OUR VISION

To be a vibrant community of learners, innovators and transformers who build a just and caring global society.

OUR MISSION

To create a dynamic learning space where every student and educator practices the attitudes, knowledge and skills to be a happy, socially responsible global citizen.

Don Bosco International PYP Assessment Policy
2021-2022

PHILOSOPHY

At Don Bosco International School, we plan for effective assessments that drive the instructional practices in the school. Knowledge, skills, and abilities are assessed to guide the direction and planning of future lessons as a support for new learning. Assessment plays a role in communicating the effectiveness of both teaching and learning processes with all stakeholders, including parents and community.

PURPOSE OF ASSESSMENT

Assessment is central to the Primary Years Programme (PYP) goal of thoughtfully and effectively supporting students through the acquisition of subject-specific knowledge and skills, the understanding of concepts and the development of approaches to learning.

The purpose of assessment is to inform learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know, understand, and can do at different stages in the learning process.

Students become effective, self-regulated learners when they are actively engaged in assessment and act on constructive feedback. This helps them reflect on their progress, set goals for their learning, and engages them in making decisions about what they need to do to achieve these goals.

AIMS OF ASSESSMENT POLICY AT DBIS

- Formulation of learning outcomes and tracking individual student's progress.

- Use of various strategies to assess student understanding.

- Measuring student's learning achievements, skills, knowledge, experience and understanding against criteria.

- Providing accurate, regular representation of student performance to the concerned student and stakeholders

- Provision of feedback on student's performance and adapting the instructional strategies to meet the identified needs.

Assessments are designed around the following characteristics:

- **Authentic:** It supports making connections to the real world to promote student engagement.

- **Clear and specific:** This includes desired learning goals; success criteria and the process students use to learn.

- **Varied:** It uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.

- **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.

- **Collaborative:** It engages both teachers and students in the assessment development and evaluation process.

- **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.

- **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.

The Student's Assessment capability:

Students develop assessment capability when teachers provide them with multiple supported experiences in reflecting on their learning and how to make improvements. Using specific language to describe, discuss and evaluate learning, students demonstrate their assessment capability by:

- partnering with teachers to design their learning goals and success criteria

- being able to self-assess and discuss their progress towards achieving learning goals

- selecting evidence, such as samples of their learning, that best demonstrate the intended learning goals

- developing the metacognitive skills to reflect on their learning and to plan next steps

- drawing on feedback and multiple strategies to adjust their learning and identify where and when to make improvements.

At DBIS we practice the four dimensions of assessment as indicated by the IB

Monitoring learning

Teachers monitor students' ability to make connections across subjects and to apply skills to construct new knowledge through careful observations.

It occurs daily through a variety of strategies:
- observation
- questioning
- reflection
- discussing learning with peers and teachers

- feedback to feed forward for next steps in learning.

Tools used for monitoring include:

- pre-assessment tools such as KWL, chalk talk, word cloud
- open-ended engagements
- written or oral assessments
- learning portfolio
- self-assessment
- peer assessment
- VTRs

Documenting learning

Documentation of learning is shared with all stakeholders to make learning known. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria.

Students and teachers document learning goals, questions, reflections, and evidence of learning using a variety of formats.

- **Learning journals:** These are used to record feedback and reflections of ongoing learning.

- **Anecdotal Records:** Narratives that document an instance when the learner shows knowledge, conceptual understandings, or skills.

- **Portfolios:** A collection of work samples/exemplars that also contribute to reporting.

- **Checklists:** Include both teachers and student created learning criteria which allow for self and peer assessment

- **Rubrics:** Achievement/success criteria identified by teacher and/or co created by teacher and student, appropriate to the grade level

- **Reflections and Exit slips**

Measuring learning

Measurement tools provide data to support a larger picture of student achievement and progress in learning. (Not all learning can be, or needs to be, measured)

Teachers use a range of assessment tools and strategies to compile the most comprehensive picture of student progress and achievement over time. Each tool and strategy chosen provides the learning community with accessible data on each student's learning.

Teachers use multiple data points to evaluate student progress to **analyse student learning**

Tools and strategies for measuring learning include:

- Rubrics
- Portfolios
- Learning graphs

Teacher moderation through professional discussions around student samples are undertaken as an effective strategy to have a shared understanding of what quality and success looks like for diverse learners before, during and after learning.

Documenting and measuring learning allow us to analyse and look for patterns in the learning of students and modification in the teaching learning process if needed.

