Assessment Policy

2015-2016

RHHS Vision

Our vision, as a school community, is to educate for life-long learning.

RHHS Mission Statement

RHHS aims at developing compassionate and respectful lifelong learners who actively engage in inquiring about significant and relevant issues.

RHHS learners grow up into caring citizens who use their critical thinking and problem solving abilities to take action in improving the local and global communities.

The purpose of this document is to help the community understand the RHHS perspective on assessment, as well as important policies that we adhere to in our assessment practice. RHHS sees assessment as an ongoing, purposeful and authentic process of gathering, recording and analyzing data about the student's learning and development during their primary years. Assessment must make visible what students know, understand, can do, and are interested in at different stages.

I.   *Why do we Assess?*

In RHHS, we have many purposes for assessment. Through assessment we aim to:

- promote student learning
- provide feedback on the learning process of students
- evaluate student progress on developing the learner profile attributes and the five essential elements of the PYP
- make visible what students understand and are able to do
- differentiate appropriately for the learning environment, student interests and different instructional processes and cater to different learning styles
- engage all community members, including parents, students, and teachers in reflecting on student progress
- support and encourage effective teaching and learning by using assessment results to improve instruction and the learning environment
- evaluate program effectiveness

II.   *What do we Assess?*

In RHHS, we assess learning from multiple perspectives. We aim to assess student development of the learner profile attributes, knowledge, disciplinary and transdisciplinary concepts and skills, attitudes, and ability to use knowledge to take action.

- ✓ Transdisciplinary skills include self-management skills, communication skills, thinking skills, social skills, and research skills
- ✓ Disciplinary learning in language, math, science, personal-social-physical-emotional (PSPE), the arts, and social studies
- ✓ Developing conceptual understanding of change, perspective, form, function, connections, reflection, causation, responsibility
- ✓ Developing personal attributes as a thinker, inquirer, communicator, principled, balanced, caring, open-minded, reflective, and risk taker
- ✓ Students' use of knowledge to take action in both big and small ways

III. *How Do We Assess?*

At RHHS we use various strategies and tools to assess students' learning. Assessment takes into account the students' prior knowledge as well as their achievement during the teaching period.
Assessment can be formative or summative and it should always include a significant opportunity for the learner to reflect on his/her own learning.

Formative assessment helps monitor students' progress throughout each unit of inquiry. Using formative assessment provides information to plan the next stage in learning. Formative assessment aims to promote learning by giving regular and frequent feedback. This helps learners engage in thoughtful reflection and improve their developing knowledge and understandings.

Summative assessment takes place at the end of the learning process or unit. It is a chance for students and teachers to evaluate[1] progress and demonstrate what has been learned at a particular moment in time. In the primary section, it may include: collecting data, interpreting and synthesizing data or integrated use of knowledge or processes or skills.

At RHHS, teachers must use at least 3-4 different forms of assessment throughout each unit in order to give a valid picture of student learning and development. The tables below outline the

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[1] *Data from the different strategies must be used to develop a valid picture of student learning for evaluation purposes.*

primary strategies and tools we use at our school. These lists are not comprehensive, but represent most of the assessment that is done at RHHS.

Main Assessment Strategies

Strategy	Elaboration
Observations	• All students are observed often and regularly. • Observations can either be recorded in the form of notes or filmed. • Focus of observations can vary depending on objective.
Performance Task	• It is the assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges. • Challenges can be approached in various ways. • They require the use of many skills. • Audio, video and narrative records are often useful for this kind of assessment.

Process-focused assessment	• It is a collection of multiple observations meant to:
	  1. focus on various behaviors.
	  2. enhance reliability and increase validity.
	  3. synthesize evidence.

Open-ended tasks	• They are situations in which students are presented with open ended questions and asked to communicate an original response. • The answer might be a brief written answer, a drawing, a diagram or a solution. The work could be included in a portfolio.
Selected responses	• These include formative and summative assessments. • They are evaluated in terms of A=fully acquired, B=acquired, C=partially acquired and D=not acquired. This rating indicates the level of performance.
Student assessment	Students frequently self and peer assess on formative and summative tasks.

Main Assessment Tools

Tools	Definition
Rubrics	• A set of criteria used to rate students. • Have descriptors that tell the assessor what to look for in students' work.
Checklists	A list of expected skills, concepts, behaviors, processes and/or attitudes.
Anecdotal records	Brief written notes based on observations of students. Need to be systematically compiled and organized.
	These are visual representations of developmental stages of learning. They

Continuum	show a progression of achievement or identify where a student is in a process.
Students' work	There are samples of students' work and transcripts of students' conversation which can be used to analyze, interpret and understand students' learning.
Portfolios	• Children's work collected over a period of time • They exhibit children's active mind at work. • An audience and purpose for portfolios are decided on. • They show a range of experiences and curriculum areas.

IV. *Reporting*

At RHHS, we consider reporting as a means of giving feedback from assessment. Reporting aims to indicate the progress of children's learning and identifies their areas of growth.

We believe that effective reporting should:

- involve parents, students and teachers
- be comprehensive, clear and understandable to all those who are involved.
- help learners reflect on their own learning
- help teachers to incorporate reporting into their future teaching and assessment practices.

RHHS reports about students' performance and progress in a variety of ways. The following table presents a list of these strategies:

Strategy		What?	How often?
Written Progress Report Cards		• include descriptors of targeted PYP skills • report about students' progress of skills by using a scale. • describe and narrate the progress of children during the course of the unit with focus on PYP elements and the attributes of the learner's profile.	Twice a year (February-June)
	Teacher-student conferences	• Teachers frequently give feedback on the progress directly to students. • Teachers and students reflect on the work.	Throughout the last week of each unit of inquiry

Conferences	Teacher-Parents	• Teachers give parents feedback about the students' progress and needs. Teachers highlight the students' strengths and weaknesses. • Teachers answer parents' questions during such conferences and guide them on how to help in their children's learning process.	Once a year In December
	Three-way Conferences	• Students, teachers and parents are involved. • Students discuss their learning and understanding. • Students share their portfolios with parents. • New goals for improving students' achievement might be set.	In April

The RHHS team will review the assessment policy annually starting June 2014.

* Assessment Policy first reviewed: June 2014

* Assessment Policy second time review: June 2015

V.   *Bibliography*

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*The English School Assessment Policy Guidelines and Agreement for the PYP

*Assessment, Evaluation and Reporting in Kindergarten, A Guide to the Early and Ongoing Identification Process and the Kindergarten Report Card (June 2001)

* Matoska International PYP Assessment Policy

*AIS Primary Assessment Policy

*Osaka YMCA International School (2011)

*AZC Assessment and Reporting Policy