Assessment Policy

Original Policy: July 2017

Policy Reviewed: February 2018

Beliefs:

At VIVA The School, we believe that assessment is integral to identifying what students understand, know, and are able to do. Assessment is an ongoing process used to determine where students are in their learning and to set goals for continued progress. By understanding our learners, we can adjust our instruction to help students and teachers reach expectations set forth by our program. Assessment is vital to teaching and learning because it drives instruction.

Assessment is central to the PYP's goal of thoughtfully and effectively guiding children through the five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastery of skills, the development of attitudes and the decision to take responsible action.

Everyone concerned with assessment – students, teachers, parents, administrators and board members must have a clear understanding of the reasons for the assessment, what is being assessed, the method by which the assessment is made and the criteria for success.

Teachers and students will be actively engaged in assessing student progress as part of the development of their wider critical thinking and self-evaluation skills. Teachers will also be concerned with evaluating the efficacy of the programme.

ASSESSMENT IN PRIMARY YEARS PROGRAMME

Purpose:

Why do we assess?

- ❖ to collect data that drives instruction
- ❖ to understand our learners
- ❖ to strengthen our learning process and practices as educators
- ❖ to identify students' strengths and weaknesses
- ❖ to individualize instruction
- ❖ to track progress and growth within a community of learners
- ❖ to evaluate teaching and learning, and student inquiry

What do we assess? We assess all the five essential elements and the attributes of Learner Profile –

- ❖ Prior knowledge and experience
- ❖ Development of knowledge
- ❖ Understanding of concept
- ❖ Development of attitudes
- ❖ Development of transdisciplinary skills
- ❖ Action if taken
- ❖ Attributes of Learner Profile demonstrated

How do we assess?

- ❖ Using representative examples of students' work or performance to provide information about student learning
- ❖ 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, checklist
- ❖ Identifying exemplar student work
- ❖ Keeping records of test/task results.

Principles of assessment: Assessments are important for teachers, students and parents alike:

Effective assessments will facilitate students to:

- ❖ Share their learning and understanding with others
- ❖ Demonstrate range of knowledge, conceptual understanding, attitudes, skills and attributes of Learner Profile
- ❖ Use a variety of learning styles, multiple intelligences and abilities to express their understanding
- ❖ Know and understand in advance the criteria for producing a quality product or performance
- ❖ Participate in reflection, self- and peer-assessment
- ❖ Base their learning on real-life experiences that can lead to further inquiries
- ❖ Express different points of view and interpretations
- ❖ Analyse their learning and understand what needs to be improved.

Effective assessments will facilitate teachers to:

- ❖ Inform every stage of the teaching and learning process
- ❖ Plan in response to student and teacher inquiries
- ❖ Develop criteria for producing a quality product or performance
- ❖ Gather evidence from which sound conclusions can be drawn
- ❖ Provide evidence that can be effectively reported and understood by the whole school community
- ❖ Collaboratively review and reflect on student performance and progress
- ❖ 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).

Effective assessments will facilitate parents to:

- ❖ See evidence of student learning and development
- ❖ Develop an understanding of the student's progress
- ❖ Provide opportunities to support and celebrate student learning.

Assessments to discover students learning:

Student learning is promoted through planning and refining the teaching and learning process to meet individual or group needs by assessing student's prior knowledge and experience as well as their achievement. Towards this we have the following assessments

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❖ **Formative assessment:** it provides information to plan the next stage in learning. It is interwoven with learning and helps teachers and students to find out what students already know and can do. Formative assessment aims at providing regular feedback to the students and teachers. This helps learners to improve knowledge and understanding, to foster enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success.

❖ **Summative assessment:** It is the culmination of the teaching and learning process and gives the student's opportunities to demonstrate what has been learnt. It can assess several elements simultaneously. It informs and improves students learning and teaching process. It measures understanding of central idea and leads/prompts students towards action.

Peer, self and teacher assessment: Students in PYP are given opportunities to assess their own work and at times their peers work, stressing the importance of reflection in the learning process. Students may also involve in setting task and criteria for assessing their learning.

Strategies and Tools used for Assessment:

Strategies: strategies are the methods or approaches the teachers take to gather information about student's learning.

❖ **Observations:** All students are observed often and regularly, with the teacher taking a focus and taking notes varying from individual, group to the whole class. Observations include Social skills which focuses group member's participation.

Assessment of:

➢ Individual behaviours
➢ Student interactions
➢ General class behaviours
➢ Reading skills (individual, both silent and aloud; partnered; group)
➢ Critical thinking skills
➢ Listening skills
➢ Response to instructions
➢ Student application of what has been learnt

❖ **Performance assessments:** The assessments of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems. There are numerous approaches to the problem and rarely only one correct response/answer.

