and the assessor what characteristics or signs to look for in the work and then how to rate that work on a predetermined scale. Rubrics can be developed by children as well as by teachers.

Benchmarks/exemplars: These are samples of children's work that serve as concrete standards against which other samples are judged. Benchmarks should be appropriate and usable within a particular school context.

Checklists: These are lists of information, data, attributes, or elements that should be present in the responses of students.

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

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

Assessment strategies and tools form the basis of a comprehensive approach to assessment. Students' learning is promoted through:
- Assessing prior knowledge and experience
- Differentiating instruction to meet individual needs
- Using relevant grading to convey a shared set of standards that reveal strengths rather than weaknesses.

Promoting Student Agency in Assessment

1. Students design assessment for peers
2. Students involved in making checklists for the assessment
3. Self and peer assessment
4. Self and peer feedback
5. Goals based on feedback
6. Students given choice in the process and product to represent their learning

ASSESSMENT STRATEGIES

- Observations
- Performance assessments
- Selected responses
- Open ended tasks

Teachers maintain records of the above mentioned assessments along with evidence.

DOCUMENTATION /RECORDING:

How do TRINS teachers record student progress?

A. **Portfolio:** Our school philosophy is constructed around the understanding that the portfolios are utilized to show growth over time for students, teachers, and parents. We do believe that the main stakeholders are our students. Therefore, the portfolio is comprised mostly of student choices with reflections. The following is required to be placed in the portfolio: two pieces of work from each unit of inquiry at the discretion of the student along with reflections about the choice, one piece of work of the student that the teacher chooses with a reflection by the teacher. Students also have an option of selecting pieces from the transdisciplinary areas.

B. **Student Progress report / Written report**

TYPES OF REPORTING:

A.CONFERENCES:

Parents, students, and teachers are all valued partners in the reporting process and in sharing the responsibility both for learning and for accounting student progress. Various conferences (formal and informal) will be conducted once a term.The purpose of these conferences is to share information between teachers, students and parents.

Trivandrum International School builds into the school calendar the term parent-teacher conferences. In addition, we provide many opportunities throughout the school year for conferencing. Parents, teachers, and/or students may participate, depending upon the purpose on any of the following conferences

- Teacher- Student

- **Student Led-** 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.
- Teacher student and parent (Open day) - 3 way conference

B. WRITTEN REPORTS

Students will have a comprehensive Report Card reflecting their learning at the end of each term (after two themes). This will include:

1. Learner Profile
2. Trans disciplinary Units and subject specific teaching
3. Comments from all the teachers involved in the progress of the child
4. All essential elements

Transdisciplinary Skills, Student Profile, and Attitudes are reflected in the comments that teachers write on every report card and strive to communicate, share, and reflect on student learning.

An Assessment Capable Teacher - Design of Assessment

- Supports students to become assessment capable
- Uses data and evidence to inform planning and teaching strategies
- Understands the purpose of assessments and selects appropriate tools and strategies
- Collaborates to design and moderate assessments, analyse results and plan next steps
- Gives effective feedback and communicates learning progress
- Shares evidence and data with the students and the learning community
- Reflects on evidence and data to improve own practice
- Plans multiple opportunities for success
- Supports student reflection through modelling
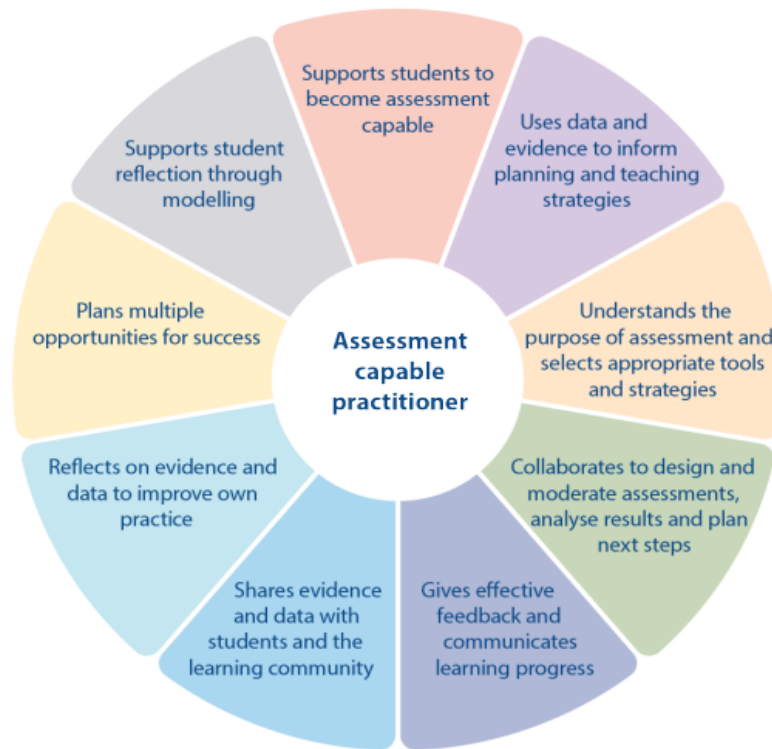
References:

Assessment in the Primary Years Programme

Principle to practices