



The Peace Attitude Schools

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TPAS Assessment Policy

The IB mission statement is “to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.”

Mission Statement:

TPAS is committed to developing compassionate life-long learners and future leaders who strive to create a harmonious world through intercultural understanding.

Vision Statement:

To inspire a passion for life-long learning in our students to foster versatility of knowledge, mindfulness and a global perspective.

At TPAS, we give precedence to collecting evidence and documentation of student growth. These assessments are designed for a range of purposes. Involving students in the assessment process and providing feedback in a timely fashion are imperative to teaching and learning. Giving students a voice in the assessment process falls in line with the idea that students learn more effectively, and have higher motivation to learn, when they are active participants in their own learning.

Introduction:

At The Peace Attitude Schools, assessment is an integral part of our teaching and learning process. Students, teachers, parents, and administrators have a shared understanding of reasons for assessing, why assessment is an essential part of teaching and learning, and why assessment in PYP looks different than how it is conducted in other schools. Students and teachers are actively involved in the assessment of the students' progress. In our kindergarten students aged 3-6 are assessed in accordance with the following documents:

- Standard C4 included in IBO “Programme standards and practices”.

In our Primary school students aged 6-11 are assessed in accordance with the following

documents:

- Standard C4 included in IBO “Programme standards and practices”.

Assessment practices to inform instruction strategies in the Primary Years Programme at The Peace Attitude Schools is shaped by the following IB Key principles of assessment:

- Assessment is central to planning, teaching and learning.
- Assessment practices and strategies are made clear to everyone concerned with assessment, including students, teachers, parents and administrators.
- Students and teachers are actively engaged in the process of assessment in order to develop their wider critical thinking and self-assessment skills.
- Reporting to parents is meaningful, comprehensive and understandable.
- Assessment is used to evaluate the effectiveness of the curriculum.
- Students receive feedback as a basis for continued learning.
- Data collected from the assessment is analyzed to provide information about teaching and learning, needs and successes of individual students and to possibly improve teaching and learning process.
- There is a balance between formative and summative assessment.
- The Learner’s profile, the transdisciplinary units and the subject-specific teaching are addressed in the assessment.
- Reflections from both students and teachers is valued as means of assessment and curriculum improvement.
- Prior knowledge and experience are assessed before teaching a new subject.
- The assessment must meet the needs of students at every age and stage.

The Purpose of Assessment

Assessment in the PYP takes place internally and no external party or school is involved in the process. It aims to provide feedback to all stakeholders on the learning process and growth. It improves student learning and contributes to the efficacy of the learning programmes. Aligned with our assessment philosophy, we believe that assessment is an ongoing process of collecting evidence for and of learning.

In grades K-5, assessment incorporates multiple types of tasks which are varied and adapted to support the inquiry. Tasks are focused on assessing not just the products of learning, but also the process of learning. Assessment tools measure and support students’ successful achievement while they are learning.

The Principles of Assessment

At TPAS we believe that assessment should be...

- Valid to ensure that it effectively measures students’ growth
- Consistent

- Clear, transparent, and it should be made available to all stakeholders
- Aligned directly to the unit and purpose of the unit
- part of every unit (Pre-assessment, formative, and summative assessments)
- timely and for facilitating student learning for the purpose of improvement

Grading system in The Peace Attitude Schools

We don't have a grading system as commonly used in our public schools (conforming to national standards) when it comes to giving a letter or a number; however, students are monitored continuously throughout the year. By the end of every term, each student receives a progress report. The progress report is a comprehensive report that includes reporting on transdisciplinary skills, key concepts, and LPs, with the integration of all subjects.

Along with the progress reports, we do BOY (beginning of year) and EOY (end of year) assessments during the year. We use PM Benchmark Reading Assessments, Words Their Way, and Bonnie Campbell Writing Continuum twice a year and/or when needed.

The students are assessed through different assessment methods such as, continuum rubrics, self-checks, peer evaluations, portfolios, check-lists, performances and tests.

Assessment Practices at TPAS – How do we assess?

Assessment of student growth is an important element of the curriculum, and helps to inform continued development, learning and teaching. Different assessment types work together to provide a complete, valid, reliable, reliable and fair picture of a student's abilities.

All assessment and the recording of assessments is aligned with the IB philosophy on assessment. The school uses different types of assessment to support different needs learning styles of students.

Below are a few examples of such methods.

Pre-assessment: Assessments used to determine existing knowledge and experiences.

Self-assessment: Tasks in which students actively reflect on their performance.

Peer and group assessment: Tasks in which students actively evaluate each other's learning by providing feedback.

Formative assessment: Assessments that are woven into the daily learning process. Formative assessment provides teachers and students with information about how the learning is developing. It raises student awareness and helps them reflect on their learning. It guides the teacher when planning the next stage of learning.

Summative assessment: Occurs at the end of a teaching and learning cycle. Students are given the opportunity to demonstrate what they have learned by applying their knowledge in a range of contexts and formats. Summative tasks are designed to enhance students' involvement in an authentic way.

