



Johnson Grammar School, Kokapet

Assessment Policy

Table of Contents:

- I. Johnson Grammar School, Kokapet Guiding Principles
- II. Our Assessment Philosophy
- III. Types of Assessment
- IV. Assessment Rights and Responsibilities
- V. Assessment and the Learner Profile
- VI. The four dimensions of assessment
- VII. Student Report (PYP)
- VIII. PYP General Grade Descriptors
- IX. Conferences

IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

I. Johnson Grammar School, Kokapet Guiding Principles

JGS, Kokapet-Vision

To ensure all children from our school can adjust to this fast-changing global environment, along with the ability to lead in any field of their choice with the utmost integrity and courage.

To achieve and sustain exemplary standards in providing quality education for the comprehensive development of the students in a caring and challenging environment. Wherein, students as lifelong learners and inquirers, explore the world and develop intercultural understanding to respect and accept people with open-mindedness.

II. Our Assessment Philosophy:

The primary aim of assessment at JGS, Kokapet is to support and promote student learning. Effective and varied assessment is essential for providing students with ongoing evaluation and feedback on their academic achievements within the subject areas to monitor and measure student progress. We believe that the written, taught and assessed curricula are interlinked. Assessment focuses on the essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastery of skills, the development of attitudes and the decision to take responsible action. Through receiving feedback in relation to set

criteria or expectations, students of all abilities learn strategies for further improvement and develop intrinsic motivation. Assessment also enables parents and staff to monitor and support student progress.

Teaching, learning and assessment, are intertwined and interdependent and should be focused on the habits of mind, critical thinking skills, 21st century skills, knowledge, concept and attitudes that will provide for success within the IB program, in school, and beyond.

Assessment in PYP:

The main aim of assessment in the PYP is to provide feedback on the learning process and the development of the five essential elements to inform further learning. Assessing student's prior knowledge as well as progress monitoring their achievements throughout the learning process enables teachers to plan and refine their teaching accordingly.

Assessment in PYP aims to:

- monitor progress and support learning that can lead to further inquiries;
- recognize and inform the achievements of students;
- guide future planning, teaching and curriculum development for producing a quality product or performance;
- use a variety of learning styles, multiple intelligences and abilities to express their understanding;
- be authentic and meaningful in context with real life experiences;
- comply with the IB curriculum requirements

III. Types of Assessment

Assessment FOR learning

(Pre-assessment)

Pre-assessment occurs before beginning new learning in order to uncover prior knowledge and experiences, as well as to direct further learning. Some examples of this may include KWL charts, Think - puzzle - explore, Class discussions, Mathematics and Language skills tests, questionnaires and written responses. Many pre-assessments involve the 'tuning in' engagements for each Unit of Inquiry. Assessment for learning is incorporated into the daily learning process.

Assessment AS learning

(Formative assessment)

Assessment as learning occurs when students are their own assessors. They reflect on and monitor their progress, to inform their future learning goals. This can take place throughout the learning journey of the unit, through reflecting and reframing their goals. Some examples of this may include self and peer learning through assessment, interactive sessions, and feedback.

Assessment OF learning

(Summative assessment)

These assessments occur at the end of a teaching and learning cycle. It gives students a single opportunity to demonstrate what has been learnt by applying their knowledge in new and authentic ways. It informs and improves student learning and the teaching process. The assessment task for each unit of inquiry is collaboratively designed at the beginning of each unit and directly measures the central idea.

IV. Assessment Rights and Responsibilities:

All IB programmes are informed by assessment, as indicated in the IB approaches to teaching. While assessments look different in each programme, all IB assessment methods are varied and fit for purpose.



We have a responsibility to:

- Understand that assessment is central to the IB Programmes' 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.
- Understand that the development of knowledge, conceptual understanding and skills requires that both teachers and students demonstrate assessment capability by having a clear understanding of the reason for the assessment, what is being assessed, the criteria for success, and the methods by which the assessment is made.

