



Assessment Policy 2021-22

IB Mission Statement

Our Guiding Principles IB Mission 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

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'.

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 Canarians to improve their learning, teachers to improve their teaching and contribute to the efficacy of the programme. It also provides information on Canarians' 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:

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.

Rights	Responsibilities
Canarians: Know each assessment's success criteria	Teachers: Co-plan success criteria with the students Canarians: Partner with teachers to design their learning goals and success criteria
Canarians: Receive meaningful feedback to feed-forward and reach higher levels of achievement	Teachers: Give effective feedback (including strategies to improve) and communicate learning progress Canarians: Draw on feedback and multiple strategies to adjust their learning and identify where and when to make improvements
Canarians: Have the opportunity to reach the highest levels of the criteria	Teachers: Differentiate and prepare the Canarians for success Communicate success criteria early, thoroughly and clearly Canarians: Continue to approach assessments with a growth mindset
Canarians: Are assessed in the appropriate environment	Teachers: Assess the effectiveness of the learning environment on the Canarians' learning Evaluate students' needs prior to the assessment Guide Canarians on appropriate assessment practices and behaviours

	<p>Canarians: Prepare and behave appropriately in assessment situations Demonstrate academic integrity Contribute to an appropriate assessment environment</p>
<p>Canarians: Are assessed with a consideration to their individual learning profile, cultural and linguistic background</p>	<p>Teachers: Plan multiple opportunities for success Use differentiated assessments (portfolio, performance, written, oral etc.) 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</p>
<p>Families: Are informed about the nature of assessment</p>	<p>School Leadership: Engages parents about school's assessment practices Teachers: Communicate assessment inclusive access arrangements early, thoroughly and clearly</p>
<p>Families: Know the method of effective feedback</p>	<p>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</p>
<p>Families: Know when and how students are to expect the assessment</p>	<p>School Leadership: Monitors communication on assessments Supports teachers through collaborative planning and reflection on developing consistent assessment practices Teachers: 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 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 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
- Decision to take action

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

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 Canarians 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 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.

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

What do we record?

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

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 Canarians 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
- Canarian interactions
- skills – reading, listening, logical thinking
- response to instructions
- Canarian application of what has been learnt
- team work
- Canarian 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 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, Canarians 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 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 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.

Learning Curve:

- PYP teaching teams in collaboration prepares the learning curve twice in an academic year to share the learning progress of the Canarians and 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 PYP 1-9 , we assess admission test , 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 test 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.

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 : May 2022

References: