



## **MEF NATIONAL AND INTERNATIONAL SCHOOLS PRIMARY ASSESSMENT POLICY**

### **Statement of Aim**

Assessment is an ongoing process of gathering information, analyzing, reflecting and acting on evidence of student learning to measure what students know, understand, and can do at various points in an inquiry. It involves teachers and students collaborating to monitor, document, measure, report, and adjust learning. Our goal is to equip learners with the skills and capability they need to become assessment capable learners who have agency, voice, and ownership of their learning.

### **Rationale**

The purpose of this policy is to detail:

1. The school's aim in relation to the school's vision and philosophy.
2. The purpose of assessment in the Primary Years Programme (PYP), highlighting the characteristics of effective assessment.
3. A common understanding of the assessment tools and strategies used to inform our teaching and learning.
4. A shared understanding of the assessment tools and strategies used to inform our teaching and learning.
5. Assessment inclusion arrangements.

### **Purpose of Assessment**

The key function of assessment is to inform teaching and learning. It involves the gathering and analysis of the information about student learning to inform teaching practice. It identifies what students know, understand, and can do at different stages in the learning process. Highly effective assessment in the PYP is integrated, authentic, holistic, meaningful to all members of the learning community, and developmentally appropriate and responsive to learners.

### **Assessments For Students**

Students become self-regulated learners who are actively engaged in constructing what and how learning is assessed. Students are clear about the criteria against which their learning is being assessed and are motivated to act on constructive feedback which will help them reflect on their learning progress and set their learning goals.

### **Assessments For Teachers and Administrators**

Teachers become more effective when they continually learn about what students know and can do. They reflect on their practice, adjust their teaching based on data, and offer timely, specific and well-considered feedback to better support learning. Schools become more impactful learning communities when they use assessment as a tool to evaluate the depth of their curriculum and the effectiveness of their teaching. They make decisions about targeting resources and support to the most pressing priorities and professional development needs.

### **Assessments for Parents and Legal Guardians**

Parents and legal guardians develop an understanding of their child's progress and learning goals their child is working towards. They provide opportunities to support and celebrate student learning. They extend their child's understanding and development of skills when they support learning.

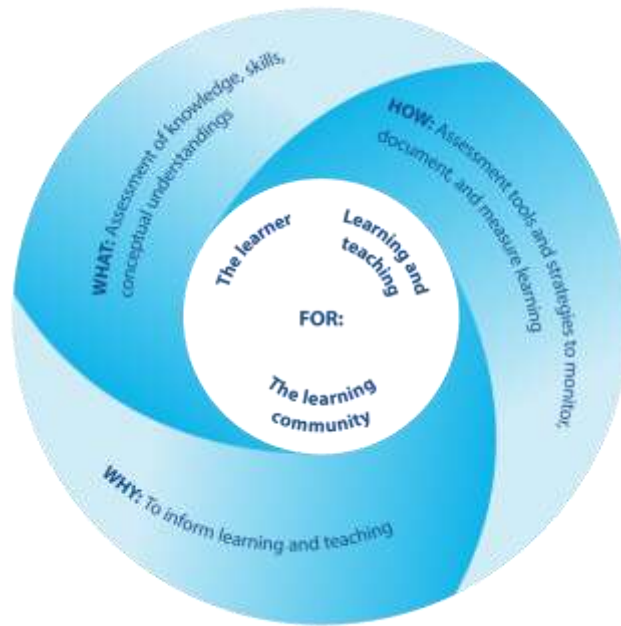
### **Principles of Assessment**

Effective assessments at MEF IS:

- informs planning throughout a teaching and learning sequence.
- informs teachers' feedback to students throughout a learning sequence.
- are authentic, allowing students purposeful contexts for demonstrating their learning.
- recognizes prior learning and demonstrates student progress in relation to this.
- Focuses on more than 'knowledge'-provides feedback on skills and values/qualities, addressing the whole of the learner.
- encourages students to think about, monitor, and set goals for their own learning.
- Are embedded within teaching and learning tasks- on going throughout a learning sequence.
- are criterion based, utilizing criteria that are understood in advance.
- Include strategies and evidence that are varied to cater for the diversity of needs and ways of learning.
- engage the learner in the reflection of their learning from the perspective of a growth mindset.
- provides feedback on current learning to inform what is needed to support future learning.
- challenge students when there are misconceptions or misunderstandings so they can self-adjust and self-reflect.

## Assessment for the Primary Years Programme

PYP assessment has four dimensions: monitoring, documenting, measuring and reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching. Although the four dimensions of assessment are not weighted the same; each dimension has its own importance and value. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner. *Monitoring* and *documenting* fall under Assessment *for* and *As* learning, whereas *measuring* and *reporting* fall under assessment of learning.