Rights	Responsibilities
<i>Students</i> • Know each assessment's success criteria	<i>Teachers</i> • Co-plan success criteria with the students <i>Students</i> • Partner with teachers to design their learning goals and success criteria

<i>Students</i> ● Receive meaningful feedback to feedforward and reach higher levels of achievement	<i>Teachers</i> ● Give effective feedback (including strategies to improve) and communicate learning progress <i>Students</i> ● Draw on feedback and multiple strategies to adjust their learning and identify where and when to make improvements
<i>Students</i> ● Have the opportunity to reach the highest levels of the criteria	<i>Teachers</i> ● Differentiate and prepare the students for success ● Communicate success criteria early, thoroughly and clearly Students ● Continue to approach assessments with a growth mindset
<i>Students</i> ● Are assessed in the appropriate environment	<i>Teachers</i> ● Assess the effectiveness of the learning environment on the student's learning ● Evaluate students' needs prior to the assessment ● Guide students on appropriate assessment practices and behaviors <i>Students</i> ● Prepare and behave appropriately in assessment situations ● Demonstrate academic integrity ● Contribute to an appropriate assessment environment

<i>Students</i> ● Are assessed with a consideration to their individual learning profile, cultural and linguistic background	<i>Teachers</i> ● Use differentiated assessments (portfolio, performance, written, oral etc.) <i>Students</i> ● Provide inclusive access arrangements, such as extended time, frequent breaks, reader, scribe, individualized/small group setting, use of assistive technology devices, etc., as needed by the student
--	--

Rights	Responsibilities
<i>Families</i> ● Are informed about the nature of assessment	<i>School Leadership</i> ● Engages parents about school’s assessment practices ● Facilitates opportunities for a dialogue <i>Teachers</i> ● Communicate assessment inclusive access arrangements early, thoroughly and clearly

Families ● Know the method of effective feedback	School Leadership ● Informs parents about the various methods and platforms for feedback Teachers ● Communicate about whether the feedback is formal or informal ● Communicate learning progress
Families ● Know when and how Assessments are conducted	School Leadership ● Monitors communication on assessments ● Supports teachers through collaboration Teachers ● Standardize grade level communication on assessments planning and reflection on developing consistent assessment practices

V. Assessment and the learner profile:

Knowledgeable: We understand that good assessment allows students to demonstrate in-depth knowledge and understanding across all subject areas.

Principled: We believe that assessment involves honesty and integrity. Students take responsibility for their learning through the completion of assignments.

Communicators: We understand that assessment is about the communication of understanding, which can happen in many different formats.

Risk-takers: Assessment involves risk as students must use knowledge in unfamiliar situations. They should be guided to function independently, exploring new situations with confidence to show their understanding.

Thinker: We promote students’ critical and creative thinking skills to analyse and take responsible action on complex problems and we exercise initiatives in making reasoned, ethical decisions.

Caring: We encourage students to show empathy, compassion and respect as a part of taking action. At the same time a commitment to service to make a positive difference

in the lives of others and in the world around us.

Balanced: We make students understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—by assigning tasks which involve all the domains.

Reflective: We encourage students to thoughtfully consider the world and their own ideas and experiences to understand strengths and weaknesses in order to reflect their learning and personal development.

Open minded: We promote students to critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We allow them to seek and evaluate a range of points of view, and encourage them to grow from the experience.

Inquirer: Our assessment practices encourage students to actively engage in their own learning journey by fostering curiosity, critical thinking, and reflection.

VI. The four dimensions of assessment:

Assessment provides evidence to inform learning and teaching. Both students and teachers are continually asking themselves the questions “Am I making progress? How do I know?” They gather evidence of learning to answer these questions.

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.

1. Monitoring learning

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 and opportunities to assess the students with multiple intelligences.

observation, questioning, reflection, discussing learning with peers and teachers, and well-considered feedback to feed forward for next steps in learning. Tools used for monitoring include open-ended tasks, written or oral assessment, and a learning portfolio.

Monitoring Learning of students with Special needs: Students with special needs in learning

will be given extra support by our counselor. She will provide a weaning process to them by conducting separate classes and by designing separate tasks/ assessments sheets.

Monitoring learning of Gifted students :Gifted students are challenged with higher order thinking tasks like puzzles , projects and assignments.

Monitoring students ATls: Tasks are thoughtfully designed to provide opportunities for the students to develop ATls

Monitoring students profile development:Students are assigned with group works/ projects , community service programs and encouraged to take action in their personal lives and society to bring a positive change by demonstrating their profile.

2.Documenting learning

The documenting of learning is the compilation of the evidence of learning.

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. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria. Students and teachers can document learning goals, questions, reflections and evidence of learning using a variety of formats.

