

# PYP ASSESSMENT POLICY

## Philisophy of assessment at the International School of Poznan

We believe that assessment is a process of gathering and analyze information from many sources about student learning. It identifies what the student knows, feels, understands and can do.

## Purposes of assessment at the International School of Poznan

- Provide information for students, parents, teachers and administrators on the learning process (the level of student's academic achievement and behaviour as well as progress in these areas)
- Provide opportunities for reflection on prior knowledge and new understandings
- Observe concepts, skills and attitudes of the IB Learner Profile demonstrated by each student
- Differentiate the learning process
- Evaluate the effectiveness of teaching
- Help in the implementation and review of curriculum documents

## Principles of Assessment at the International School of Poznan

At ISoP student's educational achievements and their behavior are assessed.

- Assessment of student's educational achievements - teachers and students recognize the progress of the student's knowledge, skills and concepts in relation to the educational requirements resulting from the Primary Years Program - PYP and the Polish core curriculum.
- Assessment of student's behavior - homeroom teachers, subject teachers, peers and students themselves recognize the attributes of the the IB learner profile demonstared by each student and students' responisibilites stated in school policies.

Effective assessments allow **students** to:

- share their learning and understanding with others
- know and understand in advance the criteria for producing a quality product or performance
- use a variety of learning styles, multiple intelligences and abilities to express their understanding
- demonstrate a range of knowledge, conceptual understanding and skills
- participate in reflection, self- and peer-assessment
- base their learning on the real-life experiences that can lead to further inquiries
- analyze their learning and understand what needs to be improved
- help them plan their self-development
- display motivation to improve their academic performance and behavior

Effective assessments allow **teachers** to:

- ensure that all students are learning in a way to achieve success
- develop criteria for producing a quality product or performance
- plan in response to student and teacher inquiries
- gather evidence that can be effectively reported and understood by the whole school community
- collaboratively review and reflect on student performance and progress (including student's learning difficulties and strenghts)
- take into account a variety of learning styles, multiple intelligences and abilities including different cultural contexts
- use scoring that is both analytical (separate scores for different aspects of the work) and holistic (single scores).
- identify areas for professional development

Effective assessments allow **parents** to:

- see evidence of student learning and development
- develop an understanding of the student's progress (including student's learning difficulties and strenghts)
- provide opportunities to support and celebrate student learning.

# Assessment Practice

## 1. STRATEGIES AND TOOLS

Assessment guides our planning and instruction, this is why we make sure it is frequent, ongoing, varied and continuous. The ISoP community uses a range of **strategies** to gather information about students' learning. This information is recorded using a variety of **tools**.

<b>ASSESSMENT STRATEGIES *</b>	
<b>OBSERVATIONS</b>	All students are observed often and regularly, with the teacher taking a focus varying from wide angle (for example, focusing on the whole class) to close up (for example, focusing on one student or one activity), and from nonparticipant (observing from without) to participant (observing from within).
<b>PERFORMANCE ASSESSMENTS</b>	The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem and rarely only one correct response. They usually require the use of many skills. Performance assessments are useful for identifying a student's confidence, strengths, weaknesses and creative ability outside the simple world of memorization. Examples of such assessment include group projects, multimedia presentations, experiments, written assessments. Audio, video and narrative records are often useful for this kind of assessment.
<b>PROCESS-FOCUSED ASSESSMENTS</b>	Process-focused assessment focuses on how the final result was achieved. It is based on an observation of behaviors of a task, rather than the quality of the completed product. The students are evaluated for participating and performing certain behaviors (e.g. collaboration, time management, following instructions, etc.) rather than their success or failure. Checklists and narrative descriptions (such as learning logs) are common methods of collecting observations.
<b>SELECTED RESPONSES</b>	Single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.
<b>OPEN-ENDED TASKS</b>	Situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram, a web / concept map, a graphic representation.

<b>ASSESSMENT WITHIN THE UNITS OF INQUIRY *</b>	
<b>PRE-ASSESSMENT</b>	Assesses the students' prior knowledge, skills and experience. It helps to plan and refine the teaching and learning process to meet individual or group needs.
<b>FORMATIVE ASSESSMENT</b>	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. It aims to promote learning by giving regular and frequent feedback.
<b>SUMMATIVE ASSESSMENT</b>	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 improves student learning and the teaching process; it measures understanding of the central idea, and prompts students towards action.

<b>MOST COMMONLY USED ASSESSMENT TOOLS *</b>	
<b>RUBRICS</b>	An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.
<b>EXEMPLARS</b>	Samples of students' work that serve as concrete standards against which other samples are judged.
<b>CHECKLISTS</b>	These are lists of information, data, attributes or elements that should be present.
<b>ANECDOTAL RECORDS</b>	Anecdotal records are brief written notes based on observations of students.
<b>CONTINUUMS</b>	These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.

\* based on Making the PYP Happen

<b>STANDARDIZED ASSESSMENTS REQUIRED BY MINISTRY OF EDUCATION</b>	
<b>SCHOOL READINESS DIAGNOSIS</b>	Analysys of school readiness of students before they start formal school education.

