

GPIS ASSESSMENT POLICY

General perspective on teaching and learning at GPIS

GPIS Mission Statement

GPIS aims to contribute in making the world a better place. To fulfil this objective, GPIS education fosters respect for international as well as national cultures; history and societies while providing its learners with high quality IB education in a local environment. This education values and protects their sense of identity. The school enables its students to master two foreign languages besides Arabic (English and French), equipping them with skills to succeed in communicating internationally.

GPIS strives to develop leaders for the future who are tolerant, caring, reflective, creative and disciplined lifelong learners who contribute in the development of their communities and serve effectively in an internationally mobile world.

GPIS creates value for all its stakeholders through continuous improvement of the profile, performance and satisfaction of all its community members, embracing them all in an atmosphere of genuine care and love.

The school aims & philosophy:

In order to do that, GPIS aims to :

- create a lifelong love of learning, students eager to inquire and full of curiosity
- establish a stable and caring school community in which students feel happy and secure
- develop links between disciplines so knowledge is seen by our students as an interrelated world
- promote intercultural awareness amongst students
- provide students with a broad range of skills (communication skills, thinking skills...), experiences and qualifications.
- establish a broad, balanced curriculum in which art and music are integrated to give our students opportunities to explore, express and develop their artistic and creative talents. Moreover, GPIS enables the students to experience and appreciate the creativity of others.
- integrate sports and provide opportunities for developing physical skills and maintaining physical fitness, which promote a balanced and healthy life style.
- encourage students to develop a sense of community service and social compassion
- develop students' social and leadership skills to be used in school and in their life afterwards...."

From GPIS Mission statement, Nov 2010

Essential Agreements about the Assessment of students in the Primary Years Programme.

At Green Land Pré Vert, we believe that:

- ✚ Assessment is integral to all teaching and learning.
- ✚ Assessment is central to the PYP goal
The assessment guides the students thoughtfully and effectively through the five essential elements of learning.
 - The acquisition of knowledge
 - The understanding of concepts
 - The mastering of skills
 - The development of attitudes
 - The decision to take action
- ✚ Assessment is based on what students know and can do.
- ✚ Assessment provides feedback on what students know, what they are able to do , their understanding and their feelings at different stages of the learning process.
- ✚ Assessment must be constructive and fair to all students.
- ✚ Assessment provides appropriate challenges to students and shows them how to progress.
- ✚ Assessment must feedback about the students' achievements and progress.
- ✚ Assessment must be clear and transparent to all members of the school community.
- ✚ Assessment contributes to the continuous improvement of the programme.
- ✚ Assessment feeds back on the evolution of the inquiry; the nature of questioning, the awareness of students that real problems require solutions based on the integration of knowledge that spans and connects many areas.
- ✚ Assessment feeds back on the mastery of skills, the accumulation of comprehensive knowledge, the independency of students.

Assessment is subdivided into three areas:

1. **Assessing:** *How we discover what the students know and what they have learned.*
2. **Recording:** *How we collect and analyse data.*
3. **Reporting:** *How we communicate information.*

Assessment objectives

What are we assessing and why?

1. **Assessing:** *how do we discover what students have learned?*

- **Summative assessment** aims to give teachers and students a clear insight into students' understanding. **It takes place at the end of the learning and the teaching process and gives opportunities for students to see what they have learned.** It assesses several elements simultaneously; it informs and improves students' learning and the teaching process; **it measures understanding of the central idea, and prompts students towards action.**

Frequency of summative assessment: Summative assessment are organised at the end of each unit of inquiry. Teachers assess students' achievements and progress at the end of each unit of inquiry; they assess the understanding of concepts, the skills, the attitudes, and the actions. They also assess learner profile.

