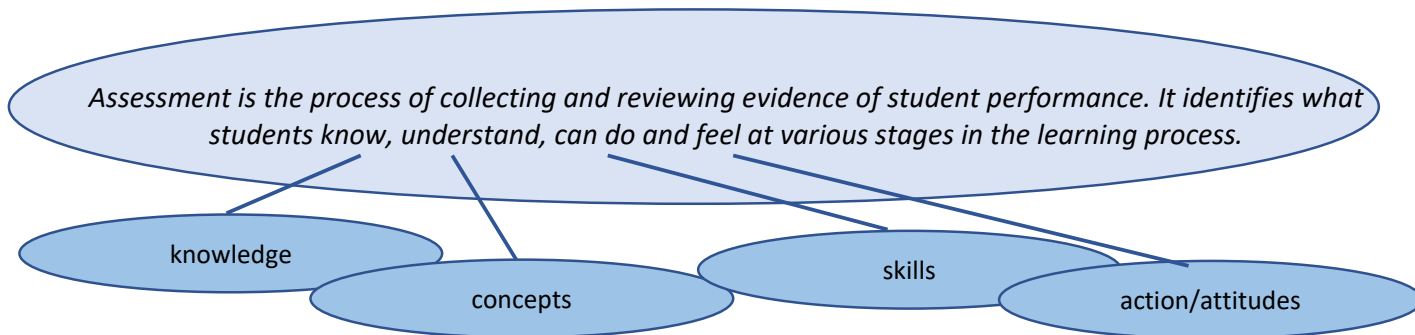




Oman Private School

Assessment Policy

PYP Definition



Purpose of Assessment

Effective teaching and learning are supported through proper assessment techniques designed for specific levels and stages of learning. Levels of understanding and acquisition of knowledge can be determined through assessment that is done formatively and summatively and in turn informs future lesson planning. We can analyze student learning as well as the efficacy of our teaching to help build the foundation on which we plan for future learning engagements and practices.

Philosophy of Assessment

- Assessment is key to planning, teaching, and learning.
- Transparency of assessment practices and criteria is essential for all stakeholders.
- Prior knowledge must always be determined to inform future lesson planning.
- Self and peer evaluation are encouraged at all levels.
- Opportunity is given for students to authentically reflect on their work.
- Summative and formative assessment strategies must be equally employed.
- Reporting to all stakeholders is meaningful.

IB Assessment Standards as a Foundation to This Policy

- Standard C1:2: The curriculum is developed with consideration for students' previous learning experiences and future educational needs.
- Standard C1:13: Where appropriate the curriculum provides for learning experiences to be made visible to others through displays, posters, public performances etc.
- Standard C3:14: Students are shown how to reflect on their development and understanding through careful consideration of their work over time and are able to articulate this development to others.
- Standard C4:15: Assessment at the school requires the storage of and easy access to student work showing evidence of the process of learning and progress over time.

What to Assess

Students will be assessed on their ability to demonstrate growth and progression of the five essential elements of the PYP - knowledge, concepts, skills, attitudes and action as framed within the units of inquiry. Grade level objectives have been pre-determined and documented in curriculum guides that identify

benchmarks within subject disciplines including languages, mathematics, science, social studies, visual and performing arts and physical education. To promote international mindedness, attitudes and the learner profile, students are also assessed on their ability to demonstrate adoption of these character traits. Grade level benchmarks for each of the 5 categories of approaches to learning (thinking, social, communication, self-management and research) have been developed and 2 of these skills will be focussed on for each of the 6 units of inquiries throughout the year in each grade level. These skills are explicitly taught to students with the understanding that they are applicable in and out of the classroom to encourage being a life-long learner. The IB learner profile will be reported on at parent-teacher and student-led conferences where students, teachers and parents will assess growth of the profile. Term report cards will also include anecdotal recordings based on teacher/student observations of the IB profile.

How to Assess

- Formative – ongoing assessment that is part of the daily learning which informs teachers and students to help plan next stages of learning.
- Summative – at the end of each unit of inquiry to demonstrate student knowledge and conceptual understanding within central ideas. Student “action” is a crucial part of this assessment.