Assessment of:

➢ Role-play
➢ Presentation
➢ Demonstration
➢ Problem-solving
➢ Response to challenges

❖ **Process focused assessments:** Students are observed often and regularly, and the observations are recorded by noting the typical as well as non-typical behaviours, collecting multiple observations to enhance reliability and synthesizing evidence from different contexts to increase validity(checklists, inventories and narrative descriptors are used).

Assessment of:

➢ Research effectiveness
➢ Project work
➢ Transdisciplinary skills
➢ Typical and non-typical behaviours
➢ Behaviours over time (i.e. multiple observations)
➢ Behaviours in different contexts, with synthesis of evidence

❖ **Selected responses:** Tests (oral/written) and quizzes are the most familiar examples of this form of assessments.

❖ **Open-ended tasks:** Situations in which students are presented with a stimulus and asked to communicate an original response that could be in written, through drawing, a diagram or a solution.

Tools: Tools are the instruments used to collect data

❖ **Rubrics:** 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.

❖ **Exemplars:** Samples of students' work that serve as benchmark against which other samples are judged. Generally there is one benchmark for each achievement level in a scoring rubric. Each school is encouraged to set benchmarks that are appropriate and usable within their particular school context.

❖ **Checklists:** These are lists of information, data, attributes or elements that should be present. A mark scheme is a type of checklist.

❖ **Anecdotal records:** Anecdotal records are brief written notes based on observations of students. "Learning stories" are focused, extended observations that can be analysed later. 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 a process.

Reporting/Communication: Reporting should involve parents, students and teachers as partners. It should be comprehensive, honest, fair and credible. It should allow teachers to incorporate what they learn during the reporting process into their future teaching and assessment practice.

Reporting at VIVA includes –

- ❖ Conferences
- ❖ Report card
- ❖ Ongoing communication
- ❖ Individual meeting with teachers

Conferences: Three conferences will be scheduled at VIVA The School twice a year.

Teacher–student Conference: The teacher and students together reflect on the strengths and areas for improvement of students so they can further refine and develop their skills by setting a goal. It supports and encourages the students' learning and teacher planning. This type of conference will be held twice in an academic year.

Teacher–parent(s) Conference: These are conducted to give the parents information about the student's strengths and areas for improvement. This type of conference will be held twice in an academic year.

Student-led Conference: Student-led conferences involve the student and the parent. The students are responsible for leading the conference, and also take responsibility for their learning by sharing the process with their parents. This type of conference will be held twice in an academic year.

Report Card: Report card is a printed document that is shared with the parents and students twice an academic year. It includes

- ➢ The attributes of Learner Profile
- ➢ The transdisciplinary units
- ➢ Subject-specific teaching and learning.
- ➢ All teachers involved in the student's progress report their comment.
- ➢ All the essential elements of the programme.

Ongoing communication: Teachers and parents can contact through e-mails, e-diary, phone and student handbook.

Meeting with teachers individually: The parents and teachers can meet by taking an appointment to discuss students' performance and progress.

Portfolio:

Portfolios are one method of collecting and storing information that can be used to document and assess student progress and achievement. It is a record of students' involvement in learning which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection.

Students and teachers will select one best piece of work from each Unit of Inquiry, Language, Math as well as from single subjects to record their progress. They will reflect on the attributes of Learner Profile, Skill and attitudes built as well as the development of knowledge and conceptual understanding on a reflection sheet which will be documented in a personalized folder. The portfolio may contain photographs, images, videos or audios as an evidence of students in the process of constructing meaning. It will be used as part of reporting during student-led and parent-teacher conferences. The portfolio will be kept in the homeroom and will be sent to the next grade along with the student when he/she moves to the next grade

level. At the culmination of PYP, that is, at the end of Grade 5 the students will be allowed to take the portfolio along.

Exhibition (after authorization): In the final year of the PYP that is in Grade 5, students will participate in a culminating project, the PYP exhibition. The transdisciplinary theme for the exhibition will be decided in collaboration with teachers, students and Programme Coordinator. Students are required to engage in a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems. Each student will demonstrate the five essential elements of the programme: knowledge, concepts, skills, attitudes and action.

The PYP exhibition has a number of key purposes including the following.

- ❖ For students to engage in an in-depth, collaborative inquiry
- ❖ To provide students with an opportunity to demonstrate independence and responsibility for their own learning
- ❖ To provide students with an opportunity to explore multiple perspectives
- ❖ 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 for 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 primary to middle/secondary education

As the culminating PYP experience, the exhibition reflects all the major features of the programme. Therefore, it includes regular and carefully planned assessment. This assessment has two forms: firstly, ongoing assessment of each individual student's contribution to and understanding of the exhibition; secondly, a summative assessment and reflection on the event itself.

