

WINS ASSESSMENT POLICY

Introduction

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

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

Underlying Principles and Rationale

WINS acknowledges the interdependent relationship between teaching, learning, and assessment and the importance of using a wide range of formative and summative assessment strategies and approaches to cater to students' different learning needs and styles to help ensure that they are given the opportunity to express themselves and feel valued. Students are encouraged to reflect and assess their own learning in order to encourage them to take responsibility for their own learning.

Assessment is considered an informative opportunity for both the teacher and 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 assessment has clear objectives and assessment criteria that the teacher explains so the student can clearly understand what is expected of them.

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

As provided for by the IB guidelines, assessment is criterion-based and relies on the "best-fit" mode of the achievement descriptors. This principle applies to both formative and summative assessments. Grades are given either in number or letter



form (A, B, C, D, E) and are used as *feedback* to instruct the teacher and the student on their progress so talents and abilities 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 further teaching and learning.

Assessment Methods

Program 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 so families can access them independently. Parents are welcome to ask the Program Coordinators or the School Manager and Academic Coordinator 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 it 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 skills necessary to succeed in the area of study and in the skill(s) being assessed.

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

Homework, classwork, and participation are essential elements of formative assessments and are commented on by the homeroom and subject teachers on the student's progress report cards.

Marks are recorded on Managebac for each assessed task or assignment and are also 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 Managebac.



Summative Assessment

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

Assessment in the PYP

PYP Formative Assessment

In the PYP, formative assessment is used regularly in the classroom to measure student learning. The purpose of assessment is to determine students' prior knowledge, to better understand student learning, to extend learning, 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; they help both the student and teacher to understand the students' progress and what the next steps are in their learning. Some formative assessment strategies used include: whole group checks for understanding, student and teacher developed rubrics, feedback in student journals, student self-assessment, peer assessment, exit tickets, anecdotal notes, and selected response. One objective of formative assessments at WINS and as a PYP candidate school 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 a unit, 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 and learning. 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 Years Program 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, their classmates, and other students. 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. 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. It 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 (Terms 2 and 3).

Student-Led Conferences

In the second term, we shift to Student-Lead Conferences. At these conferences, the students lead their families through the classroom, share their portfolio, demonstrate what they have learned and share reflections on their learning, as well as 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 key concepts, current topics, 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 and students. These assessments are an essential part of teaching and embedded in the lessons and help both the student and teacher(s) to understand the students' progress and what the next steps are in their learning. Some formative assessment strategies include: class discussion, whole group checks for understanding, student and teacher developed rubrics, feedback in student journals, student self-assessment, peer assessment, etc. 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

The structure of summative assessment at WINS follows the IB MYP guidelines and requirements that are provided for each subject guide and relevant IB documents.

Each subject has four objectives with related strands that have to be assessed at least twice every school year, but we encourage teachers to assess each objective more frequently when able. Assessment objectives are clearly identified next to each topic area on all subject guides. Criteria are adjusted depending on the relevant grade level.

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

Assessment objectives can be broke 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.

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 on the basis of the IB MYP grade boundaries provided in "MYP: From Principles into Practice." Descriptors of the 1-7 grades are included below.

Standardization of Assessment

Standardizing assessments within subject departments allows us to make decisions that are consistent and reliable throughout the school year. This process engages students and teachers with the principles of assessment for learning. It helps to prevent assessment judgements changing over time due to variables that can often challenge the consistency of practice within a school; these include but are not limited to: staff changes, changes in student demographics, and the changes in educational demands.



Standardizing assessments helps to improve our assessments because teachers are better able to make confident decisions; all stakeholders are able to recognise that the assessments are handled in a system that enhances fairness, reliability, and validity, which makes achievement decisions defensible; the information is recorded and provides information to teachers on how to alter their teaching practice; and it provides us with reliable information when comparing cohort data with historical information.

The process of standardizing assessments takes place both externally and internally. External standardization is carried out to ensure students are fairly and consistently assessed across all subjects and the assessment results are in line with IB practices and standards.

Internal standardization starts at the planning stages of all units with departmental teams sharing their understandings, expectations, and interpretations of criteria and how the criteria have been clarified for the task(s). Throughout the units, teachers will work collaboratively to share information on which to base the final criteria levels and identifying inconsistencies between sources of evidence.

It is suggested that teachers within the same departments make judgements collaboratively about a sample of student work before they assess their own class's work, which allows for a better understanding of the expectations and criteria definitions.

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 an ongoing process that is focused on disciplinary and interdisciplinary teaching and learning, teachers help student to 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 and specific feedback on the development of ATL skills through learning engagements and providing formative assessments.

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 curricula.



WINS focuses on monitoring student development in 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 them throughout their learning experience.

The teaching and assessment approach 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

The 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 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 MYP adopts a marking scheme out of 7, as designated by and outlined in the IB document, “MYP: From Principles Into Practice”:

Mark	Boundary Guidelines	Descriptor
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.
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.
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.
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.
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.
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.
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.

Policy Review

The School Manager and Academic Coordinator and the pedagogical leadership team is in charge of the policy revision process.



The School Manager and Academic Coordinator, the pedagogical leadership team, the community and personal project coordinators will be drafting the policy on the basis of indications provided by IB documents. Teachers will be asked to provide feedback on the draft, and the policy will be updated accordingly if the input is consistent with IB guidelines and the school vision.

For the first couple of years, the policy will be revised on a yearly basis and either confirmed as is or modified accordingly. The School Manager and Academic Coordinator will be in charge of approving the new version and sharing it with the school community through the school website and on Managebac.

After that, the policy will be revised on a rotational basis at least every evaluation cycle.