



مركز تعلم متميز في قلب المجتمع
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RAK Academy IPK Assessment Policy IB PYP



Philosophy

Assessment is an integral part of the teaching and learning cycle. It is central to supporting the School's vision and mission, the PYP Learner profile and 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 to all stakeholders.

Principles of Assessment

At RAK ACADEMY PYP we believe that:

Assessment builds a picture of students' understanding, knowledge, skills and attitudes, as well as showing students' progress in relation to approaches to learning and the IB Learner Profile. Assessment improves the learning experience for the individual and defines the next steps in their learning.

Learners:

- Have criteria that are known and understood in advance
- Analyse their learning strengths, and understand what needs to be improved
- Demonstrate the range of their conceptual understandings, their knowledge and their skills
- Synthesise and apply their learning
- Base their learning on real- life experiences that can lead to other questions and lines of inquiry to explore
- Produce quality products or performances
- Express different points of view and interpretations
- Promote reflection, self- and peer- evaluation

Teachers assess learning and teaching using a range and balance of assessment strategies, in a context which are both relevant and motivating for students. Assessment forms an integral part of the planning/ taught / assessment/ reporting cycle and monitors the progress of student learning and achievement. Assessment informs teaching, planning and curriculum updates.

Teachers:

- Use assessments to inform every stage of the planning, teaching and learning process
- Include collaboration into assessments
- Take into account different cultural contexts and different ways of learning and knowing
- Produce evidence that can be reported and understood by all members of the community
- Identify children's area of interest to facilitate future learning experiences.
- Promote reflection, self- and peer- evaluation
- Mark and give feedback to students
- Moderate student work within and across grade levels

Methods of Assessment

Assessment Strategies

RAK ACADEMY values and uses a range of assessment strategies throughout the programme of study. This includes formative (assessment for learning) and summative (assessment of learning) assessments. Assessing students' prior knowledge and experience as well as monitoring their achievement during the teaching period, responsive teaching, enables teachers to plan and refine their teaching accordingly.

Strategies for assessment could include:

- Observation
- Performance assessments
- Process focused assessments
- Selected responses
- Open ended tasks

Assessment Tasks

Assessment tasks are designed to allow students to demonstrate their understanding through a variety of modes of communication, using a range of approaches to learning. Students are introduced to a choice of assessments in how they would like to demonstrate their understandings, leading to higher levels of student engagement. Assessment tasks could include, and not limited to:

- Compositions
- Creations of solutions or products in response to problems
- Tests/ quizzes
- Questionnaires and surveys
- Investigations
- Research
- Performances
- Presentation through various media

Assessment Tools

The above tasks may be assessed using the following tools:

- Anecdotal records: brief written records based on observations of students. May include quotes from students.
- Continuums: visual representations of developmental stages of learning. Students are plotted on continuums based on teacher's and student assessment data.
- Rubrics: an established set of criteria for rating attainment in all areas.
- Exemplars: samples of students' work / portfolios that serve as evidence
- Checklists: lists of information, data, attributes or elements that should be present. A mark scheme is a type of checklist.
- Tracker

FORMATIVE ASSESSMENT. (Assessment for Learning)

“Formative assessment provides information that is used in order to plan the next stage in learning. Formative assessment and teaching are directly linked and function purposefully together. Formative assessment aims to promote learning by giving regular and frequent feedback. There is evidence that increased use of formative assessment particularly helps those students who are low achievers to make a significant improvements in their understanding. (Making PYP Happen, p.45)

Teachers at RAK ACADEMY PYP:

- Regularly mark students work, conference with students, and provide feedback about the learning process
- Provide students with quality, constructive feedback which is intended to improve student learning. At RAK ACADEMY we aim to “quality mark” one piece of work per subject, per week, preferably as part of student- teacher conference.
- Provide feedback for all students as early as possible, in order for it to make a difference to students’ learning.
- Provide feedback in student workbooks, which require students to respond to
- Provide feedback to students aligned to the inquiry focus and/or lesson guiding question/s
- Use formative assessment throughout any inquiry / lesson to inform teaching and learning
- Encourage students to peer and self-evaluate their work.

Summative Assessment (Assessment of Learning)

A school calendar shows when relevant assessment data about the students is collected and recorded. The data is analysed, interpreted and action taken to ensure that all students are making as much progress as they can.