Assessment Tools

A number of assessment tools are in place so that students can build upon their knowledge and understanding. These tools help them know the focus of an assignment and to clarify each task and its success criteria.

Assessment strategies help us answer the question, "How will we know what we have learned?" The range of approaches selected provides a balanced view of the student.

Open-ended tasks: Hypothetical or real life situations are presented. The answer might be a brief written statement, a drawing, a diagram or a solution. The work, with the assessment criteria attached, could be included in a portfolio.

Rubrics: Established sets of criteria used for grading student's tests, portfolios or performances. The descriptors tell the student and the assessor what characteristics or signs to look for in the work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.

Benchmarks/Exemplars: Samples of student work that serve as concrete standards against which other samples can be compared and judged. Benchmarks/Exemplars can be used with rubrics or continuums. Benchmarks should be appropriate and usable within a particular school context.

Checklists: Lists of information, activities, data, attributes, or elements that should be present in the task delivered by the student.

Anecdotal records: Brief, written notes based on observations of students. These records are systematically compiled and organized and are used as evidence of student learning.

Continuums: Visual representations of developmental stages of learning. They show a progression of achievement or identify where a child is in their learning process.

Class assignments and tests: Scores that provide data to allow teachers to identify students' specific needs, knowledge and understanding; track student progress and achievement; better support students' further learning; and evaluate, plan and develop the curriculum.

These tools provide an overview of knowledge gained over a set period of time.

Observations: All students are observed regularly with a focus on the individual, the group, and/or the whole class.

Performance based assessment: Students are presented with a task or real-life challenge that requires the use of a repertoire of knowledge and skills to accomplish a goal. This type of assessment entails the thoughtful application of knowledge and understanding, has an identified purpose or audience, an established criterion and requires the development of an authentic product or performance.

Approaches to Learning skills assessment: Evaluations of students' research, thinking, communication, self-management and social skills. The focus is on the process and skill application rather than on the product. These skills are regularly observed and recorded in real contexts.

Portfolios: An ongoing, purposeful collection is composed of selected student work and is designed to demonstrate growth, understanding, creativity and reflection. Grade level teachers use common assessment types, tools and strategies within the same area of learning.

Collecting and analyzing the data at TPAS

Documentation

The documentation of student learning used as evidence, is relevant to all students throughout the PYP. Teachers use videos, audio, photographs, graphic representations, written records of student conversation, comments and explanations.

Portfolios

Portfolios are a huge marker of student growth and provide an opportunity for students to own their work and share it with their families. The portfolios contain samples of student's work and show growth over time. The portfolio is used to show the development of a student's knowledge, transdisciplinary skills, attitudes and attributes of the learner's profile. It empowers our students and helps them become independent from selecting the pieces, reflecting on them, to sharing with their parents. The balance of 'teacher-selected' versus 'student-selected' content in the portfolio depends on the age and maturity of students. Teachers help all students to learn how to thoughtfully choose which pieces of their work to include and keep in their portfolios and how to thoughtfully remove them. While using and building portfolios students are encouraged to explain the basis for their choices.

Assessment and the Program of Inquiry

Assessment through the planners revolves around both formative and summative assessment. Common formative assessment tasks are developed by teams to assess student learning related to the lines of inquiry. Common summative assessments are developed by teams to assess student learning and understanding of the central idea.

These tasks, particularly the summative itself, are not necessarily complex activities, but simple assessments to answer the question, “does the student understand the concepts within the central idea?” These can include simple question and answer formats, oral responses, graphic organizers, and at times presentations. They also can be modified to address specific student modalities and/or individual needs. Teachers work in teams to decide the criteria needed to determine the student’s knowledge of the concept, then devise a task for students to do, as well as a tool for evaluation. This often includes a type of rubric which can be used in advance by students to understand the criteria and can be used to assess and give a type of “grade” or anecdotal summary.

Students in 5th grade participate in Exhibition, the culminating experience of the PYP. Students are expected to demonstrate all aspects of the Learner Profile, participate in an in-depth collaborative inquiry, and take action based on learning.

Individualized Educational Program and Evaluation

What is an individualized educational program?

The purpose of The Peace Attitude Schools is to ensure that every student receives quality education according to his/her unique needs. We believe that every child deserves the opportunity to have quality education. If the student is found to have special educational needs, our team (psychologist and homeroom, PYP coordinator) develops an individual plan for him/ her.

Individual education planning (IEP) is the process where teachers, support personnel, and parents work together as a team to meet the needs of individual students who require a range of support. The team develops outcomes or goals based on a student’s current needs and skills, and writes the plan for the school year in the student’s IEP. The written plan is called an IEP.

Testing adaptation

The students with special educational needs may find it very stressful to take the regular school assessments. Therefore, the students who are enrolled in the individual program are evaluated on modified assessment tasks. That way, we help them feel successful and support them to reach their full potential.

The policy will be reviewed and updated yearly by the staff and the advisory council.

References:

https://www.sheffield.ac.uk/polopoly_fs/1.209653!/file/Principles_of_Assessment.pdf

https://www.nfer.ac.uk/media/3057/understanding_your_assessment_policy.pdf

