



## CANARY THE SCHOOL

# Assessment Policy

### Mission Statement of the School

To prepare committed, responsible young citizens by instilling advanced skills through inquiry and rigorous assessments who are culturally rooted with a global perspective, are in harmony with self, community and nature; have the courage to take risks with integrity and academic honesty, apply what they have learned for a purpose and make appropriate decisions and choices bringing in positive change in themselves and the community.

### Vision of the School

To create a happy school community that supports intellectual evolution and collaborative learning for students, where every child imbibes 'how to learn' rather than 'what to learn'.

### Philosophy of assessment

*To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now, so that the steps you take are always in the right direction.*

*Stephen R. Covey, The Seven Habits of Highly Effective People*

Assessment is an integral part of teaching and learning process. The aim of assessment is to provide a supportive and positive mechanism that helps students to improve their learning, teachers to improve their teaching and contribute to the efficacy of the programme. It also provides information on student's learning to parents and all the stakeholders involved. The assessment policy of the school is in-line with IB assessment philosophy and the national board's (CBSE) requirements. We at Canary look at assessment not as judgement and competition or as a way to obtain grades, but as reflection that can improve classroom instruction.

### Purpose of assessment

Assessment is an integral part of the teaching learning process. It is important the varied assessment techniques are used at regular intervals. The objective of assessments at Canary is:

- To provide feedback to the parents through grades/tools.
- To ensure that the assessment process is aligned with IB assessment objective.
- To improve classroom instruction.
- To identify strengths and areas of improvement for each child.
- To provide regular opportunities to students to reflect upon their learning.
- To enable teachers to instruct and guide teaching and learning in the classroom.

### What do we assess?

1. The five essential elements of the PYP:

- Understanding of concepts (big ideas that transcend traditional subject areas)
- Acquisition of knowledge
- Mastering of skills
- Decision to take action

2. Demonstration of the Learner Profile attributes

3. Student progress and performance in the following subject areas:

- Languages: (English, Hindi/Telugu, French)
- Mathematics, Social Studies, Science, Personal, social and physical education
- Arts: Visual Arts, Performing arts (Music, Dance & Drama)
  - Work habits & Behaviour

### When do we assess?

#### **Prior-knowledge Assessments:**

- At the beginning of a new academic year to assess their Literacy & Numeracy skills, which provides feedback of all the students to their teacher.
- At the beginning of any new topics under different disciplines ( refer, What do we assess, record & report)

#### **Formative assessments:**

These are conducted as and when the teacher feels the need for. Formative assessments occur through out the inquiry. These assessments are ‘for learning.’

### **Summative assessments:**

Summative assessment takes place at the end of the unit of inquiry or the process. It gives the students opportunities to demonstrate what has been learned and to check the understanding of the Central Idea . It is a formal ending point to a taught unit or of a process, but not necessarily the end of student's learning in the areas being assessed.

### **Revisit:**

Revisiting of the covered content and skills will be done twice in a year.

### **What do we record?**

The teachers use a range of methods and approaches to gather information about a student's learning. The assessment is designed to incorporate a variety of methods/strategies which are relevant and motivating for the students.

### **Assessment strategies:**

#### **Observations**

All students are observed often and regularly, with the teacher taking a focus varying from wide angle (E.g. focusing on the whole class) to close up (focusing on one student or one activity), and from not being a non participant ( outside the group) to being a participant ( within the group).

Observation of:

- individual and general class behaviour
- student interactions
- skills – reading, listening, logical thinking
- response to instructions
- student application of what has been learnt
- team work
- student health

#### **Performance Based Assessments:**

The assessments are goal-oriented with established criteria. They provide authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem and rarely only one correct response.

Some examples of performance-based assessments are;

- Demonstrations (Science, Sports, Dance etc)
- Role plays

- Designing & conducting experiments
- Expos- Exhibiting work to others
- Community action
- Story illustrations
- Model construction
- Oral reports

### **Process-Focused Assessment:**

Students are observed often and regularly, and the observations are recorded by noting the behaviours, collecting multiple observations to enhance reliability, and synthesizing evidence from different contexts to increase validity. A system of note taking and record keeping is created that minimizes writing and recording time. Checklists, inventories and narrative descriptions (such as learning logs) are common methods of collecting observations.

Some examples of process focused assessments are;

- Research effectiveness
- Project work
- Transdisciplinary skills
- Typical and non-typical behaviours
- Behaviour over time (i.e. multiple observations)
- Behaviours in different contexts, with synthesis of evidence

### **Selected responses:**

Single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment. Assessment would be for example:

- Written test performance like true-false, multiple choice and fill in the blanks
- Oral test performance
- Quiz responses

### **Open-ended tasks:**

These are situations in which children are asked to communicate an original response to a given stimulus. The answer might be a brief written answer, a drawing, a diagram or a solution.

Some examples of open ended tasks are;

- Class charts
- Model constructions
- Photographs & video presentations
- Illustrations, comic strips

### **Constructed response assessments:**

Graphic organizers, mind-maps, templates, etc.

Some examples of constructed response assessments are;

- Data graphs
- Flow charts
- Concept maps
- Venn diagrams

In a particular grade, it is recommended that a variety and range of assessment strategies and methods are used.

### **How do we record?**

The previously identified Assessment strategies are put into practice using the following assessment tools to report to the parents:

- Checklists- These are lists of information, data, attributes or elements that should be present.
- Exemplars- Samples of students work that serve as concrete standards against which other samples are judged.
- 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.
- Anecdotal records- Brief written notes based on observations of students.
- Continuum's- These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.

### **How do we report?**

Reporting on assessment includes communicating what students know, understand and can do. Reporting involves parents, students and teachers as partners and is honest, comprehensive and understandable to all stake holders.

some ways to report the recordings of assessments:

### **Parent Teacher Meetings:**

PTMs are held to report on the learning of the student.

### **Student-Led Conferences (SLC):**

The Student-Led Conference is a meeting in which the student displays and explains taking the parents through their entire learning process in the unit. The conferences allow students to play an active role where teachers are present as facilitators.

### **School Events:**

Throughout the school year events like the Science Exhibition, Sports Day and Annual Day and other events demonstrate the students' learning and also depict the knowledge that they have acquired in all disciplines.

### **Portfolios:**

Students in the PYP create a portfolio based on a range of experiences and curriculum areas. The portfolio is a collection of work selected by the students and teachers and is a record of student's involvement in learning. It is designed to demonstrate growth, thinking skills, creativity, assessment strategies and reflection.

### **Sample of Report-Card:**

#### **Assessment Policy Review Committee:**

1. Chairman – Ms. Swetha Reddy
2. Director – Ms. Sumalatha Uppalapati
3. Principal – Ms. Aparna Prasad Cherukuri
4. PYP Coordinator
5. Primary Grade representative teacher – 1
6. Pre-Primary Grade representative teacher - 1

**Date of next review :** March 2020.

### **References:**

1. Making The PYP Happen