Teachers and Assessment

Teachers have collaboratively developed essential agreements regarding assessment standards and procedures, which are highlighted here:

- Teachers will use a variety of assessment strategies¹ and tools² to provide feedback on the learning process.
- Teachers will assess students in all areas of the 5 essential elements.
- Teachers will assess students through the use of rubrics, exemplars, anecdotal records, checklists, continuums, and portfolios used to record students’ responses and performances as a means of authentic assessment.
- Teachers will report on assessments through progress report cards, parent-teacher conferences, and student-led conferences³ and use of portfolios⁴.
- Teachers will identify gaps in student learning and understanding and implement strategies to narrow these gaps.
- Teachers will identify areas to improve upon in the written and taught curriculum by analyzing the performance of students and inform future planning.
- Teachers will only use the objectives and designed mark schemes and rubrics as reference for assessing students.
- Teachers will fulfill all marking/assessment requirements as outlined in the timeline of this policy.
- Teachers will be completely transparent in providing measuring learning targets for literacy and mathematics – informing caregivers and students alike.
- Teachers will promote inclusion by attending to all students’ learning needs in accordance with Oman Private School’s Inclusion Policy.
- Teachers agree to use formative and summative assessment explicitly and integrate these into all planning.
- Teachers agree to strive for improved standards of attainment in all pupils.

¹ Appendix 1 – Assessment Strategies

² Appendix 2 – Assessment Tools

³ Appendix 3 – Student-Led Conferences

⁴ Appendix 4 – Student Portfolios

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

Figure 1 (Making the PYP Happen, p. 48)

The chart in figure 1 shows which assessment strategies are most effective in gathering information about the learner. The check marks indicate the tools likely to be most relevant to each strategy.

Students and Assessment

- Students will learn how to self and peer assess.
- Students will be fully aware of standards, expectations and criteria for success within each discipline.
- Students will know what to do to improve themselves and learn strategies for how to improve skills.
- Students will gain self-esteem and confidence through good assessment practices.

Conferences

Reporting through report cards is supplemented with 3 meetings a year:

Term 1: Parent-teacher conferences at the end of October.

Term 2: Parent-teacher-student conferences in mid-January.

Term 3: Student-led conferences in April. This is a meeting in which the students use their portfolio as a basis for discussion about their learning with their custodians as facilitated by their teacher. The conferences allow students to play an active role in the reporting process and communicate their progress to their caregivers.

Parents are welcome to request a conference with any teacher at any point during the school year. The report card will give an in depth evaluation of the student’s learning by using letter specific criteria:

The following tests have been selected by OPS in order to assess progression of learning within the PYP:

GLOSS	Global Strategy Stage Numeracy Interviews
JAM	Junior Assessment of Mathematics Interviews
RAZ-Kids	Comprehensive Leveled Reading

إنجاز Achievement Codes For Learning Outcomes*

Level Indicators مؤشر المستوى	Descriptor	Ministry of Education Equivalency	
E Excellent ممتاز	Thorough understanding of grade/phase specific standards. Expresses the objective clearly, independently and with confidence. Consistently produces high quality work. فهم شامل لمعايير المحددة للصف أو المرحلة. يعبر عن الهدف بوضوح وثقة. يظهر باستمرار عمل ذات جودة عالية	90%-100%	A
S Substantial جيد جدا	Considerable understanding of grade/phase specific standards. Evidence of competent understanding of the objective and able to express ideas independently. فهم كثير لمعايير المحددة للصف أو المرحلة. في دليل على فهم الهدف وقادر على تعبير الأفكار بشكل مستقل	80%-89%	B
G Good جيد	Satisfactory demonstration of grade/phase specific standards. Evidence of competent understanding of the objective and able to express ideas with minimal guidance. مظاهرة مرضية لمعايير الصف أو المرحلة المحددة. في دليل على فهم الهدف والقدرة على تعبير الأفكار مع أدنى التوجيه	70%-79%	C
A Adequate مقبول	Demonstrates development towards the understanding of grade/phase specific standards. Attempts to display application of the objective with some effectiveness. يظهر تطوير نحو فهم المعايير المحددة للصف أو المرحلة. يحاول أن يظهر تطبيق الهدف مع بعض الفاعلية	65%-69%	
L Limited غير كاف	Demonstrates little to no development towards understanding of grade/phase specific standards. Attempts to demonstrate the objective with limited effectiveness. يظهر تطورًا بسيطًا أو معدومًا نحو فهم المعايير المحددة للصف أو المرحلة. يحاول أن يظهر تطبيق الهدف بفاعلية محدودة	60%-64%	D
NA Not Assessed	Student did not complete the assessment criteria. لم يكمل الطالب معايير التقييم	NA	F

*Students will be assessed using predetermined assessment criteria, which the teacher will have shared or created with the students prior to their assessment. This will help the students to reflect on their progress and set goals and learning targets.

Approaches to Learning (Skills) مهارات التعلم

Grade	Descriptor
EE	Exceeding Expectations: The student's progress against the ATL is exceeding expectations.
ME	Meeting Expectations: The student's progress against the ATL is meeting expectations.
AE	Approaching Expectations: The student's progress against the ATL is approaching expectations.
BE	Below Expectations: The student's progress against the ATL is below expectations.

