ASSESSMENT POLICY (2015)

SCHOOL PHILOSOPHY:

時代が瞬く間に変化する現在、子どもたちが20年後の社会を堂々と生き、
世界中の人々の平和に貢献できる人材の育成を目指します。

礼儀ただしく、他人を思いやれる優しい子どもを育成します。

日本人としての育ちを大切にし、
その文化や伝統を幼児期から経験する中で、
真の国際人の育成に努めます。

健康的な身体、知的発達、穏やかな情緒、
それらをバランスよく兼ね備えた幼児の育成に努めます。

For the children of Sunnyside International Kindergarten we envision a future of confidence. By shaping our young, inquiring minds, we strive to plant the seeds of international-mindedness.

It is our hope that our children lead their future lives driven by compassion, equality and a respectful care for all others. Through the lens of a strong Japanese cultural tradition, our children will enter into the global society peacefully, and ready to make an active contribution.

We believe that it is through the identification of our own cultures and traditions that we can seek to better understand and learn about the importance of others.

In order to offer a balanced and meaningful education for our children, we strongly value the equal importance of social, emotional, physical and intellectual development.

ASSESSMENT POLICY (2015)

1. Assessment Philosophy

2. Purposes and Types of Assessment

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1.   ASSESSMENT PHILOSOPHY

1.1   What is assessment in the PYP?

Assessment is integral to all teaching and learning in the PYP. At Sunnyside International, and in the PYP, we believe in the importance of effective feedback to our students. Our assessment needs to support learning, by engaging learners, and providing high quality feedback. Assessment has to be fair and inclusive, and allow for learners to demonstrate what they have achieved.

In addition, assessment has to inform practice. It is from the gathering of a variety of many different kinds of information that teachers (and students) can gather, analyse and reflect upon student performance. It is this reflection process that informs the next steps, both for the teachers planning and in the student's own goal setting. The relationship between assessment, planning and teaching is interconnected and dynamic.
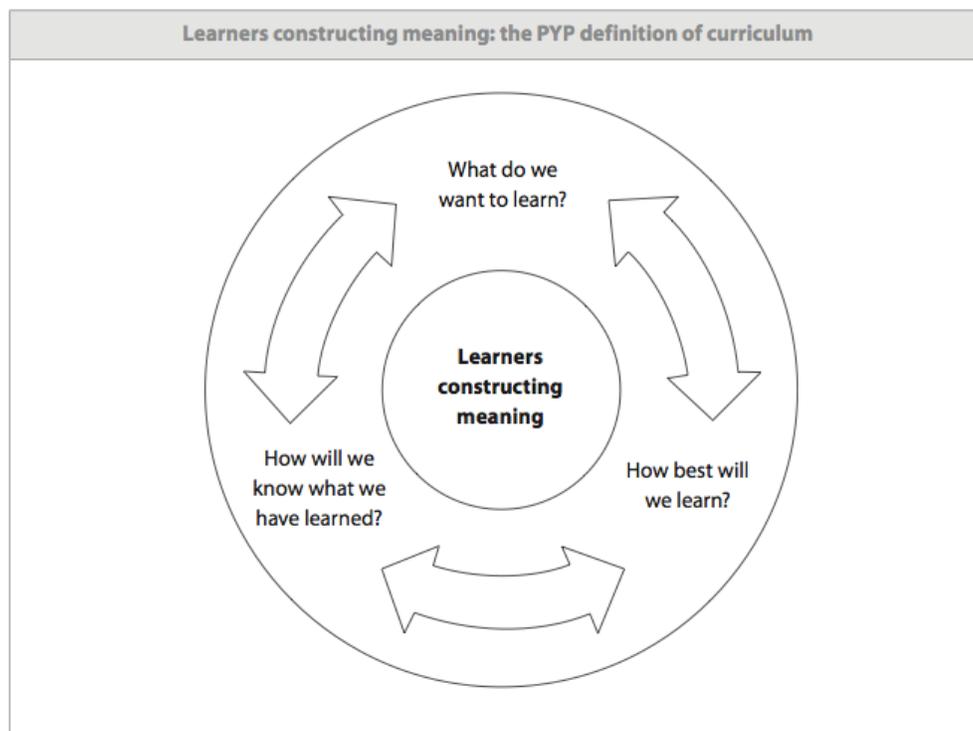

Figure 1: the interconnected relationship between planning, teaching and assessment in the PYP.

The PYP approach to assessment recognises the importance of assessing the process of inquiry as well as the product(s) of inquiry, and aims to integrate and support both.

The assessment component in the school's curriculum can itself be subdivided into three closely related areas.

- **Assessing** — how we discover what the students know and have learned.
- **Recording** — how we choose to collect and analyse data.
- **Reporting** — how we choose to communicate information.