The home room teachers maintain a detailed anecdotal record of the PYP Exhibition learning journey for each student. The students plan and share their assessment strategies and tools for the lines of inquiry/ any learning experience with their mentors. They also self reflect on the attributes of the Learner Profile and the attitudes as well as transdisciplinary skills. Each group of students develop their essential agreements and self reflection continuum. The mentors maintain a record of the learning through anecdotes, photographs and videos. The parents participate in the learning process as well as during summative assessment on the day of the PYP Exhibition. The students are involved in the reflection of the event itself and their learning. The homeroom teacher writes a detailed analysis on each student's learning, action and involvement in the school report.

Assessment policy of Secondary classes in VIVA

Standards of Assessment in Secondary classes of VIVA

In these standards, the term *assessment* refers to the process of obtaining information about student learning outcomes to guide educational decisions about students; to inform students, their parents, teachers, or other appropriate audiences about their progress, strengths, and weaknesses; to judge instructional effectiveness and curricular adequacy; and to inform policy. *Assessment methods or techniques* include, but are not limited to, formal and informal observation of student performance, student demonstration of skills and knowledge, qualitative analysis of pupil performance and products,

portfolio-based assessments, commercially developed and teacher-developed paper-and-pencil tests, oral questioning, computer-managed or adaptive tests, and analysis of student records.

These standards represent assessment competencies in the administrative contexts. These contexts include: (a) assisting teachers in creating and using assessment effectively; (b) providing leadership in the creation and implementation of building- or district-level assessments policies; and (c) using assessment results in the capacity as administrator in making decisions about students, teachers, and instruction, and in reporting on assessment results to a variety of stakeholders.

School Principal (Educational administrator) with the knowledge, skills, and abilities guide teachers when *providing leadership* in the creation and development of assessment policies. As the field of assessment is changing rapidly, the administrator should be able to judge the reasonableness of new assessment techniques proposed for use in the school. He ensures the evaluation, the appropriateness of the proposed uses and interpretations of both traditional and new assessment strategies. Standards 6 to 10 are associated with the fundamentals skills of student assessment.

Competencies associated with VIVA's secondary class teachers in the Implementation of Assessment policy at secondary level, under the guidance of Principal.

1. **Have a working level of competence in the Standards for Teacher Competence in Educational Assessment of Students.** These standards are:

   ➢ Choosing assessment methods appropriate for instructional decisions.
   ➢ Developing assessment methods appropriate for instructional decisions.
   ➢ Administering, scoring, and interpreting the results of both externally produced and teacher-produced assessment methods.
   ➢ Using assessment results when making decisions about individual students, planning, teaching, developing curriculum, and school improvement.
   ➢ Developing valid pupil grading procedures that use pupil assessments.
   ➢ Communicating assessment results to students, parents, other lay audience, and educators.
   ➢ Recognizing unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information.

2. **Know the appropriate and useful mechanics of constructing various assessments:** Locally built assessments are pervasive. Teachers construct daily, weekly and term assessments for their classrooms. Principal determines the quality of the assessment procedures their staff members use in making decisions about students. The growing use of performance assessment, portfolio-based assessment, and computerized testing play a critical role in the proper development and use of these approaches.

3. **Know the 'Modus Operandi' in the Implementation of Assessment Policy in Secondary classes:** VIVA Teachers are well exposed to the CBSE methods of Assessments like Periodic Tests with the periodicity, half yearly and annual exam complete syllabus limited to standard 9th and 10th only. On the contrary integrated syllabus of period Test-1 and Half yearly period Test -2 and Annual exams for standard 6 to 8.

4. **Implementation of Non-Board Scholastic Assessments, as a Roadmap to the Board Assessment:** The participation of the Children in Non-Board Scholastic Assessment like the external exams being conducted by Science Olympiad Foundation and Unified Council. Such exams not only enable the students to get them exposed to the competitive exams but facilitate them for taking up NTSE exams and CBSE Board Exams.

5. **Importance of Assessment for the students, teachers and Parents:** The Assessment is differently important to various stakeholders. For students, it is the tool to ascertain the academic strength and weakness. On the contrary, the parents can arrive at some decision about their child, pertaining to Professional courses or Academic Courses. For teachers, the assessment helps them to research upon the existing pedagogies and look for innovative practices in teaching.

6. **Assessment for Scholastic Subjects in Secondary classes i.e. 9th & 10th:** The Assessment in Secondary classes 9th & 10th is as under:

   ➢ English- 100 marks
   ➢ Hindi/Telugu/Spanish-100 marks
   ➢ Maths-100 marks
   ➢ Science-100 marks
   ➢ Social Science-100 marks
   ➢ Vocational Subject-100 marks

Marks distribution: Every paper has 10 Marks for Notebook maintenance and 10 marks for academic enrichment activities pertained to the subject concern.

Review: The assessment policy will be reviewed once in every two years.