Portfolios

Student portfolios are used in the conferences at the end of each term as a collection to demonstrate creativity, reflection, use of skills, acquisition of language and knowledge, peer and self reflection, highlighted through student works as selected by them. The outcome of creating student portfolios is that it helps students to become agents of their own learning by reflecting on their work and seeing the continuum of their achievements. Having a portfolio promotes a sense of pride in one's work to build self esteem. Because of the collaborative nature of the PYP, students learn how to self and peer assess to help encourage the understanding of the value of both the process and the product. The portfolio is a living document that continuously informs the learning process and shows the progression of growth over time. The portfolio serves to provide evidence of, and celebrate student achievement.

Each portfolio is a reflection of an individual student's work therefore each portfolio will look different from other students. With age-appropriate support and guidance from their teacher, students will work towards maintaining their portfolio starting in Kindergarten and it will be ongoing throughout the year. All portfolios must give evidence of promoting the IB learner profile and attitudes.

The following is required to be placed in the portfolio:

- One piece of work from each unit of inquiry along with reflections about the choice
- One writing sample in English with reflections about the choice
- One mathematics piece with reflections about the choice
- One sample from each subject area - Arabic, visual arts and physical education with reflections about the choice.

Exhibition

The PYP exhibition is an extended collaborative inquiry completed during the final year of the PYP in grade 5. It is a culminating experience of the PYP, which may be an individual or group inquiry that is based on personal interest but extends into a real world issue to be researched. Students demonstrate the knowledge and skills acquired throughout their PYP experience as agents of their own education. It may be considered an important stage in a student's transition into MYP.

I. Issue of Interest

The inquiry issue chosen must be significant to the student personally and have relevance and value beyond the classroom. It is also required that the issue of interest pushes the student beyond their prior knowledge of the issue to discover new information and that it is challenging.

II. Process

There is a school-wide understanding about the nature and importance of the exhibition. The PYP coordinator works alongside the teachers of grade 5 to establish expectations and requirements and to ensure that needs are met. Timelines are developed with action plans to address all areas of the

exhibition. There is an extensive research component of this project, therefore the ICT Department ensures access to computers is available and compliance of our Electronic Devices Policy is being met. Students from the Middle Years Programme are encouraged to become involved to help support the fifth graders by asking questions about the progression of their inquiries. We feel this helps to build a sense of support and community.

III. Progression

Parents and caregivers attend an exhibition workshop at the school early in the year so they may understand what is entailed in the exhibition. Mentors meet with the grade 5 students and teachers individually at set intervals throughout the progression of the project to discuss strengths and areas of improvement to focus on. For the exhibition ***the quality of the process matters more than the product***, and this is what students will be assessed on. All students are provided with an exhibition journal that shows the progression of their project from planning to execution. Students are encouraged to include different forms of information through data charts, sketches, timelines, notes, writing pieces, photos, etc. Mentors also keep a journal to document progress in accordance with the projected timelines. They will keep note of discussions as well.

IV. Rubrics

There will be 6 rubrics for each inquiry project, each designed collaboratively with all grade 5 students and teachers involved. The rubrics will assess the following areas:

- A. Journal entries
- B. Research skills
- C. Social skills – working collaboratively
- D. Self management skills – timelines, organization
- E. Effort
- F. The final product.

V. Reporting on the Exhibition

The exhibition will be reported on in the final report card of the year in term 2. Mentors and class teachers will write summaries of their observations using the documented journal entries and rubrics for the different criteria of the project. This will make up the final assessment for the exhibition, and thus, the students' overall achievement in the PYP. Journals will be paramount in understanding the full process of the student exhibition project as it will show the understanding of the concepts and application of skills more than the actual final product does.

VI. Timeline⁵

An in-depth study carried out by the University of Nottingham on the efficacy of the PYP exhibition, concluded that to promote the choice of more challenging issues of interest, develop inquiry skills and be more critical, students needed to start thinking about, and planning for the exhibition earlier in the school year. This also was linked with producing more reflection and action (Medwell, 2017). Thus, planning from the teachers begins at the beginning of the academic year to set out clear timelines and goals. Students will begin brainstorming their ideas and concept planning in September and progressively work on their inquiry project throughout the year simultaneously with their current unit of inquiry. Students will participate in skill-building workshops designed throughout the year and exhibition planning meetings. The exhibition is planned for the end of May.