1.2   Big ideas about assessment

At Sunnyside International, and in the PYP, we have many big ideas about what makes good, robust assessment:

1. Assessment must be planned, be purposeful and be driven by a concrete learning outcome.
2. Assessment serves different purposes at different times, and it is collection of different kinds of data that give the overall and holistic picture of the child.
3. There must be a balance in the different kinds of assessment that are employed (including oral, performance and written tasks).
4. Assessment and teaching are meaningfully interconnected and inseparable because effective assessment informs learning.
5. Assessment is much more helpful to students if it is informed using words and not test scores or letter grades. Feedback is vital, especially for children in the early years.
6. Assessment is very much a collaborative process, involving different modes of assessment (self assessment, peer-assessment, and teacher-assessment).

2. PURPOSES AND TYPES OF ASSESSMENT

2.1 The different purposes of assessment (formative, summative and peer/self assessment)

Assessments have different purposes within the PYP at Sunnyside. It is aimed at determining the children's levels of understanding and provides a foundation for future learning. It identifies what students know, understand, can do and feel at different stages in their learning journey. Another purpose of assessment is to inform and involve students, parents, teachers and administrators in the learning process. This is achieved through effective systems of reporting.

Effective assessments allow:
- Students to be an active part of the learning process through reflection and demonstration of their understanding.
- Teachers to guide their instruction and to communicate progress with students and families.
- Parents to see evidence of their child's learning and development, while supporting and celebrating their child's learning.
- Administrators to build a sense of community within the school and communicate the school's progress.

There are three distinct but interrelated purposes for classroom assessment: assessment *for* learning, assessment *as* learning, and assessment *of* learning.
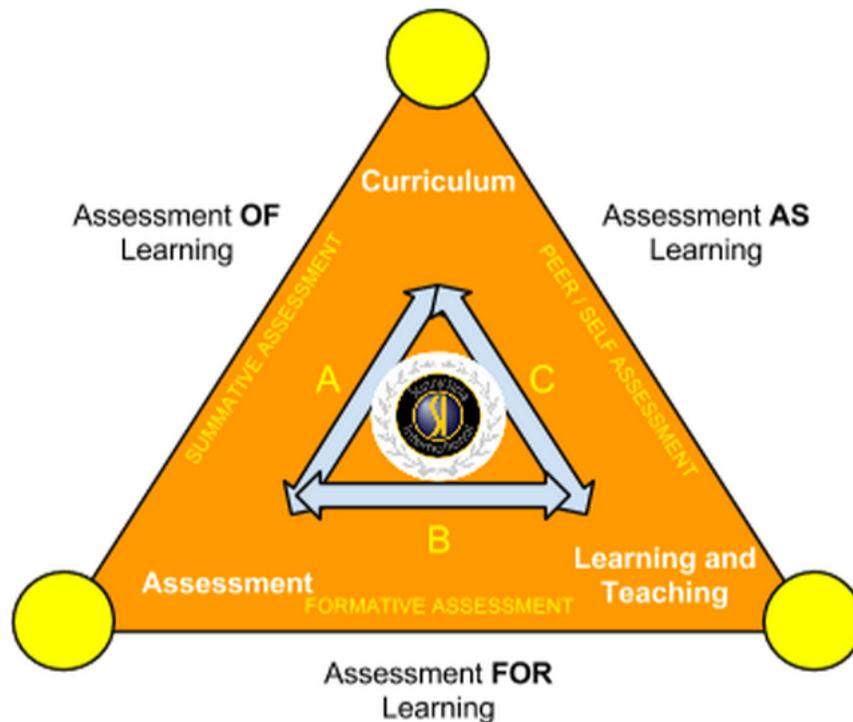
A - Summative Assessment (Assessment *of* learning)

Summative assessment aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned. It can assess several elements simultaneously: it informs and improves student learning and the teaching process; it measures understanding of the central idea, and prompts students towards action.

B - Formative Assessment (Assessment *for* learning)

Formative assessment provides information that is used in order to plan the next stage in learning. It is interwoven with learning, and helps teachers and students to find out what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together. Formative assessment aims to promote learning by giving regular and frequent feedback. This helps learners to improve knowledge and understanding, to foster enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success. There is evidence that increased use of formative assessment particularly helps those students who are low achievers to make significant improvements in their understanding.

B - Peer/Self Assessment (Assessment *as* learning)

The above categories of assessment are usually teacher-directed. However, Assessment *as* learning is in contrast to this. Assessment *as* learning centers upon the students setting criteria, setting goals, and assessing their own and their peers' work. In this category of assessment students focus on both the process and the product, giving them insight into their own learning. Assessment *as* Learning is the use of ongoing self-assessment by students in order to monitor their own learning, which is "characterized by students reflecting on their own learning and making adjustments so that they achieve deeper understanding."

