

WINS ASSESSMENT POLICY

Premise

WINS is well aware that assessment plays a crucial role in terms of how children develop their first impressions regarding school and learning and has a strong impact on their self-confidence and life-long relationship with learning itself.

The purpose of this document is to explain both the underlying rationale as well as the workings of assessment at WINS so as to ensure the best understanding for all stakeholders, teachers, students and families alike.

Underlying principles and rationale

WINS acknowledges the interdependency between teaching, learning and assessment and the importance of using a wide range of formative and summative assessment strategies and approaches to cater for students' different learning needs and styles and ensure each is given the opportunity to express itself and be valued.

Assessment is considered an informative opportunity both for the teacher and the student. Feedback to students on their performance is a key step and should be delivered and accepted in a constructive manner, pointing out strengths and proposing strategies to make up for weaknesses which might have emerged.

Clear communication of assessment principles and criteria is essential for students' academic and personal growth therefore each assignment has clear objectives and assessment criteria that the teacher explains so the student can clearly understand what is expected of him/her.

Accurate and easily accessible recording of assessment outcomes fosters open and clear communication between the school and the families as well as between teachers and students. **Families are kept informed** about their child's progress on a regular basis and given suggestions on how to support him to help him reach his full potential.

As provided for by the IB guidelines, assessment is criterion-based and relies on the "best-fit" model of the achievement descriptors. This principle applies to both formative and summative assessment. Grades are given either in number or letter form and are used as **feedback** to instruct the teacher and the student on their progress so excellences can be nurtured and difficulties dealt with.



Assessment is also instrumental in determining and guiding the effectiveness of teaching and the suitability of the written curriculum and both teachers and students are encouraged to reflect upon the results to inspire future teaching and learning.

Assessment methods

Section Coordinators and grade or subject teachers provide students with the information (grade descriptors, assessment criteria) necessary to fully understand the assessment requirements. The grade descriptors and criteria used are those indicated by the IB on the program specific guides.

Teachers post the assessment criteria and descriptors on Managebac to families can access them independently. Parents are welcome to ask the program coordinators or the School Manager for any further information.

Formative assessment

Students' performance is assessed throughout the year in different ways to account for different learning styles and needs but is always inspired by the learning objectives described by the IB. The purpose of formative assessment is to help teachers identify students' strengths and weaknesses and foster the development of the skills necessary to succeed in the area of study and in the skill being assessed.

This takes place in a variety of ways depending on the grade, subject and the specific topics, including but not limited to: class activities, worksheets, multiple choice quizzes, researches, presentations, short-essay questions, essay writing, short-answer tests, open-question papers, oral tests etc.

Homework and class-work and participation are also essential elements of formative assessments and are commented upon by homeroom and subject teachers on the student's progress report cards.

Marks are recorded on Managebac for each assessed task or assignment as well as communicated to the students. Teachers devote class time to give feedback and encourage students to reflect upon their results. Parents can consult marks online on the Managebac.

Summative assessment

Students' level of achievement against the IB PYP and MYP objectives is determined at specific intervals over the year that correspond to the end of each term. The grades



issued at the end of Term 1 and 2 should be considered progress grades only, as not all elements necessary for the calculation of the final summative assessment outcome will have been completed at these earlier stages. The purpose of these intermediate summative assessment sessions is to check the level students have reached and formally inform families.

ASSESSMENT IN THE PYP

Formative assessment in the PYP

In the PYP, formative assessment is used regularly in the classroom to measure the students' understanding of the central idea, current topic, subject learning objectives, prior knowledge, and to address any gaps in learning. Formative assessment is used to inform instruction and act as a guide for teachers. These assessments are an essential part of teaching and embedded in the lessons, and help both the student and teacher understand the students' progress and what the next steps are in their learning. Some formative assessment strategies used include: class discussion, whole group checks for understanding, student and teacher developed rubrics, feedback in student journals, student self-assessment, peer assessment, exit tickets, observation, and selected response. One objective of formative assessments at WINS is to help the student understand and reflect upon their learning, and to help them in developing their own learning goals.

PYP Summative Assessment

At the end of each unit of inquiry, students complete a summative assessment to measure their understanding of the learning goals. The summative assessment may be a presentation, a report, journal, poster, role play or another task that measures the students' understanding of the central idea. These summative assessments are an opportunity for the students to demonstrate their understanding and to apply the skills and knowledge they have learned in that unit.

Exhibition

Exhibition is the culminating project in the Primary Year Programme, and is an opportunity for students to share the PYP and its essential elements with the school community. This student centered assessment is completed in Grade 5 and is an extended project where students create their own central idea to investigate as a unit under a selected transdisciplinary theme. Throughout the unit, the students are guided by a mentor, reflect upon the inquiry process and the IB Learner Profile, and communicate regularly with all stakeholders including their teachers, their families,



other students, and classmates. At the end of the Exhibition process, students present their work to the school community.

Reporting in the PYP

Reporting is an important part of the assessment process, and at WINS we strive to have the student as a key voice and agent in their own learning.

