

# Assessment Policy

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## 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 programs for 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.

## 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 Canarian imbibes 'how to learn' rather than 'what to learn'. Canary the school provides a transparent and clear Redressal policy to its stakeholders. With an aim to build a happy community and live by its mission and vision; we are committed to providing the best possible to our students and all our stakeholders.

## 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 the 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 students 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 judgment and competition or as a way to obtain grades, but as reflection that can improve classroom instruction.

## Assessment Rights and Responsibilities:

The PYP programme is informed by assessment, as indicated in the IB approaches to teaching. While assessments look different in Middle and high school programme, all assessment methods are varied and fit for purpose.

## We have a responsibility to:

1. Understand that assessment is central to the PYP Programme goal of thoughtfully and effectively supporting Canarians through the acquisition of subject-specific knowledge and skills, the understanding of concepts and the development of approaches to learning.
2. Understand that the development of knowledge, conceptual understanding and skills requires that both teachers and Canarians 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.

<b>Rights</b>	<b>Responsibilities</b>
<b>Canarians:</b>  Know each assessment's success criteria	<b>Teachers:</b> Co-plan success criteria with the students

	<p><b>Canarians:</b> Partner with teachers to design their learning goals and success criteria</p>
<p><b>Canarians:</b> Receive meaningful feedback to feed forward and reach higher levels of achievement.</p>	<p><b>Teachers:</b> Give effective feedback (including feed-forward and reach higher levels of strategies to improve) and communicate learning progress.</p> <p><b>Canarians</b> Draw on feedback and multiple strategies to adjust their learning and identify where and when to make improvements</p>
<p><b>Canarians:</b> Are assessed in the appropriate environment</p>	<p><b>Teachers:</b> Assess the effectiveness of the learning environment on the Canarians' learning</p> <p>Evaluate students' needs prior to the assessment</p> <p>Guide Canarians on appropriate assessment practices and behaviors</p>
	<p><b>Canarians:</b> Prepare and behave appropriately in assessment situations Demonstrate academic integrity Contribute to an appropriate assessment</p>
<p><b>Canarians:</b> Are assessed with a consideration to their individual learning profile, cultural and linguistic background</p>	<p><b>Teachers:</b> Plan multiple opportunities for success</p> <p>Use differentiated assessments (portfolio, performance, written, oral etc.)</p> <p>Provide inclusive access arrangements,</p>

	<p>such as extended time, frequent breaks, reader, scribe, individualized/small group setting, use of assistive technology devices, etc., as needed by the student</p>
<p><b>Families:</b> Are informed about the nature of assessment .</p>	<p><b>School Leadership:</b> Engages parents about school’s assessment practices</p> <p><b>Teachers:</b> Communicate assessment inclusive access arrangements early, thoroughly and clearly</p>
<p><b>Families:</b> Know the method of effective feedback</p>	<p><b>School Leadership:</b> Informs parents about the various methods and platforms for feedback</p> <p><b>Teachers:</b> Communicate about whether the feedback is formal or informal Communicate learning progress</p>
<p><b>Families:</b> Know when and how students are to expect the assessment</p>	<p><b>School Leadership:</b> Monitors communication on assessments Supports teachers through collaborative planning and reflection on developing consistent assessment practices</p> <p><b>Teachers:</b> Standardise grade level communication on assessment</p>

## 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. Canarians 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 Canarians must use knowledge in unfamiliar situations. They should be guided to function independently, exploring new situations with confidence to show their understanding.

### Purpose of assessment:

Assessment is an integral part of the teaching learning process. It is important that 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 objectives.
- To improve classroom instruction.
- To identify strengths and areas of improvement for each Canarian.
- To provide regular opportunities to Canarian to reflect upon their learning.
- To enable teachers to instruct and guide teaching and learning in the classroom.

