

Assessment Policy

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ASSESSMENT POLICY STEERING COMMITTEE :

Assessment Policy Steering Committee consists of:

Part A: (drafting and reviewing responsibilities yearly)

- Head Of School
- PYP Coordinator

Part B: (participation and discussions during the academic year in collaborative meetings)

- Language Educators
- Homeroom Educators
- Subject specialists (SPA)
- Learning support Educator

School mission: Radcliffe with a unique balance of academic excellence and competencies, aims at providing a conducive learning environment with an inquiry, research based, 21st century skills and value education to develop competent, human beings with a growth mindset to create a peaceful and sustainable world.

School vision: To provide accessible, affordable and value-based education with deep rooted ethics of Indian tradition and being respectful to the diverse culture in the broader world to develop international mindedness and nurture global citizenship.

PHILOSOPHY OF ASSESSMENT :

The assessment philosophy in the International Baccalaureate Primary Years Programme (IB PYP) and the measurement of Approaches to Learning (ATL) skills are central to our approach to assessment at Radcliffe. We believe that assessment is critical and purposeful in evaluating students' understanding and development at various stages of their learning journey. It involves ongoing, goal-oriented and purposeful assessment components, including diagnostic, pre-assessment, goal setting formative, and summative assessment. Our assessment philosophy aligns with the IB Assessment Policy for PYP and is a continuous and integrated process. Students, teachers, and parents play essential roles as direct stakeholders in this collaborative approach. Students exercise agency, taking ownership of their learning, and partner with teachers to frame learning goals and differentiate qualitative learning outcomes. Assessment is not just about measuring subject-specific knowledge and conceptual understanding; it also involves mapping the gradual development of ATL skills. The philosophy of assessment at Radcliffe is deeply intertwined with the learner's agency and the embodiment of the Learner Profile attributes. At Radcliffe, assessment serves as a pivotal tool to gauge and nourish students' growth across their learning odyssey.

At Radcliffe, assessments are joyful learning experience, inspiring students to become lifelong learners. By monitoring, documenting, measuring, and reporting the learning process. This approach instills a progressive outlook and an innovative mindset, preparing students to reach their highest potential and achieve success in an ever-changing world.

OBJECTIVE OF ASSESSMENT POLICY:

The assessment practices are designed to meet the following objectives across the age groups 3 to 10 years.

- To keep a balance in Formative and Summative assessments while offering a wide spectrum of assessed tasks so all intelligences / interests are challenged.
- To promote peer and self-assessment with meaningful reflection. The objective of self-assessment is to bring reflections and conclusions about the task that a child has performed. When students learn to evaluate themselves, the responsibility is transferred from the educator to the learners, and they have to practice self-directed inquiry to improve their performance further.
- To challenge learners into taking “agency” of their own learning and to raise motivation for developing competency and moving into advanced concepts.
- To offer opportunities involving peer assessment which make the child engage with the assessment task of his peer, think about the assessment criteria and form an opinion on another’s work. This broadens the learner’s range of ideas, values and perspectives.
- To integrate assessment with planning, teaching and learning so they are seamless.
- To use a constructivist approach of scaffolding while assessing prior knowledge.
- To provide feedback and reporting to stakeholders enabling correction and remediation / improvement.
- To promote differentiated opportunities for learners to demonstrate / gain proficiency.

- To check for formal Grade Level Expectations at the national and local levels and assist a smooth transition to other curricula when required.
- To inform the practices of assessment and its system to the all-stakeholder, educators, learners and parents,
- To use a variety of assessment strategies and tools which help to triangulate the learner's developing skills.
- To engage the higher faculties of learners in co-constructing authentic assessment. E.g., Creating the rubrics together with educator.
- To highlight importance of Health and Physical Fitness by reporting learner's proficiency in sport and physical activities.
- To underscore importance of a holistic education by acknowledging and assessing the role of Art, Dance and Music in enriching the personality development of Radcliffe Learners.