The collection of data on student performance is a collective responsibility and includes:

- Ongoing Classroom Data (Regular) – these will include anecdotal records, results of classroom assessments/ quizzes, tracking records, analysis of student portfolio work samples and class assignments. The responsibility of the collection of this data is the classroom teacher.
- Periodic Classroom Data (Irregular) – these will include end of unit summative tasks, tests, performances etc.
- School Data (Periodical) – this data refers to internal assessments which extend beyond a single classroom and include such things as writing samples, maths assessments etc. these pieces of assessment are to be cross marked to avoid contamination of data. Key outcomes are assessed to gain information about student performance against the criteria e.g. scope and sequence, as well as information about programme success e.g. running records.
- External Data (annual) – this data will include benchmarking data for the purpose of evaluating teaching programmes and comparing student performance across time and place e.g. CAT 4 for Grade 3 and GL Assessments Kg2-Grade 5.

Communicating The Results of Assessment

- Reporting will be a collaborative, consistent process that involves, and is valued by, all members of the school community. It includes contributions from teachers, PLT, parents and students. It provides feedback and communicates next steps to learners through varied and individualised methods. Student achievement will be communicated to students and parents accurately and thoughtfully, in language that reflects school and PYP values.
- **Portfolios** demonstrate evidence of students' progress over time across the school vision and mission, learner profile, curriculum, units of inquiry and essential elements. Evidence will be gathered and presented in a variety of ways with input from students, teachers and parents. Items in the portfolio will be accompanied by a student reflection.
- **Conferences** will take place in a choice of formats, such as parent/ teacher conferences, 3 way conferences (parent/ teacher/ student) and Student-led Conferences. The purpose of conferences is to inform parents about their child's progress and set goals for future learning and the need for students to be responsible for their learning.
- **Written reports** will be issued termly and will focus on student achievement and progress in learning. Teacher comments will focus on what has been taught, and will be supported by specific evidence and will show strengths and areas to work on. Reports in Term 2 and 3 will also contain a student self-reflection.

Monitoring and Evaluating:

The School is aware of the need to regularly review our policies to take into account new initiatives, changes in curriculum or developments in technology.

Original policy date: 2011

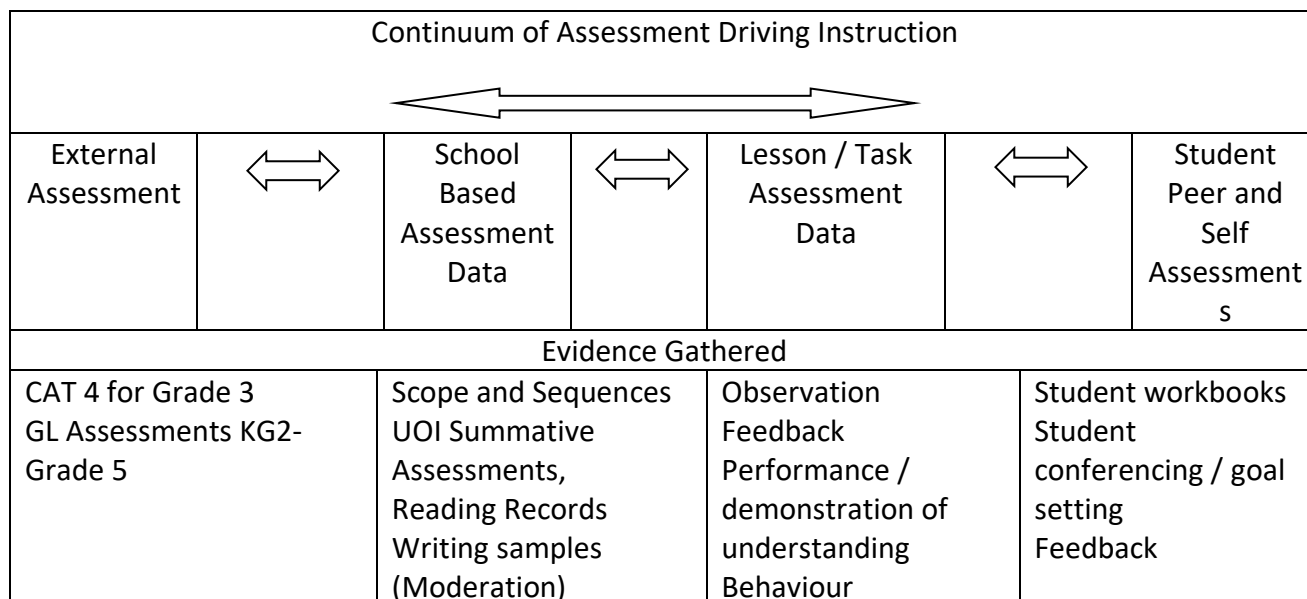
Reviewed May 2014/2018, Updated Aug 2019.