### What do we assess?

1. The essential elements of the PYP:

- Understanding of concepts (big ideas that transcend traditional subject areas)
- Acquisition of knowledge
- Mastering of skills (Approaches to learning)

2. Canarian 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

## How do we assess?

Canary the school, follows the IB principle of assessment practice wherein the assessment has four dimensions:

Figure AS03

Assessment to inform learning and teaching

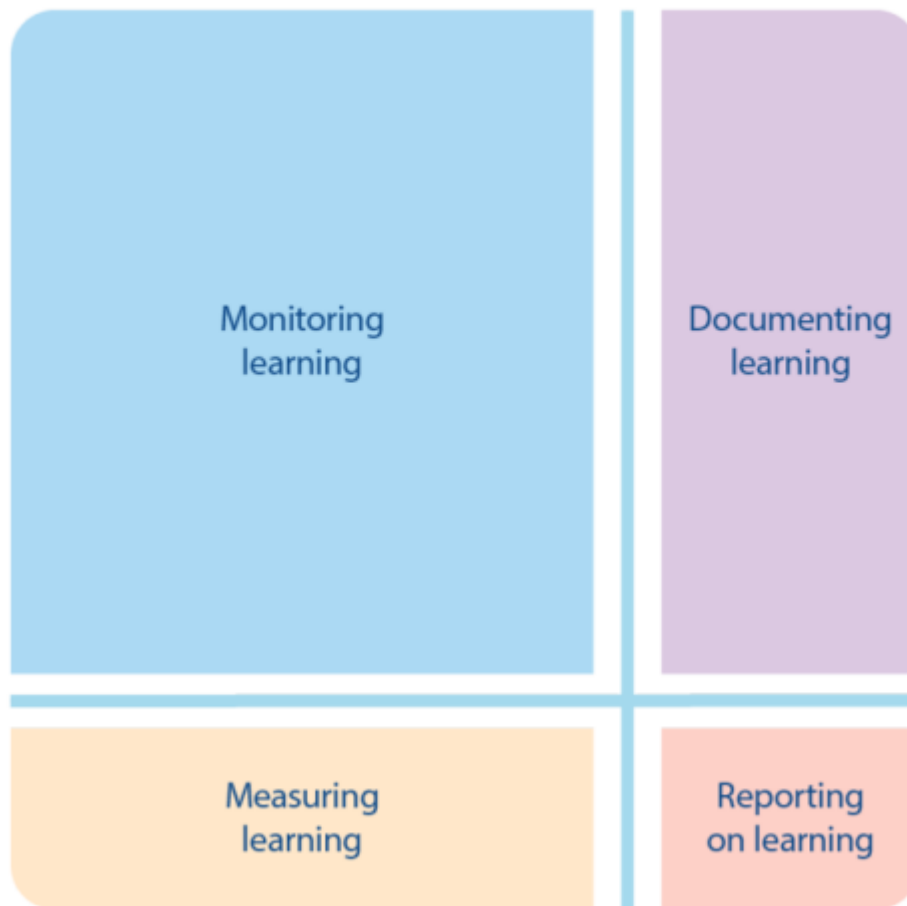


Figure AS03 Assessment to inform learning and teaching  
("Authentication Selector")

### **Monitoring learning: When do we assess?**

Monitoring of Learning is the progress of the learning goals and success criteria through a variety of assessment strategies (as mentioned below).

Learning and Teaching with peers and teachers, and well - considered feedback to feed forward for next steps in learning.

### Prior-knowledge Assessments:

- At the beginning of any new topics under different disciplines ( refer, What do we assess, record & report)

#### Diagnostic Test:

- At the beginning of a new academic year to assess their Literacy & Numeracy skills, which provides feedback of all the Canarians to their teacher.

#### Formative assessments:

These are conducted as and when the teacher feels the need for. Formative assessments occur throughout 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 Canarians 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 Canarians’ learning in the areas being assessed.

Revisit or term end assessments are conducted twice a year i.e once per term 1 to asses the conceptual understanding of the students.

#### Peer and group assessment:

Tasks in which Canarians actively evaluate each other's learning by providing feedback.

#### Self-assessment:

Tasks in which Canarians actively reflect on their performance

#### Measuring learning: What do we record?

The measuring of learning aims to capture what a student has learned at a particular “point in time”. Measurement tool used provides further data to support a larger picture of student achievement. We at Canary measure student’s understanding by conducting diagnostic tests, revisit tests and ongoing assessments.