## **2. DOCUMENTATION**

### **PORTFOLIOS**

Portfolios are collections of students' work that celebrate successes, growth, creativity and reflection. They are used by students to share their learning and development with parents. Portfolios may have different formats, from a collection of paper works and photographs to digital platforms.

#### **KINDERGARTEN**

There are 2 stages of portfolio development process in kindergarten: collection and presentation.

In the collection stage, students work to save materials that represent success and opportunities for growth in their day-to-day learning.

In the presentation stage, students share their portfolios with parents.

#### **LOWER AND UPPER PRIMARY**

There are four stages of portfolio development process in lower and upper primary: collection, selection, reflection, presentation

In the collection stage, students work to save materials that represent success and opportunities for growth in their day-to-day learning. At the selection stage, the saved materials are reviewed and evaluated by students. At the reflection stage, students, thinking about the significance of each piece in the portfolio, try to answer the question 'why' this particular piece should be included. By doing so, students evaluate their own growth and achievement. Finally, at the presentation stage, students share their portfolios with the outside world (teachers, parents, peers) and receive feedback which can enhance their motivation by making the portfolio relevant to them.

## **3. REPORTING**

### **AGENDA**

The main purpose of the agenda is to provide communication between school and home. If parents need to inform a teacher about anything (e.g. student's planned absence or an early pick-up from school, etc.), they must write a note in the agenda under an appropriate date. This works both ways so if teachers have anything to inform parents about, they note it down. It also helps students to remember about their homework assignments. Parents ought to make sure the agenda is checked daily and all the information passed by teachers is signed.

## CONFERENCES

The purpose of conferences is to share information between teachers, students and parents. International School of Poznan uses the following structures:

### Teacher–student

These are designed to give students feedback so they can reflect on their work and further refine and develop their skills. It is important that these individual conferences occur on daily basis in order to support and encourage the student's learning and teacher planning.

### Teacher(s)–parent(s)

These are designed to give the parents information about the student's progress development and needs, and about the school's programme. Parents may take this opportunity to address their concerns, to help define their role in the learning process and to provide the teacher with the cultural context of the student's learning. At least five conferences each school year are held. The dates are announced in the school calendar.

### Three-way

Three-way conferences involve the student, parents and teacher(s). Students discuss their learning and understanding with their parents and teacher, who are responsible for supporting the student through this process. The student, parents and the teacher collaborate to establish and identify the student's strengths and areas for improvement. This leads to the setting of new goals, with all determining how they can support the achievement of the goals.

### Student-led

Student-led conferences involve the student and the parent and they take place at the end of the school year. The students are responsible for leading the conference, and also take responsibility for their learning by sharing the process with their parents. It may involve students demonstrating their understanding through a variety of different learning situations. Each family signs up for a particular time slot which they spend in the classroom discussing and reflecting upon samples of work. It enables parents to gain a clear insight into the kind of work their child is doing and offers an opportunity for them to discuss it with their child. The format of this conference may slightly change depending on the grade level.

## REPORT CARDS and POLISH CERTIFICATES

Written reports are seen as a summative record of a student's progress. They provide important information for the student, parents and the school itself. They contain a written comment on the student's behaviour (with reference to the Learner Profile) and performance. The reports clearly indicate areas of strength and areas for improvement. They are issued twice a year: the mid-year Report Card in January and end-of-year Report Card in June.

The official Polish certificate for G2-G5 is issued at the end of each school year.

## 4. MINISTRY OF EDUCATION REQUIREMENTS REGARDING ASSESSMENT IN G4-G5

*Note: In Polish educational system G4 and G5 is organised in a form of single-subject teaching. Grades (scale 6-1) are used to assess student's performance as well as summarize the educational achievements of students at the end of the first semester and at the end of the year.*

### DAY-TO-DAY ASSESSMENT

In G4 and G5 assessment is done on daily basis according to the strategies and tools resulting from the philosophy of the PYP as well as numerical grading required by the Ministry of Education (scale: 6, 5+, 5, 5-, 4+, 4, 4-, 3+, 3, 3-, 2+, 2, 2-, 1).

### MID-YEAR ASSESSMENT

Mid-year assessment in G4 and G5 consists of:

- issuing Mid-Year Report Card
- assigning mid-year grade from each subject (scale: 6, 5+, 5, 5-, 4+, 4, 4-, 3+, 3, 3-, 2+, 2, 2-, 1).
- assigning mid-year behaviour grade (scale: excellent, very good, good, satisfactory, inappropriate, reprehensible)

### END-OF-YEAR ASSESSMENT

- issuing End-of-Year Report Card
- assigning end-of-year grade from each subject (scale: 6, 5+, 5, 5-, 4+, 4, 4-, 3+, 3, 3-, 2+, 2, 2-, 1).
- assigning end-of-year behaviour grade (scale: excellent, very good, good, satisfactory, inappropriate, reprehensible)

- issuing official Polish certificate (grade from each subject+behaviour grade)