2.2 The different types of assessment (tools and strategies)

A variety of assessment tools and strategies form the basis of a comprehensive approach to assessment. The strategies are the methods or approaches that teachers use when collecting information about a student's learning. This information is recorded using a variety of tools, which are the instruments used to gather data.

Tools
The assessment tools are used to put into practice the assessment strategies. Assessment tools include: Rubrics, Exemplars, Checklists, Anecdotal Records and Continuums.

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.

Strategies

The strategies cover a broad range of approaches, from the more subjective and intuitive to the more objective and scientific. Assessment strategies include: Observations, Performance Assessments, Process-focused Assessments, Selected Responses and 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 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 multi- modal 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.

3. RECORDING AND REPORTING AT SUNNYSIDE

Documentation

Teachers use a range of methods to document student learning as a means of assessing student understanding. This may include, but is not limited to, videos, audio, photographs and graphic representations. Teachers may also use written records of student conversations, comments, and explanations as well as annotated pieces of student work that may form part of a student's portfolio.

3.1 School portfolios and student-centered assessment

Portfolios

Evidence of student learning is demonstrated in each student's portfolio and is collected from a range of PYP Approaches to Teaching and Learning (ATL), learning experiences and curriculum areas. Student portfolios at Sunnyside International School are used:

- to collect and store information that can be used to document and assess student progress and achievement.
- provide a record of students' involvement in learning which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection.
- as a celebration of an active mind at work.
- to provide a picture of each student's progress and development over a period of time both as individual and group learners.
- to enable students to reflect with teachers, parents and peers
- to identify strengths and growth as well as areas for improvement, and inform teacher planning.

Portfolio Agreement

The portfolio is an important document that should reflect the work engaged by each student of Sunnyside International School. Each student's portfolio will consist of the following common elements;

- Student name, grade, school year, and teacher's name
- Portfolio introduction sheet
    - o Purpose statement
    - o Structure

Main Section - The main section should be in chronological order to reflect the progression made by the student throughout the school year. These are the minimum requirements of each student's portfolio.

● **Unit related**
o For each unit there should be an example of the summative assessment task (SAT) and, with the older children, a reflection of the unit.
o At least a page related to the unit, not including the SAT or reflection. One of these pages should be chosen by the student with a written explanation of their choice.

● **Single Subject Teachers**
o Each single subject teacher should enter one page per student per term. This entry can be in the form of photographs.

● **Mathematics**
o At least one example of each strand throughout the whole portfolio. These strands are the same as in the scope and sequence (data handling, measurement, shape and space, pattern and function, number).

● **Language**
o At least one example of each strand throughout the whole portfolio. These strands are the same as in the scope and sequence (listening and speaking, viewing and presenting, reading, writing).

● **Extra activities**
o At least a page per term from festivals, assemblies, or enrichments (if taken). Each piece entered into the portfolio should be dated. An explanation should include one or more references to one of the following:
o The learner profile
o An attitude
o A key concept
o A related concept
o An ATL (transdisciplinary) skill
o A section of the inquiry cycle

3.2 Assessment for all (community of learners)

At Sunnyside International, there is a strong focus on 'Assessment for all'. All teaching and learning is differentiated in order to accommodate for the range of experiences and learning styles within the group/class.

Continuous assessment provides insights into students' understanding, knowledge, skills and attitudes. It is also a means of exploring the learning styles and individual differences of the students in order to differentiate instruction.

When planning for assessment, teachers think like assessors rather than activity designers, clearly setting the criteria that distinguish students' understanding of the central idea or learning objective. The teacher must constantly look for evidence that meets the criteria. Students should be involved whenever possible in the planning of an assessment task.

In planning for assessment, it is important to ask these questions:

- What is the function of the assessment?
- What central idea or learning objectives are being assessed?
- What evidence of the learning will be looked for?
- How can the evidence be collected?
- What experiences are being provided/supported to help the students be successful with the assessment?
- Will the assessment task demonstrate understanding?
- Is the assessment reliable enough to allow sound conclusions to be drawn?
- How will the assessment data be analysed and recorded?
- How and when will feedback be given?

The assessing practitioner at Sunnyside is constantly asking these questions in a formative process of assessment so that all needs are met for the students, ensuring that a community of learning is maintained as effectively as possible.

4. BIBLIOGRAPHY

The assessment policies of the following schools were used and adapted to create this document.

- **Tsukuba International School**
- **K International School**

The following documents were consulted to create this document.

● **Making the PYP Happen: A Curriculum Framework for International Primary Education. Cardiff: International Baccalaureate, Dec. 2009. PDF.**