- **Formative assessment** provides information that is used in order to plan for the next stage of learning. **It is interwoven within the learning process**, and helps teachers and students find out what the students already know and what they can do. This helps learners improve their knowledge and understanding, engages them in thoughtful reflection, develops their capacity for self-assessment, and to recognise the criteria for success.
- Teachers are responsible for the organisation and management of assessments with the help of the PYP leaders and the PYP coordinator who monitors the whole process.
- The **analytical and holistic scores (*)**, the anecdotal comments and the observations are all recorded in the blue evaluation copybook by the teachers. Scoring at the end of the summative assessment is recorded electronically in excel tables.
- Teachers and the IT department keep this information. It is available for the PYP coordinator, the PYP leaders, the teachers the school administration, parents and students.
- The assessment practices are reviewed regularly, particularly during reflection sessions, which are conducted at the end of each unit of inquiry.
- GPIS is requested to use particular assessment formats and procedures when assessing subjects that are under the supervision of the Ministry of Education (Arabic, Religion and National social studies)

(*) Analytical scores: Scores of different aspects of assessed work.

Holistic scores: Overall score of assessed work.

Teachers will:

- Use samples of students' work and performance to provide information about students learning;
 - Collect evidence of students' understanding and thinking;
 - Document the learning process of both groups and individuals;
 - Engage students in reflection sessions to reflect on their learning;
 - Ask student to assess their work or work that is produced by others;
 - Develop clear rubrics;
 - Identify exemplar students' work;
 - Keep records of tests/task results.
- After the assessment is complete, it is important to ask further questions about the type of assessment, the information it provides, the students' level of understanding and the changes and modifications that need to be applied to the process.

Effective formative and summative assessment

Allow student to:	Allow teachers to:	Allow parents to:
<ul style="list-style-type: none"> ✓ Share their learning and understanding with others ✓ Demonstrate a range of knowledge, conceptual understanding and skills ✓ Use a variety of learning styles, multiple intelligences and abilities to express their understanding ✓ Know and understand in advance the criteria for producing a quality product or performance ✓ Participate in reflection, self and peer assessment ✓ Base their learning on real life experiences that can lead to further inquiries ✓ Express different points of view and interpretations ✓ Analyse their learning and understand what needs to be improved. 	<ul style="list-style-type: none"> ✓ Inform every stage of the teaching and learning process ✓ Plan in response to students and teachers inquiries ✓ Develop criteria for producing a quality product or performance ✓ Gather evidence from which sound conclusions can be drawn. ✓ Produce evidence that can be effectively reported and understood by the whole school community ✓ Collaboratively review and reflect on student performance and progress; ✓ Take into account a variety of learning styles, multiple intelligences and abilities including different cultural contexts; ✓ Use scoring that is both analytical (separate scores for different aspects of the work) and holistic (single scores) 	<ul style="list-style-type: none"> ✓ See evidence of student learning and development ✓ Develop an understanding of the student's progress ✓ Provide opportunities to support and celebrate student's learning

Further considerations for assessment of young learners :

- ✓ Build up a clear picture of the student and his or her interests.
- ✓ Identify what and how the student is thinking and learning
- ✓ Assess the effectiveness of the environment on the student's learning
- ✓ Extend the student's learning

Practices of Assessment

How do we assess?

2. Recording: how do we collect and analyse the data?

Assessment strategies are the methods or approaches that teachers use to gather information about a student's learning. Teachers record information using a variety of tools, which are the instruments used to collect data.

Teachers can keep students' work and **record them on tapes / CD**.

All students keep selected pieces of their work in a **portfolio** (students' work is selected either by the students themselves or by the teachers).

Assessment strategies:

- Observations
- Performance assessments
- Process-focused assessment
- Selected responses
- Open-ended tasks

Assessment tools:

- Rubrics;
- Exemplars;
- Checklists;
- Anecdotal records (kept in the mark book);
- Continuum

Assessment strategies and tools						
Assessment tools	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums	
Assessment strategies						
Observations	✓		✓	✓	✓	
Performance Assessments	✓	✓		✓	✓	
Process-focussed Assessments	✓		✓	✓	✓	
Selected responses		✓	✓			✓
Open-ended tasks	✓	✓		✓	✓	