Reporting learning

Reporting structures communicate the progress and achievement of the students' learning and identify areas for growth. Our reporting processes are open, transparent, understood by all stakeholders and conveyed in the following formats:

- PTM - Parent Teacher meeting - An interaction to initiate and foster a healthy partnership between the teacher and the parent to identify areas of strengths and growth. Held a month after the start of the year

- Parent/teacher/student conferences - will be held thrice a year

- Student-led conferences - once a year

- Written Reports - will be delivered thrice a year

Assessing Early Learners

Students in the early years acquire key learning milestones that are fundamental for future school success. This includes their cognitive ability to reflect on their knowledge, conceptual understandings and skills. A wide range of assessment strategies informs learning and teaching of young learners.

Early years teachers observe how students monitor and adjust their own behaviour, especially at play, in order to:

- build a clear picture of the student and their interests

- identify what and how the student is thinking and learning

- assess the effectiveness of the learning environment on the student's learning

- plan learning engagements for individuals and small groups.

When observing, teachers also document what the students say and do. By listening carefully to the dialogue between students, teachers learn about their current interests, existing knowledge, level of involvement and social skills. Teachers share these observations with students and parents. Collaborating with colleagues, they analyse group interactions, discover strengths, identify learning goals and reflect on the effectiveness of teaching practices.

Types of assessment

At DBIS we follow the three assessment practices—for learning, of learning and as learning which serve

different purposes. Our PYP students' learning is evaluated through a combination of these practices.

These practices include:

- informal (ongoing)assessments

- formative assessments
- summative assessments

The assessments take various forms (both at an individual level and in groups) such as:

- Presentations - oral, written, digital, illustrations
- Performances
- Class participation
- Group discussion
- Experiments
- Assignments
- Debates
- Project Work
- Collaborative engagements

Links with other Policies:

The Assessment Policy works in tandem with the Language Policy, the Academic Integrity Policy, the Admission/Access Policy, and the Inclusion Policy.

Academic Integrity in Assessment: At DBIS, each teacher takes care that the student is informed and groomed to inculcate the policy of academic honesty with special emphasis on assessment tools. The learner is made aware and implements the concepts of academic honesty by citing and acknowledging the sources referred to or wherever help has been sought. During the classroom interactions the teachers make it a point to appreciate the students' efforts of acknowledging the sources that have been referred to for the purpose of research. This in turn motivates the learner to persist with this value. For further information on the Academic Policy refer to the <u>LINK TO BE INSERTED.</u>

Language Policy: English is the language of instruction for all students. Instruction in the Hindi and Marathi class in Grade 1 and Hindi and Spanish class in grades 2, 3, 4 and 5 is in the respective language supported by Bi-Lingual instructions where necessary. English is also used in all internal and external communication, collaborative work, and planning. Hindi is used wherever needed. e.g., newsletters, student feedback/instructions to cater to those with differentiated language needs. For further information on the use of languages refer to the <u>LINK TO BE INSERTED.</u>

The Admission Policy: For early years an informal interaction to gain perspective of the students' dispositions is undertaken for those having attained 3.5 years of age. For enrolments from grade 1 upwards a personal interaction in addition to a diagnostic in the 3 R's of education (reading, writing and arithmetic) is undertaken when a learner seeks admission to DBIS. Let it be clearly understood that this

assessment does not result in a refusal to admission. For further information on the admission policy refer to the <u>LINK TO BE INSERTED.</u>

Inclusion Policy: (DBIS' Learning Support Programme): The assessment policy underpins the varied needs and abilities of all students of the PYP. The school along with the Learning Support department makes every effort to ensure inclusive access provisions for various levels of learning needs wherever necessary.

The inclusive access arrangements provided to a student are planned at the start or early on during the course of study and incorporated as the usual way to access classroom work and ongoing assessments. For further information on the Inclusion Policy refer to the <u>LINK TO BE INSERTED.</u>

Review of DBIS Assessment Policy:
A team comprising the Pedagogical Leadership Team, Teachers, and Parent Representatives, will be a part of the reviewing of the assessment policy of DBIS, which is undertaken on a yearly basis. This is duly informed to all the stakeholders via the school website.

<u>Assessment Policy Committee: 2021 – 2022</u>

Principal – Ms. Meena Saldanha

PYP Coordinator - Ms. Gladys Gonsalves

EY Coordinator - Ms. Charlotte Fernandes

Grade Advisor (Gr 3,4,5)/HRT Gr 4 - Ms. Sabrina Mukadam

Grade Advisor (Gr 1,2)/HRT Gr 2 - Ms. Nupoor Valia

Math HOD/ Grade 5 HRT - Ms. Roanna D'mello

Works Cited:

Assessment in the Primary Years Programme. From Principles into Practice IBO Geneva, October 2018

Learning and Teaching IBO, Cardiff, December 2018

Making the PYP happen: A curriculum framework for International Primary Education.
IBO. Cardiff, Dec 2009.