

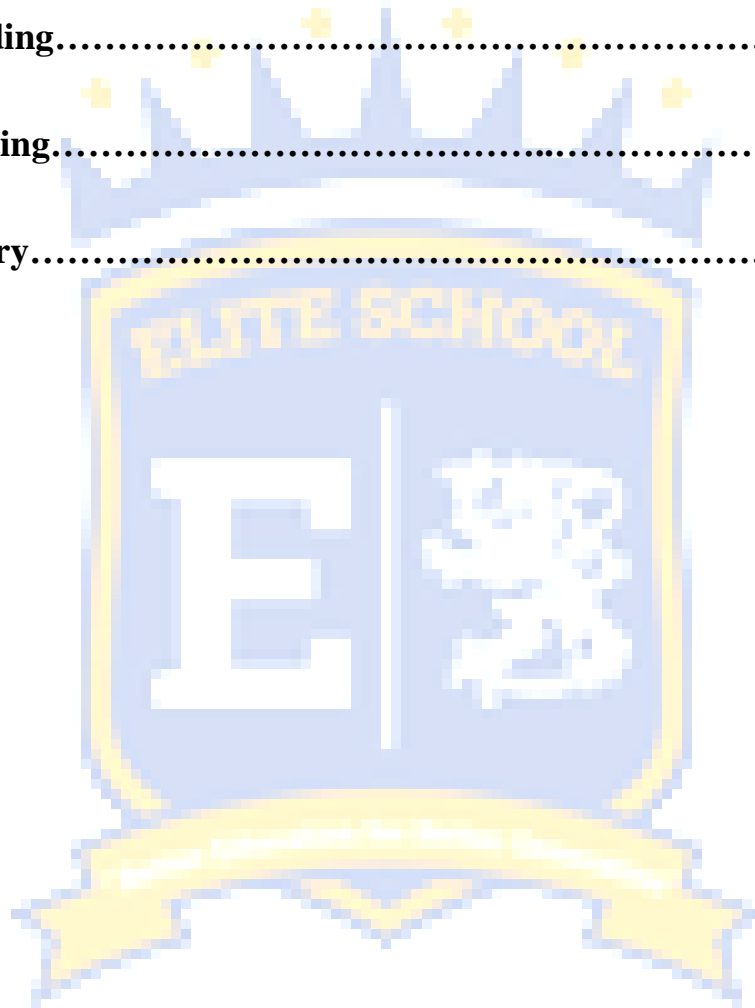


Elite
International
School

Assessment Policy

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I. **INTRODUCTION**

Assessment Philosophy and Beliefs

Assessment is integral to all teaching and learning. The prime objective of assessment in the PYP is to provide constructive feedback on the learning process. Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do, and feel at different stages in the learning process. Students and teachers should be actively engaged in assessing the students' progress as part of the development of their wider critical-thinking and self-assessment skills. The PYP approach to assessment recognizes the importance of assessing the process of inquiry as well as the product(s) of inquiry, and aims to integrate and support both. (Making the PYP Happen, 2009).

Elite international school (EIS) strives to build a rich, safe and secured learning environment that inspires the best of every learner; a learning environment that provides 21st century learning strategies, and promotes respect and pride in own values, beliefs and norms. Our future generations will be lifelong learners who are equipped with skills and exhibit positive attitudes to inspire their local and global communities

At E.I.S., we believe that assessment provides information through its diagnostic, formative and summative components. Assessment is ongoing, authentic, varied, purposeful and caters for the educational needs of the individual. It is a collaborative and informative process that involves students, families, teachers and community.

Our commitment to the Primary Years Program is an indication of our ongoing commitment toward inquiry, toward deepening and extended learning processes, and toward more effective assessment practices.

We also encourage our students to develop the IB attitudes which are appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance through each unit of inquiry.

II. ASSESSING

How we discover what the students know and have learned.

Assessing the units of inquiry:

Purpose: Formative assessment and summative assessment are planned in the beginning of each unit .All essential elements are assessed: Knowledge, concept, skills, attitudes and action along with the learner attributes. Learners are informed of the purpose and means of assessment.