<b>Modes of Assessment</b>	<b>Description</b>
Assessment <i>for</i> learning	Teachers use the information they gather and analyze about student learning to inform their subsequent plans.
Assessment <i>as</i> learning	This is particularly relevant to self-assessment. Students reflect on their own learning and their progress towards their goals, and design or co-design a learning path in response. Many tasks both teach and assess simultaneously. This positions students as capable and competent learners, who are supported to learn more about what they learn, and what they would like to learn.
Assessment <i>of</i> learning	This occurs when evidence is gathered about students' achievement (often at the end of the task/unit), which is often measured against standards. We refer to it as our 'end of unit assessment'. The effectiveness of assessment of learning for grading or ranking purposes depends on the validity, reliability, and weighting placed on any one task.

### **1. Monitoring** - *Assessment for and as Learning-Ongoing Assessments*

The majority of our assessments fall under this category. Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria. It occurs daily through a variety of strategies: observation, questioning, reflection and discussing learning with peers and teachers.

### **2. Documenting & Measuring** - *Assessment for and as Learning-Ongoing Assessments*

The documentation of learning is shared with others to make learning visible and apparent. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria. Documentation can be physical or digital, and can be displayed or recorded in a variety of media forms. Documentation of learning is shared with others to make learning visible and apparent.

The below details various forms of assessment *strategies* and *tools* that may be used by teachers to monitor and document learners' progress.

<b>Assessment Strategies</b>	<b>Guidelines &amp; Expectations</b>
<b><i>Observations</i></b>	All students are observed regularly, with the teacher taking notes on the individual, the group, and the whole class. Observations include how groups work and the roles of participants within the group.
<b><i>Process Focus</i></b>	Students' skills and developing understanding are observed in real contexts regularly, using checklists and narrative notes. The emphasis is on the process and skill application rather than the product.
<b><i>Selected Responses</i></b>	Single 'snapshot' samples of what students know or are able to do- this could involve one dimensional exercise of measurement tasks such as quizzes and tests.
<b><i>Open Ended Tasks</i></b>	Students are given a stimulus and asked to communicate an original response. No two students will have the same response. In this way the student's understanding and application can be individually assessed.
<b><i>End of unit Assessment</i></b>	Happens at the end of the teaching and learning process and is planned for in advance which allows the students to demonstrate their understanding, knowledge and skills in an authentic context. Where possible and applicable the students will be encouraged to be involved in the design of these assessments. A rubric to be created at the beginning of the unit to guide teacher

<b>Co-constructing learning goals</b>	Learning goals are personalized for each student and connect new learning to prior learning. Learning goals are revisited throughout the learning process to monitor progress.
<b>Co-constructing success criteria</b>	Success criteria describe what quality and achievement will look like. They are specific and measurable. Students and teachers co-construct success criteria together.
<b>Feedback to feed forward</b>	Feedback is the core of assessments. Teachers create a space for learners to reflect and take action. Effective feedback is timely, specific and well considered
<b>Assessment Tools</b>	<b>Guidelines / expectations</b>
<b><i>Performance Lists</i></b>	Performance lists offer a practical means of judging student performance based upon identified criteria. A performance list consists of a set of criterion elements, but not performance levels. These are used for students to know the criteria before embarking on their work, to assess that they met the criteria. These do not measure how well the students performed.
<b><i>Rubrics (Holistic-Analytic-Single point)</i></b>	Focus on the 'transferrable' real-world skills that are central to a unit or project's goals. A <b>holistic</b> rubric provides an overall impression of a student's work they yield a single score or rating for a product or performance. <b>Single point</b> rubric: Can be a valuable tool to support student self-reflection. Quicker to build than analytic and holistic rubrics. Analytics offer clarity around different performance levels, which make student self-evaluation easier.
<b><i>Continua</i></b>	These are a visual representation of developmental stages of learning. They show a progression of achievement or identify where a child is in a process.
<b><i>Benchmarks/Exemplars</i></b>	These are samples of student work that serve as concrete standards against which other samples are judged. These can be used in conjunction with rubrics or continuums.

### **Guidelines and Expectations for Assessments**

Teachers maintain all student assessment results on **Toddle** through creating meaningful 'learning experiences' along with an assessment tool to document learners' progress.