- Learning logs or journals: These are used to record feedback and reflections of ongoing learning.
- Learning stories: Narratives that document an instance when the learner shows knowledge, conceptual understandings or skills.
- Portfolios: A collection of artifacts that can also contribute to reporting.
- Documentation tools could include examples, checklists, rubrics, anecdotal records, portfolios.

3.Measuring learning

The measure of learning aims to capture what a student has learned at a particular “Point in time”. Not all learning can be, or needs to be, measured. Measurement tools provide further data to support a larger picture of student achievement and progress in learning.

4.Analysing learning

Teachers use multiple data points to evaluate student progress. The aim is to organize, aggregate and disaggregate data to derive information to support evidence- based decision-making. The PYP supports collaborative analysis of data undertaken for individual

learners, student cohorts and across the school to identify patterns and trends in student learning. The outcome of this analysis informs and guides decisions about learning and teaching. Teachers use a range of assessment tools and strategies to compile the most comprehensive picture of student progress and achievement over time. This includes the participation of the student within the process, which builds their assessment capability. Each tool and strategy chosen provides the learning community with accurate and accessible data on each student's learning.

5.Reporting learning

Reporting on learning informs the learning community and reflects the question "How well are we doing?" It describes the progress and achievement of the students' learning, identifies areas for growth

and contributes to the efficacy of the programme. Reporting is perhaps the most public aspect of assessment, and therefore needs careful consideration in order to provide clear information that is useful to students and parents.

VII. Student Report PYP:

- To be generated after every term
- To be used as an official communication with parents
- To use a standardized format. Teachers to reflect on students' performance in terms of achievement on the units of inquiry, skills, concepts and work of specialists in integration or stand-alone. The discrepancy, if at all, in the grades acquired for achievement in the Report card justifies our point of view about PYP reporting not only it being a report on product but also the process.

Student Portfolio

- Student Portfolio to be maintained to display work of the students and therefore their progress in their learning. The purpose of a portfolio is to provide a picture of each student's progress and development over a period of time as an individual or a group learner.

VIII. PYP General Grade Descriptors:

The written reports are generated and compiled after every term and is officially communicated to the parents online where the students' strengths and areas of improvement are shared to help understand the future course of action. Written reports include grading of students on the assessed strands and sub strands of inside and outside the units of Inquiry, grading of essential elements, acknowledging of IB learner attributes,

reflection on ATL Skills and teacher feedback.

The descriptors used for grading are mentioned below:

(B– Beginning D - Developing, A -Achieving, E- Excelling)

IX. Conferences:

1. Student - led conference: As the name suggests, the students lead the conference and also take the responsibility for their learning by sharing the process with their parents. The conference is minutely observed by the teachers and students are assessed on the basis of their involvement in a variety of learning situations.

- All students participate in SLC once a year
- Teachers and students work jointly to collect and reflect on demonstrated work •

A reflection sheet is completed by all three groups involved in the conference

(student, parent and teacher)

- Content and time allotted will vary grade-wise

2. Three-way conferences are organized for the parents and teachers to identify the students' progress. Students introspect on their learning journey, achievements and weaknesses and communicate them to parents and facilitators. Accordingly, together they set future learning goals.

3. Parent(s) - teacher meetings are designed to inform parents about the students' progress.

These help the facilitators and parents to resolve concerns and define their roles in the students' learning.

- **Exhibition (PYP):** At JGS, PYP 5 students participate in a culminating project collaboratively and collectively on any transdisciplinary theme. The exhibition unit involves them in identifying, investigating and offering solutions to real life issues and problems. Students engage themselves in an authentic and in-depth inquiry process and demonstrate their learning through action. In this process the students are required to demonstrate the five essential elements and exhibit the IB learner profiles. Exhibition provides the students with a platform to synthesize their PYP learning and celebrate the transition from primary to middle years programme.

Analysis of Assessment Data

The teachers collaboratively review students' learning experiences, achievements and scope of improvement. This helps in analyzing areas of improvement and deciding on the further course of action.



References

"Title." *Sso.ibo.org*, resources.ibo.org/ib/works/edu_11162-47165?lang=en.

"My IB Login." *Ibo.my.site.com*, ibo.my.site.com/ibportal.

Johnson Grammar School DP, Mallapur - www.jgsibdp.org

Academic Integrity policy, JGS Kokapet