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

#### Assessment strategies: How do we record?

##### Observations:

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

Observation of:

- Individual and general class behaviour
- Canarian interactions
- Skills – reading, listening, logical thinking
- Response to instructions
- Canarian application of what has been learnt
- Team work
- Canarian's 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:

Canarians 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 behaviors
- Behavior over time (i.e. multiple observations)
- Behaviors 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.

### Documenting learning:

The documenting of learning is the compilation of physical or digital evidence or recorded in a variety of media forms.

At Canary the School, we document learning goals, questions and evidence of learning using a variety of formats.

**Documentation tools:** It includes a variety of exemplars, checklists, rubrics, anecdotal records, portfolio etc.

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

- 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.

### Reporting learning:

The reporting of the learning community reflects the students progress and achievement .We at Canary, provides indicators of achievement wherein the criteria of assessment are clearly defined.

- Students learning and achievements are reported through:
- Reporting on assessment includes communicating what students know, understand and can do. Reporting involves parents, Canarians and teachers as partners and is honest, comprehensive and understandable to all stakeholders.

Some ways to report the recordings of assessments:

### Parent Teacher Meetings:

- PTMs are held to report on the learning of the Canarians.

### 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 Canarians 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 Canarians' learning and also depict the knowledge that they have acquired in all disciplines.

### Portfolios:

- Canarians 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 Canarians 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.

### Exhibition –

- Canarians engage in an in-depth, collaborative inquiry. They synthesize and apply their learning of previous years and reflect upon their journey through the PYP grade 5. The purpose of the exhibition is to unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP.

### Unit End report:

- Conceptual understanding of every unit is reported and informed to the parents through the Unit End Report.
- The Unit end report is a comprehensive report of the learning in all the transdisciplinary areas and other subject areas .

### Learning Curve:

- PYP teaching teams in collaboration prepares the learning curve twice in an academic year to share the learning progress of the Canarians to their parents.

### Connections to other IB Policies:

### Assessment and Inclusion:

Canarians with identified learning difficulties are allowed inclusive access arrangements and reasonable adjustments (e.g. additional time, use of assistive technology, breaks, etc.) for all assessments in one or more subjects throughout the year, as appropriate to their needs.

### **Assessment and Language :**

At Canary, assessment of language learning is an on-going process throughout the school year in both formal assessments (formative and summative) and informal situations (learning experiences and inquiry). All four skill areas (reading, writing, listening, speaking), as well as the Canarians' knowledge of grammatical structures and their ability to use these correctly, are assessed regularly at levels appropriate to the Canarians' language phase and abilities. Canarian language level and ability is acknowledged and incorporated into the planning of assessments. In subjects where writing is not required by the published criteria, teachers strive to provide alternative modes of presentation for Canarians. Additionally, whenever reading, writing, listening or speaking tasks are assigned, expectations are set according to the student's language level. A range of formative and summative assessment measures are used.

(Additional links in relation to Language in the Admissions Process are noted in the Language Policy.)

### **Assessment and Admissions:**

In the Early Years, the previous pre-school submits an evaluation form and any school documents. In Grades 1-11 , we assess admission tests , an evaluation form and any school documents.

For mid-year admissions, PYP 1-3 may be asked to come in to take an admissions test and interview with the PYP Coordinator and Admissions counselor. The admission tests are taken only on the core subjects .

### **Assessment and Academic Integrity :**

At Canary , we strive to develop in students the skills needed to demonstrate integrity when completing assessments. Canarians are explicitly taught to be principled and honest about their work while appreciating and formally acknowledging the work of others. We encourage teachers to design assessments that lead students to produce original and authentic work.

### **Review Committee:**

- Ms. Swetha Reddy (Chairperson)
- Ms. Lydia Christina (Principal)
- Dr. Emmadi Naveen Kumar (Head of Senior School)
- Ms. Salima Dinani (PYP coordinator)
- Ms. Mukta Raturi (Asstyp Coordinator)
- Ms. Mamta Bhagchandani (Nurture department- SEN)
- Ms. Savitha (Nurture department- SEN)
- Ms. Ms. Harsha (PYP Homeroom Teacher)
- Ms. Bharathi K (PYP Homeroom Teacher)
- Ms. Radhika (Senior School Teacher)

**Date of review- 3rd June 2023**

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**Date of next review : June, 2024**



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