LJUBLJANA
INTERNATIONAL SCHOOL
SLOVENIA

Assessment Policy

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Approved by:

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PYP Assessment Policy

<u>Assessment Philosophy</u>

The Ljubljana International School is an accredited IB World school, offering the Primary Years Programme (PYP). Our approach to assessment reflects the philosophy and objectives of these programmes. The main objective of assessment at IBSL is to provide students with feedback on their learning, in order to allow students to learn and improve further.

Teachers are expected to use the knowledge gained from assessment activities to inform their planning of further learning experiences. Frequent, regular, continuous assessment is integral to all teaching and learning. Assessment is used as a tool to support the integration of all stakeholders in the learning process: children, teachers, parents and others

We believe assessment should:

- Lead to reflection about learning

- Allow for all students to be successful

- Provide opportunities for students to show their progress/development and their understanding of knowledge, skills, concepts and attitudes

- Show, at different times, both the end product and the process

- Be varied – using a variety of tools and strategies, both formal and informal

- Drive instruction, guide learning and inform curriculum planning through our better understanding of what the child(ren) have learnt/are learning

- Provide opportunities to give timely feedback on the learning process

- Involve and inform teachers, students, peers and parents and other stakeholders

- Provide information to be used as part of our evaluation of our Programme of Inquiry and our teaching methods, ideas, resources and content.

How will we know what we have learned?

'Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decision to take action. The prime objective of assessment in the PYP is to provide feedback on the learning process.' (Making the PYP Happen, 2009, International Baccalaureate)

Our Assessment should be:

- Fair and accurate
- Timely, to allow for progress/action
- Useful and understandable for the child(ren), teachers, parents and other stakeholders
- Shared with colleagues so we can work as a team, solve problems and develop our knowledge of the child(ren)

Types of Assessment

Formative

Most of the ongoing assessment in the PYP is formative in nature, meant to inform planning and instruction. Formative assessment is assessment for learning and plays an integral part in the teaching and learning cycle. This takes place as part of the learning process.

Summative

Summative assessment tasks are designed to give information on what students can do, know and understand at the end of a unit of work. Each Unit of Inquiry or stand-alone unit of work in any subject has a summative assessment task(s) at the end of the unit.

Peer- and self- assessment

Students in the PYP are given regular opportunities to assess their own and each other's work, stressing the importance of reflection in the learning process. When appropriate, students may also be actively involved in the setting criteria for work to be assessed against.

Assessment tools and strategies

We use a wide variety of assessment tools and strategies, always aiming for the tool or strategy that is most appropriate and will give the most reliable information. We aim to give all students the opportunity to be successful and to be able to show what they know, can do and understand. See App A

Assessment Records

These may take the form of jottings, written notes, anecdotal records, more structured templates such as rubrics, marking on the children's work and their learning journeys

Reporting

LIS follows the following reporting cycle throughout each school year:

Teacher/Parent Reports

Type of Reporting	Schedule	Details
Parents' Evening	mid October (6 weeks after beginning of School Year)	Dialogue with parents about their child
Mid year Reporting	End of January	Narrative Progress Report - Dialogues can take place as per parents' / teachers' request
End of Inquiry / Student- led Reporting	(at the end of every inquiry/ Minimum of 5 weeks)	Students report to their parents about their Learning Journeys Book
End of Year	End of June	Narrative Progress Report - Dialogues can take place as per parents' / teachers' request

- Both teachers must be present in meetings/dialogues with parents
- Narrative Reports will be written in a designated language for each parent
- Reports are a product of collaboration by the classroom teachers
- Narrative reports will be in a form of a checklist and short final comment- one for each Inquiry, Mathematics and Languages (English, Slovene and German).

Student Led Reporting

Parents are invited to come to school to share their child(ren)'s learning at the end of each Unit of Inquiry (App B). This may take a variety of formats but will be focused on the dialogue between the child and parent, using their Learning Journey (App C) as a prompt or guide.

Assessment strategies and tools

Assessment tools / Assessment strategies	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
Observations	✔		✔	✔	✔
Performance assessments	✔	✔		✔	✔
Process-focused assessments	✔		✔	✔	✔
Selected responses		✔	✔		✔
Open-ended tasks	✔	✔		✔	✔

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 non-participant (observing from without) to participant (observing from within).
Performance Assessment	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.

Example of Continuums
Learner Profile

Risk Taker: I only use materials that I have used before such as pencil crayons								I use lots of different materials in my creations. Sometimes I use different materials in the same creation.

Transdisciplinary skills

Beginning	Emerging	Developing	Proficient
Listening: I can listen to to an idea.	I can listen and make helpful comments.	I can treat my friends fairly and understand other people's points of view.	I can be caring when I listen and I know that other people might like or need different things to me.

Example of a rubric

Assessment Rubric

Name: Date:

Who we are	How we organise ourselves	How we express ourselves	Where we are in time and place	Sharing the Planet	How the world works

Central Idea: Our imagination allows us to express ourselves creatively

Task: Creating our own world using our imagination and inspirations

	Excellent	**Good**	**Good Try**	**A bit more work?**
Knowledge: What inspired you, how did you get your ideas, where did you collect examples	What inspired you	Got ideas from...	I really like	I thought of..
Skills: Cutting sticking, presentation, use of colour media	I chose this because	Neat, examples of real choices, stuck effectively	Some good effort at cutting accurately	
Concepts: Reflection, perspective, form	Made changes independently Choose material for a reason			
Attitudes/LP:				
Comments:				

Appendix B

Student Led Conferences

As stated, these may take many forms. These could include:

- Placing activities around the room that you have done during the inquiry to stimulate the children's memory and encourage talk whilst the child and/or parent does the activity
- setting up the room with inviting areas for the children to sit with their parent to talk through their Learning Journey Book
- Getting the children to develop a quiz about your inquiry for their parents with answers that can be found in the room/ Learning Journey Book and encouraging the children to support their parents in answering them
- Setting up a trail around the room so children can lead their parents to each point and have questions prepared at each point: what are we doing? Can you see what we were learning? Do you know what the answer might be? etc

Appendix C

Learning Journey Books

This refers to a book which catalogues the children's journey through an inquiry. It should include:

- pieces of written work (where appropriate for the child's development).
- drawing and other art.
- photos of children's work where it is not appropriate to put the real piece in.
- photos of the child engaged in activities, on trips, presenting work, in Sharing Assembly etc. These should be clearly annotated by the child and/or adult
- scribed quotes from the child
- teacher observations of the child
- records of the child's reflections on their work, their learning, the Unit of Inquiry
- any assessment that is suitable to be shared with parent and child.

Whilst the books are working documents and therefore not perfect, all care should be taken to make sure they are a valued record of the child's learning. Teacher additions should be neat, carefully worded and checked for grammar/spelling. They will provide the main point of communication between the parent, child and teacher with regards to the child's learning and progress.

It is expected that the books shall reflect the balance of languages that the child experiences: English, Slovene and German. All teachers have a responsibility to contribute.