Glossary

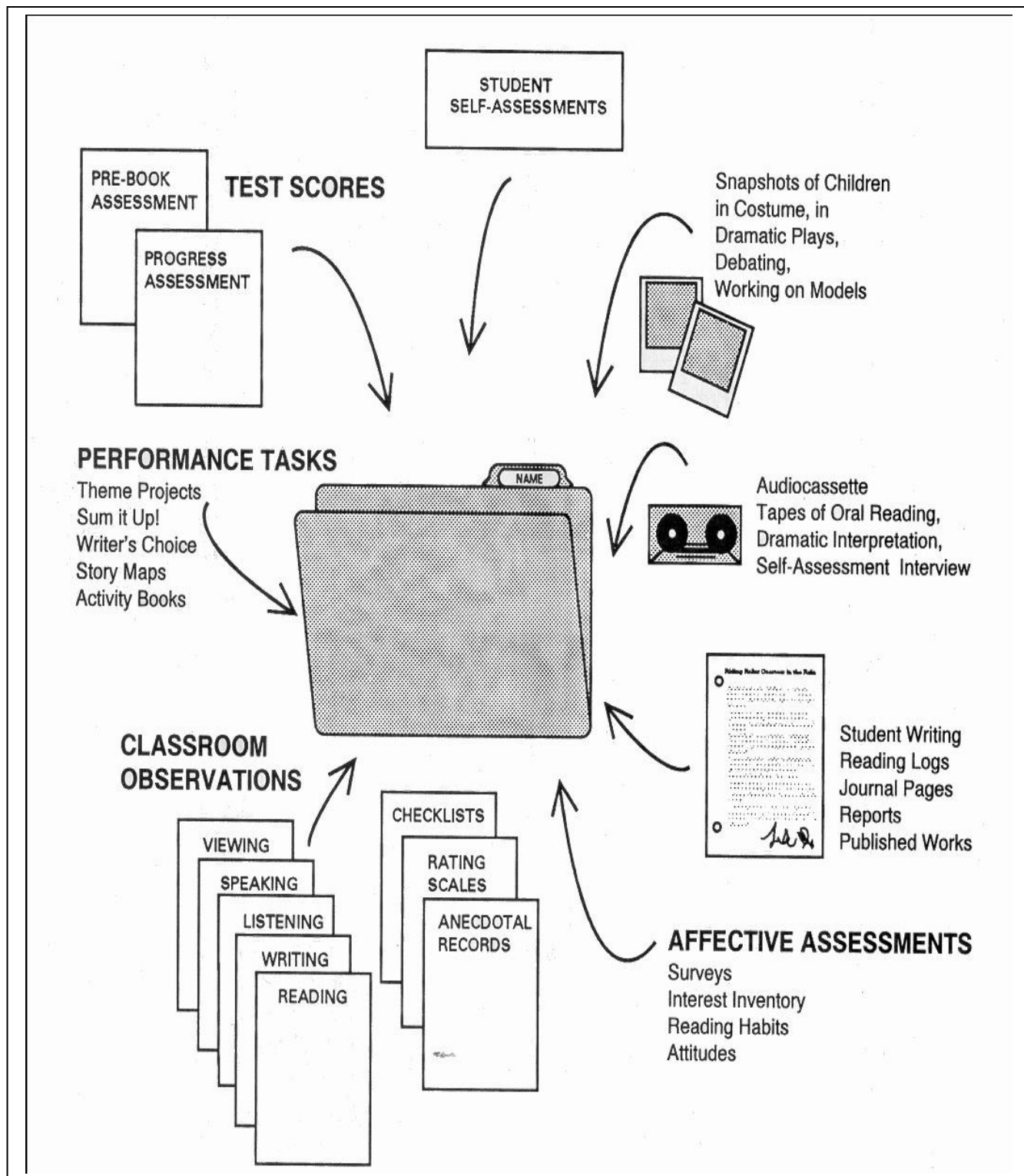
Assessment strategies	
Observations	All students are observed often and regularly, with the teacher taking a focus varying from wide angle (for example, focusing on the whole class) to close up (for example, focusing on one student or one activity), and from non participant (observing from without) to participant (observing from within).
Performance assessments	The assessment of goal-directed tasks 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. They are usually multimodal and require the use of many skills. Audio, video and narrative records are often useful for this kind of assessment.
Process-focused assessments	Students are observed often and regularly, and the observations are recorded by noting the typical as well as non-typical 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.
Selected responses	Single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.
Open-ended tasks	Situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution. The work, with the assessment criteria attached, could be included in a portfolio.