- Diagnostic assessment: Used at the beginning of each school year across all grade levels. It is used to assess the student's prior knowledge to plan the next stage in the learning process.
- Prior knowledge assessment: Formative assessment used at the beginning of each unit of inquiry by all teachers before starting new learning to assess current knowledge and experiences and build on it to start new inquiry cycle.
- Formative assessment: Ongoing assessments, it is used within each unit of inquiry to inform learning.
Ongoing formative assessment helps teachers to modify their planning and teaching accordingly, it informs each stage of teaching and learning process. Moreover, formatives provide opportunities for students to reflect on their learning, to share their learning and understandings with others, and help them to reflect and analyze their learning and understand what needs to be improved.
- Summative assessment: Holistic culminating task at the end of the unit of inquiry. It allows students to demonstrate a range of knowledge, conceptual understandings and skills reflecting the understanding of the central idea.

Assessing the Learner Profile Attributes:

Purpose:

- At Elite, the learners are expected to reflect the learner profile attributes. The learner profile will be assessed by teachers as well as the students through observation. Student-teacher meetings will be arranged to communicate feedback and set future goals.

At Elite the process of learning is of major importance than the product, therefore, the learner's role in the process is being strengthened and clarified.

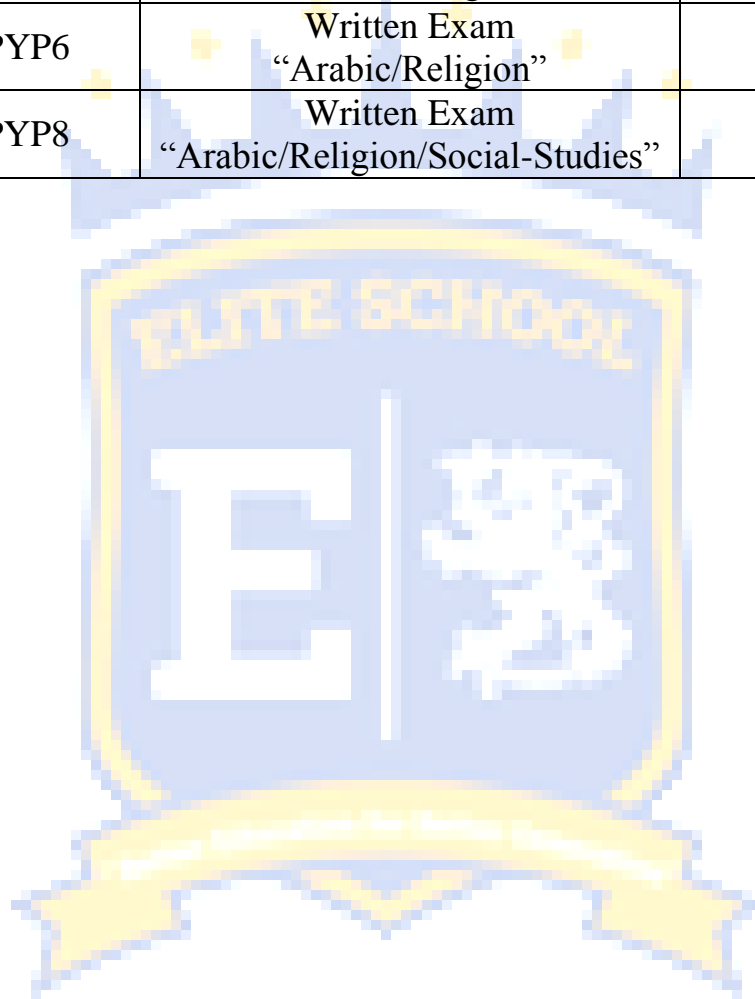
Learner Profile Protocol:

- PYP1 to PYP2 will be introduced to a minimum of two learner profile attributes per unit, which will be reflected upon by the teachers.
- PYP3 to PYP8 students self-assess and peer-assess using different tools for reflection to show the development and understanding of the learner profile attributes which is kept in the assessment folder. Teachers will then reflect on the students demonstration of the learner profile attributes in the report cards using a narrative description.
- PYP8 will reflect their understandings and personal growth of all learner profile attributes at the exhibition.
- Parents are invited to communicate any student action, which reflects the development of their learner profile attributes.

Government related assessments:

As per the Egyptian ministry of education requirements EIS abide to Arabic, Religion and Social studies ministry curriculum. However, this curriculum is integrated within POI and taught in an inquiry concept based approach.

Grade level	Assessment	Frequency
PYP4	Oral Exam “Arabic/Religion”	Twice a year
PYP5 & PYP6	Written Exam “Arabic/Religion”	Twice a year
PYP7 & PYP8	Written Exam “Arabic/Religion/Social-Studies”	Twice a year



iii. RECORDING

How we choose to collect and analyze data

Assessment strategies and tools form the basis of a comprehensive approach to assessment and represent our answer to the question “How will we know what we have learned?”