Source: Making It Happen PYP



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School Assessment Calendar 2019-20 KG2 – Grade 5 (anticipated)

Assessment Evidence		Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
*1.Reports	CT				✓			✓			✓
*2.Portfolios	All	✓		✓		✓		✓		✓	
*3. Summative Assessment for UOI	CT		✓		✓		✓		✓		✓
*4.Conferences	All			✓				✓		✓	
5. Student Self Reflection	ST		✓		✓		✓		✓		✓
6.Running Records (PM)	CT		✓			✓				✓	
7.Compile and analyse subject trackers	ALL		✓		✓		✓		✓		✓
8.Writing Sample (Moderation)	CT	✓		✓			✓			✓	
9. GL Assessments (PTE/PTM/PTS)	CT							✓	✓		
10. CAT 4				✓							



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School Assessment Calendar 2018-19 PreK and KG 1 (anticipated)

Assessment Evidence		Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
*1. Reports	CT				✓			✓			✓
*2.Portfolios	AI			✓			✓		✓		✓
*3. Summative Assessment for UOI	CT			✓			✓		✓		✓
*4.Conferences	All			✓				✓		✓	
5.Baseline Assessment	CT		✓								
6. Journals	CT			✓			✓			✓	

*An explanation of elements in the Assessment Calendar:

Reports Cards - at the end of each Term.

1. **Portfolios:** are a record of student achievement and more importantly, student progress over time. Portfolios should be maintained and updated preferably at the end of each UOI, with students being encouraged to make decisions about what to put in portfolios in order to showcase their growth. Portfolio reflection slips should accompany all pieces of work in the portfolio. Portfolios should not be a focus simply at the time of Student Led Conferences, but throughout the year. Portfolios should be stored in a place in the classroom where they are easily accessible to students and teachers.
2. **Conferences-** in Term 1, Parent Teacher conferences will be held before issuing the first Term report. Conferences for every student are obligatory. In Term 2, every student will be involved in 3-Way Conference with their parents to set goals. In Term 3, a Student Led Conference will be held, where a review of achievements are made.

Student self-reflection- should be built into the everyday teaching practices of all PYP teachers i.e. aligned with AfL. Formal reflections are included in portfolios. The first reflection at the beginning of the year should help teachers better understand the students in their class, their preferred approaches to learning, strengths, weaknesses, areas for improvement etc. Subsequent reflections accompany termly report cards and conferences.

3. **GL Assessments KG2-Grade 5.** These are summative assessment tests, whose results will be entered onto an annual tracking system.
4. **Running Records (PM Benchmarks)** – Throughout the school year we will use PM Benchmarks to assess students' progress in reading. This will allow us to have consistent assessment data across grade levels on how students are progressing in their reading. Teachers are not limited to only teaching with PM readers, and are encouraged to use a wide variety of texts for shared reading, guided reading and individual reading.
5. **Subject Scope and Sequences**



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- Language Scope and Sequence
- Mathematics Scope and Sequence
- Science Scope and Sequence
- Social Studies Scope and Sequence
- Physical Social and Personal Education Scope and Sequence
- Arts (Music and Art)

These are PYP Curriculum documents that act as continuums to formatively assess student's progress.

6. The tracking of student progress has been implemented across the school to enable the following to take place:

- Identify students who are not making expected progress and identify possible causes. It also informs teachers' planning and allows changes in teaching strategies/pace etc.
- It also allows patterns of progress /underachievement to be identified across cohorts and individual teaching groups.
- Team Leaders, Student Support department and the Primary Leadership Team can identify students who are not making progress and use intervention strategies where necessary.