FOUR DIMENSIONS OF ASSESSMENT:

- To Assess – This will aim to align the progress of learning against learning goals and success criteria. Activities, observations and reflections towards this occur daily.
- To Record or Document – Here we compile evidence of learning. choose to collect and analyse data.
- To Report or Communicate – Information and insight into the learner's progress is shared with various stakeholders.
- To Monitor and Reflect on improvements and validity of the Assessment Cycle

ASSESSING: How do we know what students have learned?

At Radcliffe, our approach to assessment is comprehensive and purposeful, encompassing various types and methods to gauge students' learning and growth. We believe that assessment serves as a guiding light for both educators and learners, fostering continuous improvement and empowerment. We evaluate students' learning outcomes through three main types of assessments: **Diagnostics/Prior knowledge assessment, formative and summative.**

Prior knowledge/ Diagnostic Assessment: Our teaching learning process starts with assessing the students' prior knowledge and then embarking the new learning experiences

Formative Assessments:

Formative assessment serves both "for" and "as" learning. It provides ongoing feedback to guide student progress and informs instructional adjustments ("for" learning). Simultaneously, it fosters student engagement, self-awareness, and metacognition, empowering them as active learners ("as" learning).

Summative Assessments: Summative assessments serve to measure students' comprehensive understanding of central ideas and prompt them towards meaningful action.

Our strategies for formative and summative assessments may include, but is not limited to:

- **Anecdotal Records:** These are concise written notes capturing students' behaviors and observations during diverse activities, allowing us to track their progress from a broad perspective to a detailed level.
- **Observations:** Regular observations of students encompassing a range of activities enable us to comprehend their growth from multiple angles.
- **Written Tests:** Assessments in the form of written tests help us gauge students' understanding at various points in their learning journey.
- **Group Discussions:** Interactive group discussions provide a platform for students to engage in collaborative learning and showcase their comprehension.
- **Activity and Inquiry-Based Tasks:** We employ tasks that encourage active participation and inquiry-driven exploration, fostering critical thinking and a deeper grasp of concepts.
- **Differentiated Work:** Tailoring assignments to individual needs and learning styles enhances students' engagement and understanding.
- **Self and Peer Assessments:** Encouraging self-evaluation and peer assessment instills metacognitive skills and a deeper understanding of their own progress.
- **Students' Reflections:** Students' reflections on their learning experiences offer valuable insights into their understanding and growth.
- **Student-Led Conferences:** These conferences involve students, teachers, and parents collaboratively discussing progress, goals, and areas of improvement.
- **Written Tests:** Comprehensive tests provide a conclusive evaluation of students' grasp of key concepts.
- **Presentations:** Students' ability to present their understanding in various formats showcases their mastery of the subject matter.

Strategies:

- **Observations:** Regular observations allow us to capture students' progress from different perspectives.
- **Performance Assessments:** Evaluating students' skills through multifaceted tasks helps assess their ability to achieve specific goals.
- **Process-Focused Assessments:** Teachers maintain learning logs containing narrative descriptions and evidence of students' behavior and growth.
- **Selected Responses:** Written tests and quizzes provide one-dimensional exercises for assessing understanding.
- **Open-Ended Tasks:** Tasks with diverse response formats encourage students to communicate original ideas.

Tools:

- **Checklist:** A list of essential data and attributes used to track students' progress.

- **Rubrics:** Established criteria with descriptors guide assessors in evaluating students' work.
- **Exemplars:** Samples of high-quality work serve as benchmarks for evaluating other samples.
- **Anecdotal Records:** Brief notes based on continuous observation provide valuable insights into students' activities.

In summary, assessment at Radcliffe encompasses a dynamic and multifaceted approach, encompassing a wide array of strategies and tools. We believe in fostering continuous growth, nurturing essential skills, and empowering students to be active participants in their learning journey. Our commitment to assessing learning transcends traditional boundaries, leading to informed planning, informed teaching, and ultimately, students' success.

Assessment of the Elements of the PYP: The efficacy of PYP pedagogy should be visible in sustained positive assessment of the knowledge, concepts and approaches to learning of the learners. Assessing “action” taken by learners is important in underscoring the “transformational” changes in the nature of the learner.

