
ASSESSMENT POLICY 2019-20

Background on Assessment at G D Goenka Global School

The GDGGS mission is fulfil their academic, cultural, sporting and social potential. Achieve the best possible academic results. Acquire habits of curiosity, reflection, mental flexibility, self-discipline, industry and independence. Maintain openness of mind, dignity of conduct and mutual respect in the face of racial, economic, cultural, religious and linguistic diversity. Develop a confident understanding of their role in an international society.

Therefore, at GDGGS, the designing of assessments of and for learning is an integral part of the overall curriculum design process. Clarity about the ultimate performances desired is the only way to ensure purposeful teaching as opposed to aimless and uncritical coverage of content. What we choose to assess signals to students what is most important for them to learn and how to learn.

Assessment Philosophy

The designing of assessments is an integral part of the overall curriculum design process. Assessment is an ongoing process aimed at understanding and improving student learning. It involves making expectations explicit and public, setting appropriate criteria and high standards for learning quality, systematically gathering, analyzing and interpreting evidence to determine how well performance matches expectations and results, and using the resulting information to document, explain and improve performance.

Assessment *for* & *of* Learning

Assessment *for* learning is interwoven with the daily learning and helps teachers and students to find out what the students already know, so that the next stage in learning can be planned.

Assessment *of* learning is what happens at the end of teaching and learning and provides the students with opportunities to demonstrate what they have learned.

The student's learning will be assessed in a wide variety of ways, focusing on the learning process as well as on performance. These include: goal-directed projects and performances, written check-up tests, quizzes, student interviews, teacher observations, checklists and student portfolios. The teacher will provide parents with more specific information regarding learning expectations and assessment at the student's grade-level.

The purpose of Assessment for Teachers, Students, Parents, and Administrators:

The main purpose of any assessment is to allow students, teachers and administrators to reflect on student learning in order to set or maintain a direction that will promote student progress.

Teachers are expected to use assessment results to:

- Provide regular and frequent feedback to students to improve their performance
- Determine student's prior knowledge and skill level, strengths and weaknesses and differentiate instruction to match student needs
- Determine which students require additional support or extension
- Provide specific evidence to inform record keeping and reporting

Students are expected to use assessment results to:

- Receive feedback about their level of skill and knowledge and help set goals
- Inform them about next steps in their learning
- Develop the critical faculties to recognize quality work
- Develop positive and realistic appreciation of their abilities and progress

Parents are expected to use assessment results to:

- Understand the purpose of various assessments
- Understand their child's strengths, areas for growth and short-term goals
- Recognize the performance of their child with grade level expectations
- Understand evidence of their child's learning across disciplines

Administrators are expected to use assessment results to:

- Collect data over time to examine trends within subjects and across grades
- Evaluate current programs, consider the introduction of new programs, discontinue or deemphasize practices that are no longer productive or have proven ineffective
- Plan for future professional development to build increased knowledge of effective practices and strengthen teaching repertoire
- Compare the performance of students with those in other comparable schools

Assessments in the PYP

Pre- assessment: A pre-assessment is done prior to starting a new unit, or concept. This helps teachers and students find out what the student already knows and can do. It is not necessary to adhere to certain assessment tools or any specific criteria for this type of assessment.

Formative assessment: Formative assessment is interwoven with daily instruction and assists the teacher in planning for the next stage of learning. It provides regular and frequent feedback to the teacher and the student. It also gives students an opportunity to improve their understanding and to cultivate enthusiasm for learning. Teachers are responsible to prepare different formative assessments with the use of various assessment tools to keep a record of student progress.

Summative Assessment: Summative assessment is the culmination of the teaching and learning process and takes place at the end of a unit. It provides students with an opportunity to show what they have learned. It also shows how effectively students understand knowledge, key concepts, skills and attitudes and thus reaching to authentic action.

Differentiation in Assessment: In some cases; when students are unable to achieve the learning objectives inside the classroom as their peers, we would differentiate in the teaching and learning practices whether in the process, content, or product, as much as possible by use of various

Philosophy: At the G D Goenka Global School we believe that every child learns at different paces and in different ways.

GDGGS recognizes that some students may need small group or individualized learning services, so that they may work toward, meet or exceed grade level proficiency. Others may need a modified program that runs alongside that of their peers. GDGGS believes in the importance of a collaborative approach to serving students, including parents and guardians, classroom teachers, special services staff, and administrators in implementing and monitoring for growth and success. GDGGS will provide for all students whom we have the resources to serve.

