



Beaconhouse Clifton Campus
IB World School
Assessment Policy

Mission Statement

The Beaconhouse Clifton Campus aims to provide quality education of international standard with a learning environment that develops and nurtures inquiring, knowledgeable and caring individuals who aspire to become open-minded, socially responsible and passionate global citizens, prepared to meet the challenges of an ever evolving world.

Assessment Philosophy

At Beaconhouse Clifton Campus, assessments are central to learning and teaching. The key objective is to provide both feedback (How have I done?) and feed-forward (What's next?) so as to recognize the effectiveness of the process and the products of learning. Our approach is to ensure that our learning community is actively engaged in critical-thinking and self-assessment skills.

Purpose of Assessment

The purpose of assessment at Clifton Campus is to provide information on student learning, and contribute to the efficacy of teaching and learning. Assessment is an ongoing process of gathering evidence for and of learning. This evidence is used to give recognition and timely feedback to the learners and all other stakeholders.

Assessment encourages learners to:

- share learning and understanding with others
- demonstrate a range of conceptual understandings, knowledge and skills
- synthesize and apply his/her learning in a meaningful manner
- analyze and reflect on his/her understanding & learning processes
- seek feedback and set individual learning goals
- become a self-regulated learner

Assessment allows facilitators to

- gather evidences which help in drawing sound conclusions
- take in account a variety of learning styles, multiple intelligences and abilities including different cultural context
- collaboratively review and reflect on student performance and progress
- monitor, measure and record evidence that can be reported and understood by all stakeholders
- plan and build onto the learning outcomes
- plan and improve teaching strategies/practices
- plan to differentiate teaching to accommodate all learning needs

Effective assessment allow the parents to:

- help determine the progressive achievement of their child
- be more informed about the learning journey
- set goals with the child to ensure that he/she is facilitated throughout the learning journey

Types of Assessment

Our approach to assessment emphasizes on assessing the process as well the product of learning. The following modes of assessments are used in our school to assess student knowledge, skills and conceptual understanding. The data gathered from these assessments enable teachers to plan and refine their teaching accordingly.

Admission Test

For Primary grades:

When the students submit an application to enroll in the school, they sit for an entrance assessment in English, Urdu and Math. The evaluation of the students' oral and written responses, consists of questions relating to basic skills and competencies in language and mathematical concepts. The student's performance is reviewed and assessed in line with prior determined criteria according to the grade level.

For Early Years

A reception assessment includes an evaluation of the child's social, emotional, and physical maturity. For age 5+, it also includes a test of basic academic skills.

Baseline for Early Years

Baseline assessment is used when students first start at school. **Early years** practitioners observe a student during the first few weeks of school to establish the child's current level of attainment and plan their next steps.

The main areas of focus for the **baseline assessment** are literacy, communication, physical, social and mathematical skills. These are often observed as the child is playing or during adult-led activities in the classroom.

Diagnostic Assessment for Primary Grades

At the beginning of each academic year students literacy and mathematical skills are assessed on a set criteria. The assessment data helps teachers determine students' achievement level and to adjust the curriculum to meet the needs of the students.

Pre-assessment

Pre- assessment is used prior to beginning a unit of inquiry or a topic in a standalone part of the curriculum that helps teachers (and students) find out what they already know and can do.

Formative assessment

Formative assessments are the assessments for learning; they provide information that is used in order to plan the next stage in learning. These are directly connected to teaching and learning and provide continuous feedback on the learning process. Ongoing and regular formative assessments, through a variety of methods are used by our teachers to inform themselves and students about how learning is progressing within the unit of inquiry and standalone units.

Summative Assessment

Summative assessments allow students to exhibit what is learned at the culmination of the teaching and learning process. Summative assessment measures student understanding of the central idea and promotes student action. These are taken after the completion of a unit of inquiry and/or a particular concept or skill in any subject.

Exhibition

In the final year of the **PYP**, students carry out an extended, in-depth, collaborative project known as the **PYP exhibition**. This involves students working collaboratively to conduct an in-depth inquiry into real life issues or problems.