Recording: How do we collect and analyse the data

Every month we update our class level assessment rubrics which has a variety of parameters across all subject areas. These rubrics help the educators to prepare the report card. The data is used to determine remedial measures.

Reporting: How do we choose to communicate information about assessment?

There are many platforms available through which information about assessment will be communicated.

a) **Progress Report:** It includes subject specific anecdotal records by individual educators based on the observation of each learner in their subject. IB learner profiles, approaches to learning, conceptual understanding, knowledge and action taken by the learner are also addressed. It indicates areas of improvement and strengths of the learners. It is uploaded to MSB (MySchool Board) twice a year. We provide a hard copy of it at the end of year. There are different criteria or rubrics for all subjects including co-curricular activities.

b) **Learning Support (LS):** The Learning Support department will report on learners' progress as per the reporting requirements of their curriculum.

c) **English as a Second Language (ESL):** Students in the ESL category will be assessed on language and other subjects by differentiating the task based on their need.

d) **Exhibition:** The exhibition is held once as a culmination of the end of the PYP journey. It will be based on one of the six Transdisciplinary themes. Learners are expected to show their understanding of the essential elements of PYP through the exhibition process.

e) COL: Celebration of Learning: In this, the learners showcase their understanding of all the elements of PYP and inquiry cycle for a unit of inquiry.

f) Student Led conference: In this, students will present their work and showcase their learning process to the parents through their portfolios.

g) Portfolio: This file will include the following items:

- Minimum six tasks selected by students and teachers with their reflection stating the reason for selecting the tasks.
- Learner profile self-reflection.
- Subject wise minimum four tasks for each subject Eng, Hindi and Math.
- Portfolio will be shared with the parents during COL.

h) Parent Teacher Meeting: Twice in the year, a meeting between parent and educator takes place to discuss child's progress.

i) The term-wise exit level check for classes 1-5.

Monitoring and Reflection: Under the assessment cycle, monitoring is a meta task where a link between the learning objectives and tasks accomplished is regularly checked. Learners too reflect on many tasks accomplished and critically analyze if they feel differently after completing an experience.

Here we consciously encourage and monitor learner's demonstrating agency – self motivated call to action performance further and build competency. Learners are exposed to various situations where they are free to volunteer and demonstrate agency. In the rubric book we identify conspicuous occasions where the learner has demonstrated agency by pro-actively modelling the Learner Profile eg. Caring if s/he helped somebody cross the street who was visually impaired.

As the learners engage in meaningful learning, it becomes imperative that assessment authentically guides us in:

1. Gathering and interpreting evidence reflecting learner's proficiency.
2. Assigning a benchmark to the level of demonstrated competency in learning.
3. Evaluating the effectiveness of techniques deployed to achieve learner outcomes.
4. Multi-dimensional and objective engagements to "check for understanding" of key concepts by the learners.
5. Appropriate action / intervention to improve student learning.
6. Developing deep knowledge, transferable skills and a positive attitude towards learning.
7. Reporting progress of learner without bias.

Assessment is a continuous conversation between all stake-holders viz. Learners, Educators and Parents. The authenticity of assessment rests equally on validity and reliability.

1. Validity: The assessment tasks and other criteria *effectively measure* attainment of the intended learning outcome.
2. Reliability: The task set under assessment has consistent and transparent processes regarding setting, marking, grading and moderation.

It is important for each child to learn, understand and be able to apply whatever they have covered during the term.

We do not want to continuously test the learner's sole ability to recall information. Instead our assessment goal is to provide diagnostic feedback through assessment so the learner can experience conceptual level understand and apply knowledge.

Assessment becomes a means to inform the educator and learner of areas for remediation or areas where mastery / competency is achieved.

ASSESSMENT REVIEW:

Assessment policy will be reviewed annually by the steering committee members along with all the educators of PYP. **The last review was done on 31 July 2023. Next review date will be 31st July 2024.**