If the team determines that further information is needed to address a student's needs, and after receiving parental consent, the department may administer assessments or other evaluation materials. Following the administration of assessments or other evaluation materials, the team will meet to review the results as well as other existing information available.

The team will then make a determination of whether the student's unique educational needs include the implementation of a formal support plan which includes accommodations. In the case of external assessments, the team will review the results and create a formal support plan.

Approaches to Learning Assessment (ATL): Attitudes and ATL skills are explicitly taught and emphasized. Student reflections and teacher observations are documented. These records will show the development and demonstration of the targeted attitudes, ATL skills, over time, for both spontaneous and planned activities.

IB Learner Profile: The IB learner profile is transparent in the classroom, and evident in the general language of the school. Teachers might use formal and informal observations to give feedback to students, or it can be done by students as self- assessment. The students should reflect on their development at the end of each term on targeted or selected aspects of the profile. This reflection will vary according to age group and language abilities.

Recording: We use a range of methods and approaches to gather information about a students learning. Then record this information using a variety of tools which are:

- Rubrics: These are an established set of criteria for rating student work. The descriptors specify what characteristics assessors are looking for in student work and then rate that work on the predetermined scale/criteria Rubrics can be developed by students as well as teachers
- Exemplars: samples of students' work that serve as a concrete standard against which other samples are judged.
- Checklists: lists of information, data, attributes or elements that should be present in students' work or performance.
- Anecdotal records: brief, written notes based on observations of students.
- Continuums: visual representations of developmental stages of learning that show a progression of achievement or identify where a student is in a process.

Assessment Strategies that teachers use are:

Observations: Students' are observed in a variety of settings ranging from the whole class to dynamic groups to individual students. Each context provides a different set of opportunities for the teacher to analyze students' actions and interactions, some ways of how to go about it:

- Listen and look (anecdotal records).
- Chart paper with Post-it notes (to record observation made).
- Small group where teacher focuses on a specific child.
- Teacher's journal (anecdotal records).
- Taking pictures or videotaping the students in action.
- Creative writing conferencing.
- Observing performance activities in the gym.
- Checklist: student profile, attitudes, skills.
- Observing how children solve problems (skills, manipulative, asking a friend, drawing pictures). Observing children's social interactions.
- Observing physical mannerisms when working in class (class chart, anecdotal records).
- Observing facial expression (interest, understanding, and feeling).
- Portfolio.
- Teacher led conference.

Performance assessments:

These are assessments of goal-directed tasks, with established criteria that are situations in which students are presented with a problematic scenario and asked to communicate an original response. They can present in a format of their choice reflecting the many different ways they think and learn (multiple intelligences).

- Process writing.
- Reading response.
- Research projects.
- Graphs, diagrams.
- Surveys.
- Story mapping.
- Art projects, illustrations. British International Academy Assessment Policy 2018 - 2019 9
- Role playing, drama.
- Composing music.
- Reflections on social and environmental issues.
- Examples of students' work in digital format (Power Point; Prezi; Note Book; etc.).

Process-focused assessments: The students' trans-disciplinary skills (ATL) (social skills, communication skills, thinking skills, research skills and self-management skills) are monitored often and regularly. We follow some guidelines to assist examples on how teachers can record their observations:

- Noting both typical as well as non-typical behaviors.
- Collecting multiple observations to enhance reliability.
- 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 are common methods of collecting these observations.
- Checklists: for transdisciplinary skills(ATL) for one task.
- Anecdotal records on observations made.
- Reflections on learning style and strategies.
- Reading strategies.

Open-ended tasks: These are 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 diagram or a solution.

- Drawing a story related to a book.
- Creative movement activity (choreography).
- Graphic design or other artwork.
- Depicting environmental issues through the creation of posters, 3D models.
- Examples of students' work in digital format (Power Point; Prezi; Note Book, etc.).
- Journal.
- Writing an original end or a story.
- Reading responses, drawing related to personal experience.
- Brainstorming sessions.
- Dramatic production (skit, or play).
- Song, music, rap, or poem.
- Video.

Selected responses: These are single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.

Reading comprehension.

Spelling tests.

Grammar tests (grammar rules, verbs).

Solo performances, oral presentations.