- **Ongoing Assessments** - Every unit, a minimum of **two** ongoing assessments per discipline are required to assess learners' understandings, skills, and knowledge. Assessments to be visible and documented on Toddle under 'learning experiences.'
- **End of Unit Assessments** - At the end of each unit, an end of unit assessment is required to assess learners' understandings and document their learning through an '**End of Unit Celebration**'. An assessment rubric is required to be shared on Toddle at the beginning of every unit. Assessment rubric should be specific and measurable.
- **Self-Assessments/ Peer assessments** - Throughout the units of inquiry, learners actively reflect on their performance and actively evaluate each other's learning by providing feedback. It is expected that students assess themselves and their peers at least during the 'End of unit assessment' at the end of each unit.
- **Assessment reflections** - Teachers are required to complete assessment reflections on the unit planners on Toddle at the **end of every unit**. Teachers will reflect on:
  - how effective their monitoring, documenting and measuring of learning was to inform their understanding of student learning,
  - the evidence they gathered about students' skills, knowledge, and conceptual understandings
  - how they shared this learning with the learning community.
- **Benchmark Assessments** - *Assessment of learning*
  - In addition to the assessments described above benchmark assessments will be carried out over the year to provide data on student's learning. These will include assessments about phonic knowledge, reading, writing, spelling and mathematics. Benchmark assessments take place twice a year (September and April).
  - PM benchmark reading assessments are carried out for Kindergarten to Grade 1.
  - PROBE reading assessments are completed from Grade 2 to Grade 5.
  - *Words their Way* spelling assessments are carried out for Grades 1 to 5 three times throughout the year.
  - Phonic knowledge assessments are carried out in Kindergarten three times throughout the year.
  - A writing assessment is carried out twice, at the beginning and towards the end of the school year.
  - These assessments are also carried out for students who join during the school year, after an initial period of adjustment but within a month after joining the school.
- **External Assessment** - *Assessment of learning*
  - MEF IS administers the International Schools' Assessment (ISA) to students in Grades 3 to 5 each school year. This assessment is designed and scored by the Australian Council of Educational Research and is aligned with internationally endorsed reading and mathematical literacy frameworks developed by the Programme of International Student

Assessment (PISA). This data is used to evaluate programme effectiveness and to provide objective evidence on student performance, thereby informing teaching and learning.

## Reporting

End of semester reports are sent home two times each year. Portfolios on Toddle are developed over the year to show students' development in understanding, knowledge and skills. A parent / teacher conference can be called at any time during the school year by either a family or the teacher to discuss a child's learning progress.

### Student-led Conferences

A student-led conference is a conference where students lead discussions and share their learning progress with their families and teachers through a snapshot of what they have learned, how they learn, and how they are progressing. The teacher acts as a facilitator when necessary. Student-led conferences take place at the beginning of the year where students share their learning goals and intentions emphasizing their strengths and areas for growth.

### Three-Way Conferences

A Three-Way Conference is an opportunity for learners to share their strengths, areas for growth and to set a learning goal with the other members of our learning community: the teachers and the parents. Three-way conference is held one time during the month of April. It is a conversation between the student, teachers, and parents where the students reflect on their learning and celebrate their progress.

### Written Progress Reports

Progress reports are written **twice a year** on Toddle and give information about the students' progress against learning objectives for specific subjects and their development in all the elements of the PYP. The Teachers are given guidance and expectations are shared about the content and style of reports. All reports are checked by a member of the primary administration team before being sent out to parents.

This is the PYP assessment criteria used for developmental stages:

Assessment Criteria Description	
<b>Emerging</b>	The learner demonstrates limited understanding of the required concepts, knowledge, and skills and is only able to apply them in familiar contexts with additional support.
<b>Developing</b>	The learner demonstrates a general understanding of the required concepts, knowledge, and skills, and the ability to apply them in familiar contexts. The learner applies some high-order thinking.
<b>Consolidating</b>	The learner demonstrates thorough understanding of the required concepts, knowledge, and skills, and the ability to apply them effectively in a variety of

	contexts. The learner frequently displays originality, insight, and high-order thinking.
<b>Extending</b>	The learner demonstrates exceptional understanding of the required concepts, knowledge, and skills, and the ability to consistently apply them effectively in a variety of contexts. The learner consistently displays originality, insight, and high-order thinking.

### **PYP Exhibition**

The exhibition is an authentic process for students to explore, document and share their understanding of an issue or opportunity of personal significance. They synthesize and apply their learning of previous years and reflect upon their journey through the PYP 5. The Exhibition is a celebration of the student's life in primary school in preparation for the middle years. It requires that each student demonstrates engagement with the four essential elements of the programme: knowledge, concepts, skills, and action.

Other key purposes include the following:

- For students to engage and report on an in-depth, collaborative inquiry
- To provide students with an opportunity to demonstrate ownership and accountability for their learning
- To provide an authentic process for students to monitor, document and present their learning
- To provide students with an opportunity to synthesize for students to take action as a result of their learning
- To demonstrate how students can take action as a result of their learning
- To unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP
- To provide students with an opportunity to engage with the broader learning community and celebrate their achievements.

<b>Document History</b>		
Date	Details	Responsible
April 2015	Policy created	Figen Sonmez
May 2022	Policy modified	Brett Warfield
Dec 2022	Policy updated	Hala Hajj Sleiman, Jessica Ream, Karen Newman (approved by Brett Warfield)