Assessment tools	
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. Rubrics can be developed by students as well as by teachers.
Exemplars	Samples of students' work that serve as concrete standards against which other samples are judged. Generally there is one benchmark for each achievement level in a scoring rubric.
Checklists	These are lists of information, data, attributes or elements that should be present. A mark scheme is a type of checklist.
Anecdotal records	Anecdotal records are brief written notes based on observations of students. "Learning stories" are focused, extended observations that can be analysed later. These records need to be systematically compiled and organized.
Continuums	These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.

Portfolio:

- a) Criteria for selection:
Pieces of work that show progress, evident learning and assessed by students (self assessment).
- b) Selection of students' work
Students and/or teachers choose pieces of work that are kept regularly in the portfolio.
- c) Portfolios are handed to parents during parents meeting. Students comment on their portfolios to their parents and parents encourage their children.
- d) Portfolios are in the form of a folder with separators or a folder with plastic pockets included. We are looking forward to implementing an electronic portfolio.
- e) Teachers in the classroom keep portfolios.
- f) Portfolios are the students' property.
- g) Portfolios are given to students at the end of the school year . Sometimes teachers might decide to keep some portfolios as samples. This is done after students' consent.
- h) Portfolios keep selected pieces of students' work as listed in the figure below.

Students' portfolios contain samples of work like:



3. Reporting: how do we choose to communicate information about assessment?

Reporting on assessment:

- Involves parents, students and teachers as partners;
- Reflects what the school community values;
- Is comprehensive, honest, fair and credible;
- Is clear and understandable to all parties;
- Allows teachers to incorporate what they learn during the reporting process into their future teaching and assessment practice

Results are reported as followed:

- **Meetings** with parents
- **Parents-Teachers-students meeting** each term
- **Written report: Student's Assessment Report** feeds back the school community on the units of inquiry, the attitudes, the understanding of concepts, the knowledge and the skills in each discipline, the learner profile, as well as the action done by the student. The school issues a comprehensive report card for parents four times a year.

1 st Interim report	November
2 nd a detailed report	February
3 rd Interim report	April
4 th a detailed report	June

- **Student- led conferences**
- Exhibition or end of year project: **PYP exhibition** in PYP8, which is the last year of the programme.

The PYP exhibition

In the final year of the PYP, students participate in a culminating project, the PYP exhibition. This requires that each student demonstrates engagement with the five essential elements of the programme: knowledge, concepts, skills, attitudes and action. It is a transdisciplinary inquiry conducted in the spirit of personal and shared responsibility, as well as a summative assessment activity that is a celebration as students move from the PYP into the middle years of schooling.

The exhibition represents a significant event in the life of a PYP school and student, synthesizing the essential elements of the PYP, and sharing them with the whole school community. It is an opportunity for students to exhibit the attributes of the learner profile that have been developing throughout their engagement with the PYP.

In the students' final year of the PYP, which occurs in some schools at 10–11 years old at GPIS, there are five units of inquiry and the exhibition. The exhibition unit takes place under any transdisciplinary theme at the discretion of the school. Students are required to engage in a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems. The central idea selected must be of sufficient scope and significance to warrant a detailed investigation by all students.

The PYP exhibition has a number of key purposes including the following:

- ✓ For students to engage in an in-depth, collaborative inquiry
- ✓ To provide students with an opportunity to demonstrate independence and responsibility for their own learning
- ✓ To provide students with an opportunity to explore multiple perspectives
- ✓ For students to synthesize and apply their learning of previous years, and to reflect on their journey through the PYP
- ✓ To provide an authentic process for assessing student understanding
- ✓ To demonstrate how students can take action as a result of their learning
- ✓ 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
- ✓ To celebrate the transition of learners from primary to middle/secondary education

Bibliography:

Making the PYP happen, a curriculum Framework for international primary education IB December 2009