Math: basic facts, operational techniques (+, -, x, ÷).

Situating events on a timeline

Putting events in the right order.

Categorizing elements.

Learners' reflections: Students are asked to reflect on what they have learned at the end of a lesson/unit

Reporting

The GDGGS follows the following reporting cycle throughout each school year:

August: Three way- Conference

Parents are invited to meet with their child's teachers to discuss academic progress and social-emotional development of the student so far in the school year. There is also opportunity to meet with the Single Subject teachers. Conferences are 25 minutes with the Home Room teachers and an open forum to meet with the Single Subject Teachers. Teachers share evidence of progress and strategies forward, as well as address ways in which parents can support their child at home. Parents are provided with a summary sheet to be taken away.

November and March: Written Report Formal written reports are published on Class Dojo. Students include a semester self-reflection in their e Portfolios as well. For academic areas teachers include an achievement level relating to grade level expectations, as well as a written comment outlining progress, challenges and next steps (see Reporting Guidelines).

February: Student Led Conferences During Student Led Conferences, students lead their parents through an hour long conference, using their portfolios as a tool to talk about their learning. Students share their successes and their challenges, and guide their parents through some typical learning experiences in different curriculum areas. Students and their parents also visit the Single Subject areas to share learning in these curriculum areas. Student Led Conferences aim to help students become confident and reflective learners. Teachers play an active role during the preparation for these conferences, but do not conference with parents on this day, to ensure ownership stays with the students.

The On-line Portfolio: Class DojoPortfolios is used for Nursery - Grade 5. These portfolios include work samples from across the curriculum, some of which will include comments from the teachers about the learning and achievements being demonstrated. They will also contain pieces chosen by the students, and in these cases they will be commenting on why they have selected those pieces. It provides a record of student effort and achievement in all areas of the school curriculum and life as well as a dynamic means of three- way communication between parents, students and teachers. Each student has her own Portfolio and often they will be shared with their parents at the Student-led conference. Additionally, the student's portfolio is shared regularly every Friday to share students learning journey with the parents.

The Exhibition: In grade five, students participate in a culminating project called an exhibition. Students will demonstrate their engagement with the five essential elements of the Programme: knowledge, concepts, ATL skills, attitudes, and action. The exhibition unit takes place under any trans-disciplinary theme. Students are required to engage in a collaborative, transdisciplinary inquiry process that involves them identifying, investigating and offering solutions to real-life issues or problems. There will be ongoing assessment of each individual student's contribution to

and understanding of the exhibition as well as a summative assessment and reflection on the event itself (Making the PYP Happen, 2009).

Teaching and Learning

The school will:

- Plan and provide appropriate stimuli for language development
- Encourage EAL students to use English by generating opportunities for active participation in lessons
- Consider our own language use when teaching and communicating with EAL students and use contextual clues such as illustrations, animation and sign language to enhance their understanding.
- Be aware that the culture of the school, such as teaching styles, learning styles, procedures, routines and practices may differ from the school culture that EAL students are familiar with.
- Plan for and provide specific time for students with EAL needs
- Be aware that an EAL student's social language, normally acquired in two years, may be more advanced than their academic language, which can take seven to ten years to reach native speaker levels.
- Teach topic and subject relevant vocabulary where appropriate and provide curriculum-related opportunities to develop listening, speaking, reading and writing skills.
- Provide good language role models for social interaction in learning activities.
- Provide spoken and written, curriculum specific, language models for EAL students e.g. writing frames.
- Support language development through sensitive and informative feedback on grammatical accuracy, social use (politeness, formality), genre features and characteristics.
- Promote language and study skills and attitudes that enable EAL students to become independent learners.
- Encourage parent/carers, including house parents of boarders to participate in the learning of EAL students.
- EAL Assessment, Record Keeping and Transfer of Information

The school maintains an EAL register.

All relevant information is disseminated to teaching staff, important others and to other schools should the student transfer.

Portfolios

E-Portfolios in the form of Class Dojo will provide students an ongoing structure to display artifacts which illustrate their learning, empower them with the means to reflect on personal development, and offer opportunities to engage in conversations aimed at enhancing their academic growth. They allow students to reflect on their work and share their thinking about their thinking. Students are asked to put artifacts in their

e-portfolios from all of their subject areas as well as advisory. E-Portfolios are shared with the parent community at student-led conferences in the spring.