Written Reports

At the end of each term, families receive a written report about the students' learning from all teachers, and families are encouraged to attend a Student Teacher Conference in the fall trimester (Term 1). This first conference is generally between the parents and teachers.

Student Portfolios

Student Portfolios are an essential part of the PYP, and is a collection of work that demonstrates student learning and growth over time. Students select pieces of work to feature in their portfolios, and reflect on their learning to self-assess and consider next steps to set goals. Portfolios are an opportunity for the students to celebrate their learning and demonstrate their achievement. Students share their portfolios with their families during both student led conferences (Term 2 and 3).

Student-Led Conferences

In the second and third term, we shift to Student-Led Conferences. At these conferences, the students lead their families through the classroom, share their portfolio and reflections on their learning, and any goals they have for the next term and beyond.

Aside from these reporting events, teachers and students are encouraged to regularly communicate with families on student progress throughout the school year.

ASSESSMENT IN THE MYP

MYP Formative Assessment

In the MYP, formative assessment is used regularly in the classroom to measure the students' understanding of the key concepts, current topic, subject learning



objectives, prior knowledge, and to address any gaps in learning. Formative assessment is used to inform instruction and act as a guide for teachers. These assessments are an essential part of teaching and embedded in the lessons, and help both the student and teacher understand the students' progress and what the next steps are in their learning. Some formative assessment strategies used include: class discussion, whole group checks for understanding, student and teacher developed rubrics, feedback in student journals, student self-assessment, peer assessment. One objective of formative assessments at WINS is to help the student understand and reflect upon their learning, and to help them in developing their own learning goals.

MYP Summative Assessment

Each subject has four objectives with related strands that have to be assessed at least twice each school year but we encourage teachers to assess each more frequently. Assessment objectives are clearly identified next to each topic area on the subject syllabus for each subject.

The statement of inquiry forms a central part of the written, assessed, and taught curriculums. When designing MYP units of work, the statement of inquiry shapes the choice of topics and tasks to be assessed.

Assessment objectives can be broken down into several strands that detail the main objective. Teachers are encouraged to further detail the generic criteria descriptors when using them to assess specific tasks (task-specific clarifications) and inform students.

Throughout the year, each objective is assessed on a 1-8 grade scale. Descriptors for each grade will be given to the students and posted on Managebac.

Summative assessment for progress report cards is based on the levels achieved in the criteria assessed at the time of reporting and on all criteria for the end of the year report card. Final subject marks are expressed on a 1-7 scale. Descriptors of the 1-7 grades are included below.

Approaches to learning (ATL skills)

Teachers use a wide range of content, developed through MYP key and related concepts and global contexts, as a vehicle for teaching effective learning strategies. Through ongoing, process - focused disciplinary and interdisciplinary teaching and learning, teachers help students develop ATL skills.



While ATL skills are not formally assessed in the MYP, they contribute to students' achievement in all subject groups. Teachers provide students with regular, specific feedback on the development of ATL skills through learning engagements and that provide formative assessment.

Learner profile

The Learner Profile represents a nuanced analysis of conduct and effort, and details the social, emotional, and cognitive development of the student across all areas of the curriculum.

WINS focuses on monitoring student development in the light of the profile in as many ways as possible, by engaging students and teachers in reflection, self-assessment and conferencing.

Throughout each term, comments about student attitudes and socio-emotional behavior are recorded on Managebac.

Special Arrangements and Special Educational Needs

The IB is an inclusive program that identifies each student as a unique human being and aims at supporting him/her throughout their learning experience.

The teaching and assessment approach themselves accommodate for different learning styles and educational needs. No exceptions or special arrangements will be made in formative or summative assessments that would distort the final outcome and that would not be allowed by the IB in formal assessment (grade 10 e-assessment and grade 12 IB Diploma examinations).



GRADING SYSTEM

IB PYP

Primary years grades 1-5 adopts a marking scheme out of 7:

Mark	Descriptor	Description
7	Exemplary	Produces high quality, consistently innovative work. Communicates comprehensive understanding of content. Demonstrates sophisticated, critical, and creative thinking. Frequently transfers knowledge and skills with independence and expertise.
6	Excellent	Produces high quality, occasionally innovative work. Communicates extensive understanding of content. Demonstrates critical and creative thinking, frequently with sophistication. The student completes most tasks independently.
5	Good	Produces generally high quality work. Communicates solid understanding of content. Demonstrates critical and creative thinking, sometimes with sophistication. The student rarely requires teacher support when/while? doing independent work.
4	Average	Produces average quality work. Sufficiently meets grade level expectations. Communicates basic understanding of content with few errors. The student is able to complete most tasks independently. Critical and creative thinking is developing.
3	Needs Improvement	Basic understanding of content knowledge with occasional significant misunderstandings. Critical and creative thinking is emergent. The student requires support to successfully complete familiar tasks.
2	Marginal	Below grade level expectations. Frequent misunderstandings of content. The student requires support to successfully complete familiar tasks.
1	Not Passing	Significantly below grade level expectations.



IB MYP

The IBMYP adopts a marking scheme out of 7 :

MYP general grade descriptors

To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group.

Schools using the MYP 1–7 scale should use the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.