The PYP Exhibition provides opportunities for students to

- engage in an in-depth, collaborative inquiry
- to demonstrate independence and responsibility for their own learning
- to explore multiple perspectives
- to synthesize and apply their learning of previous years, and to reflect on their journey through the PYP
- take action as a result of their learning
- unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP

Assessment Procedures

Based on the enhanced PYP: from Principles into Practice document, assessment in the PYP is divided into 4 dimensions – **monitoring, documenting, measuring and reporting**.

Monitoring

Monitoring is a continuous process which runs through all formative and summative assessments. Monitoring allows teachers to observe and check the progress of learning goals using a variety of assessment strategies and tools in order to gather the evidence of learning.

Observation: Observations take place throughout the school day these are both planned and spontaneous. Teachers record valuable observation information, and use this information to inform their planning.

Performance Assessment: These are assessments of goal-directed tasks, with established criteria that are situations in which students are presented with a problematic scenario and asked to communicate an original response. They can present in a format of their choice reflecting the many different ways they think and learn (multiple intelligences).

Process-focused Assessment: Teachers observe students with a particular skill in mind, identifying typical as well as non-typical behaviour and approaches to learning. (add example)

Open-ended Tasks: Students are asked to complete or communicate an original response incorporating new learning and their creativity; this can be a diagram, drawing, written or verbal response

Selected Responses: These are single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment. Some of the examples are: Reading comprehension, Math: basic facts, operational techniques (+, -, x, ÷). □ Situating events on a timeline etc. These assessments provide a snapshot of student's subject-specific knowledge

Student Reflections: Students are asked to reflect on and evaluate what they have learned at the end of a lesson/unit, ATIs and Learner profile.

Self and Peer Assessment: Self and peer assessment are important aspects of 'assessment for learning' practice. Assessing their own work or that of others help students to develop their understanding of the intended learning outcomes and the assessment criteria.

Documenting

Teachers use a range of methods to document the evidence of student learning and understanding. Teachers collect extensive data through a variety of tools, based on the assessment strategy selected by them.

Exemplars: samples of students' work that shows students' achievement and progress. This at times includes video, audio, photographs and/or graphic representations.

Checklists: lists of information and learning outcomes expected in students' work or performance. A marking scheme is also used as a checklist.

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.

Observation and Anecdotal records: A range of formats are used to record observations i.e. short written comments in an observation diary, anecdotal records in a journal or portfolio of work, work samples with teacher commentary in a portfolio, learning stories, checklists, photographs with teacher commentary etc. These form part of a student portfolio. Students' assessments and progress are also consistently documented on Managebac.

Measuring

Measuring learning relates closely to the learning outcomes, success criteria which are determined in our written curriculum. It precisely refers to capturing learning at a **"particular point in time"**. Teachers then analyze and use the data to inform teaching and learning. What can't be measured? (Student's well-being. Student's action. The attributes of the learner profile and/or Soft skills.) These are monitored and documented in order to provide the students with constructive feedback and guide them to develop their own personal learning goals.

Achievement levels and Progression

Each student undergoes a baseline/diagnostic assessment at the beginning of an academic year to identify their existing academic achievement levels.

- Emerging Learner**
- Developing Learner**
- Accomplished Learner**

These levels help the teachers to develop a plan and design support to ensure that learning goals are achieved by all students.

All student's progress is measured under the following grading codes which then aligns and directly feeds into our report descriptors. ([See appendix 1](#))

Assessment Descriptors			
Exceeding Expectation(E)	Meeting Expectation (M)	Approaching Expectation (A)	Required Support to meet Expectation (RSE)

Reporting:

Reporting goes along with all types of assessment. Feedback and feed-forward are regularly given in order to ensure that student's learning is progressing. Students use feedback and feed-forward to self-assess and self-adjust the learning progress.

The following are used for providing feedback of learning to the stakeholders.

Parent/Teacher/Student Conferences

Teacher–student: The teacher-student meetings are held regularly within the school time. Whereby, the teacher gives qualitative feedback to the student to enable further improvement and development of skills.

Teacher–parent(s): The teacher-parent meetings are held once in a term. These meetings enable the school to inform the parents about their child's progress and gather background information and cultural context of students' learning. These meeting helps teachers to address parental concerns and define their role in the learning process.

Student-led/Three-way Conferences: Three-way conferences involve the student, parents/guardian and teacher. They are held once in each term. Students discuss their learning and understanding with their parents and teacher, who are responsible for supporting the student through this process. The student, parents and the teacher collaborate to establish and identify the student's strengths and areas for improvement. The teacher is an integral part of the process and takes notes of the discussion.

Portfolios: Portfolios are a purposeful collection of a student's work designed to demonstrate students' progress, achievement, creativity and reflection. Teachers and students document learning based on the portfolio essential agreement. (see appendix 2) Managebac is used as e-portfolios. The portfolio on Managebac will follow the child through their journey within the Primary Years Programme and is shared with family, peers and other faculty members.

Written Report The report cards are distributed to the parents twice in an academic year. It is a consolidated version of the continuous assessment track of individual student's strength and areas of development. The written report notifies the student's performance in the transdisciplinary units, subject-specific learning and the ATL skills.

Managebac From 2019, school is using Managebac – as a learning platform supporting the implementation of IB PYP. The Parent Portal on Managebac provides parents with an interface to keep track of their children's performance, view upcoming tasks and portfolio items and communicate directly with teachers for real time updates about their child's academic standing.

Evaluation and Review of the Assessment Policy

The policy shall be reviewed annually by teachers and pedagogical leaders and communicated to all the stakeholders.

References

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Appendixes

1. Report Card Grading Scale and Rubric

Achievement	Score continuum	Description
E – Exceeding Expectation.	90 % - 100 %	This grade is reported when a student demonstrates performance beyond expectations on a consistent and independent basis. Typically a student at this level moves through the standards faster, displays critical thinking skills by applying concepts in cross-curricular settings and draws conclusions and explores relationships between a subject and units of study.
M – Meeting Expectation	70% – 89%	This grade is reported when a student works independently at grade level expectations. The student’s academic performance consistently demonstrates knowledge. He/She grasps and applies key concepts, and skills with limited errors.
A – Approaching Expectation.	50% - 69%	This grade is reported when a student needs further development in a specific skill set, and progress is expected. The student needs teacher’s assistance and support to meet expectations and does not demonstrate adequate mastery in a subject skill or concept.
RSE – Requires support to meet expectation.	< 50%	This grade is reported if there is growing concern for a child’s performance. He/she demonstrates little or no evidence of understanding and use of key concepts and skills; and is not making desired progress even with support. This indicates that close communication with parents/guardian is needed to help students achieve grade level expectations.
NA – Not applicable		Not applicable.

2. Portfolio Essential Agreement

Student Portfolio – Essential Agreements

Purpose of Student Portfolio

It is a collection of student work that shows student's effort, progress and achievements throughout an academic year. It is a tool used to document and evaluate student's process of learning through a series of – selected items.

At Clifton Campus, portfolios are used by the students to share their learning and development with parents. In addition, the portfolio is used for ongoing communication between students, teachers and peers throughout the school year. The portfolios are sent home for review at the end of each term and discussed at parent/teacher and student-led conferences.

How Portfolio Items Are Selected:

Portfolios will include:

- Self-selected* pieces of student work, goals, reason for including the piece, and reflections.
- Records of formative and summative assessments and a *reflection* from each Unit of Inquiry.
- Evidence*, reflections, photos, etc. of the Learner Profile Attributes
- Contain examples of work that reflect *student inquiry*.
- Examples of students work and assessments of all standalone units.

How Portfolios Are Organized and Managed:

Portfolios are kept in ring binders (box files) and can be found in each student's classroom.

There are 11 sections in the portfolio which will be labeled:

1. Who We Are
 2. Where We Are In Place and Time ,
 3. How We Express Ourselves ,
 4. How the World Works ,
 5. How We Organize Ourselves,
 6. Sharing the Planet,
 7. Urdu Language
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- All portfolio items must have a date and the reason for selection on them.
 - Items will be added into the portfolio in sequential order behind the appropriate tab. Therefore if you view a section you will see the oldest items first and as you turn the pages you will move forward in time with the most recent item being the last in each section. It is not the case with the e-portfolios on Managebac, in which the latest item is displayed first.
 - Large items could also be photographed and the photograph placed in the portfolio.
 - At the end of the school year, portfolios are handed over to the parents.