E.I.S uses a range of methods and approaches to gather information about student’s learning.

E.I.S staff records this information using a variety of tools.

<i>Assessment strategies and tools</i>					
Assessment Strategies	Assessment Tools				
	Rubrics	Exemplars	Checklist	Anecdotal records	continuums
Observations	✓		✓	✓	✓
Performance assessments	✓	✓		✓	✓
Process-focused assessments	✓		✓	✓	✓
Selected responses		✓	✓		✓
Open-ended tasks	✓	✓		✓	✓

- iv. Teachers choose the learning outcomes from the school’s scope and sequence at the beginning of each unit. Accordingly, they record those learning outcomes in an excel sheet to document the formative and summative assessments and track the learner’s progress as well as guiding the teaching and learning process.
- v. 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. They 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.

IV. REPORTING

How do we choose to communicate information about assessment?

A. Written Report:

- At EIS we report the five essential elements along with the attributes through narrative descriptions for homeroom teachers and specialists along with a summative grade based on the PYP scope and sequence learning outcomes.
- Written reports are issued twice a year.

Grading key	
Beginning (B)	Initial introductory experience
Developing (D)	Teacher guided or supported personal application
Applying (A)	Independent selection and application of skills or understanding in real and relevant contexts.
Exceeding (E)	Above grade level expectations.

B. Conference:

1. Student-Led Conference

<u>Who?</u>	Students - Parents
<u>When?</u>	Every grade level should have a minimum of one student-led conference per year.
<u>Why?</u>	<ul style="list-style-type: none"> ✓ To report to parents, their student's growth from the beginning of the year. ✓ To have student's reflect on their own growth and take ownership for their own learning.

2. Parent Teacher Conference:

<u>Who?</u>	Teachers - Parents
<u>When?</u>	Twice a year after issuing the reports. Once by the end of 1 st trimester and another by the end of the academic year.
<u>Why?</u>	<ul style="list-style-type: none"> ✓ To report to parents, their student's achievement. ✓ To set future goals for learners development.

3. Student- Teacher Conference:

<i>Who?</i>	Student -Teachers
<i>When?</i>	Ongoing throughout the academic year
<i>Why?</i>	<ul style="list-style-type: none">✓ To communicate direct feedback to students✓ To set future goals for learners development.✓ To ensure students’ involvement and responsibility for learning.

4. Three Way Conference

<i>Who?</i>	Student -Teachers - Parents
<i>When?</i>	Ongoing throughout the academic year
<i>Why?</i>	<ul style="list-style-type: none">✓ To ensure that all three collaborate together to identify students’ strengths and areas of improvement.

5. Learning Outcomes

<i>Who?</i>	Students - Parents
<i>When?</i>	Every grade level should have a minimum of one student-led conference per year.
<i>Why?</i>	<ul style="list-style-type: none">✓ To help students show what they have achieved by the end of the unit.✓ To develop learners’ self-awareness.✓ To develop new skills through undertaking challenges and working collaboratively with others.

C. Portfolios:

At EIS, we believe that Portfolios are one of the most important means for documenting evidence of learners’ development and achievements in the PYP elements along with the attributes of the learner profile.

Form of the Portfolio

- Learners and teachers share the responsibility of selecting pieces of work to be included in the Portfolio.
- Each piece of work is accompanied with reflection “example: self-assessment, reflection form, teacher comment...etc”; the criteria of reflection varies according to age and maturity of students.

- Selected work is kept in a binder accessible for both students and teachers in the classroom.
- Portfolios are used for different reporting purposes “example: student-led conferences, parent teacher conferences....etc”.

D. The Exhibition:

At the end of PYP8, learners synthesis the five essential elements in one culminating project shared with the whole school community.

It is a transdisciplinary inquiry conducted in the spirit of personal and shared responsibility, as well as a summative assessment activity that is a celebration as students move from the PYP into the middle years of schooling. (PYP exhibition guidelines, 2004).



v. **APPENDIX - GLOSSARY:**

Assessment strategies	
Observations	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).
Performance assessments	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 are usually multimodal and require the use of many skills. Audio, video and narrative records are often useful for this kind of assessment.
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. A system of note taking and record keeping is created that minimizes writing and recording time. Checklists, inventories and narrative descriptions (such as learning logs) are common methods of collecting observations.
Selected responses	Single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.
Open-ended tasks	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 or a solution. The work, with the assessment criteria attached, could be included in a portfolio.

Assessment tools

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 concrete standards 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.