⁵ Appendix 5 – Exhibition Timeline

VII. Responsibilities

For the exhibition to be successful, various parties will be responsible to oversee/execute certain elements of the exhibition:

- A. Students - identify their own inquiry issue, concepts and lines of inquiry, identify the learning outcomes, design and execute activities and research, contribute to the design of the rubrics, use visual arts to display examples of written work in English and Arabic appropriate for this level, do an oral presentation for a varied audience, use technology, include a form of performance – drama, short film/video, mixed media. Students demonstrate the use of all 5 approaches to learning (skills) and reflect on how they were used. Students must demonstrate all positive attitudes. Students will partake in the final assessment of the exhibition using predetermined rubrics alongside the class teacher.
- B. Teachers – facilitate, support and guide students throughout their inquiry research planning and presentation. Teachers will also address problems as they arise and facilitate solutions. They will monitor the use of primary and secondary resources and access to information, ensure proper citations are used and that students are aware of the school’s academic honesty policy. Paramount to the teachers’ role is their effort to empower students and encourage students to take action as a result of the exhibition. Teachers will assess the exhibition process alongside the students using the predetermined rubrics.
- C. Mentors – work together with the student to set goals (to-do lists and timelines) by ask questions, suggest resources, sort and interpret information, facilitate access to outside sources (interviews, phone calls, experts), keep a detailed journal of the process and reflections throughout the exhibition planning. Mentors can be older students, teachers, other students, parents or members of the community that share a common interest with the inquiry of the student.
- D. Parents – be aware of the process and meaning of the exhibition by attending information sessions and reading materials sent by the PYP coordinator and the grade 5 teachers via Class Dojo channels and/or email. Parents can show support by providing knowledge and resources, however, we encourage complete independence of the project as students need to take full ownership and make this authentically their product. The effort put forth will give them a sense of achievement upon completion. Majority of the project research and display work is to be done during class time at school. Parents and the learning community are all cordially invited to celebrate the student achievements by attending the final exhibition presentations in school.

Monitoring and Evaluating this Policy

This policy will be formally reviewed yearly by the leadership team and language department and revised as needed to adapt to changing best practices and the needs of our learning community.

Appendix 1 – Assessment Strategies

The following are various methods of assessment as outlined by the IBO in *Making the PYP Happen A Curriculum Framework for International Primary Education (2009, p. 48)* that have been identified as best practices in assessing students in the PYP in terms of approaches to assessment.

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 nonparticipant (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.

Appendix 2 – Assessment Tools

The following are various tools of assessment as outlined by the IBO in *Making the PYP Happen A Curriculum Framework for International Primary Education (2009, p. 49)* that have been identified as best practices in assessing students in the PYP in terms of approaches to assessment.

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 redetermined 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. Each school is encouraged to set benchmarks that are appropriate and usable within their particular school context.

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. In depth evaluation of the student's learning, greater insight letter specific criteria – insert chart

Appendix 3 – Student-Led Conferences

Student led conferences give students the opportunity to discuss their work and progress with their parents and caregivers. Students select work under the guidance of their teachers and plan for a meeting to present their portfolio. The benefit of this conference is that it allows students learn to identify work they are proud to show, reflect on it, consolidate their progress and understand the responsibility of informing their parents about their progress.

The following is a sample agenda for student-led conferences in term 2 for a grade 3 classroom:

Activity		Time
Welcome	Escort parents to the classroom and show them to their chairs.	2 min
English Literacy	Read aloud a previously chosen excerpt from a book of your choosing. Share a chosen piece of writing and explain the writing process involved.	5 min
Mathematics and Numeracy	Solve a word problem involving multiplication or division and use the math strategy sentence starters to explain your thinking of how you solved this problem. Demonstrate how to convert units of measurement and use the sentence starters for math to explain your thinking.	5 min
Units of Inquiry (2-3 per term)	Share with your parents what you have learned about “human rights” and “currency and occupations.” Provide evidence of inquiry and evidence of action taken.	7 min
ICT	Demonstrate for your parents how you were able to convert data collected in excel into a bar chart in excel.	3 min
Visual Arts	Share your chosen art pieces, explain how you created them, and explain a peer’s critique of your work.	3 min
Arabic	Read aloud a previously chosen excerpt from a book of your choosing. Share a chosen piece of writing and translate it to English for your parents.	3 min
Physical Education	Explain to your parents your favorite game or activity played in the gym this term. Explain the rules for the game and why you chose this as your favorite.	3 min
Performing Arts	Give your parents a clue about what you will be performing next week during the assembly concert.	2 min
Learner Profile & Attitudes	Show your parents a piece of work that demonstrates your understanding of the learner profile and attitudes.	3 min

The following is a possible way to set up the Student led conference:

<p>Station 1: The first station can be student portfolios. These portfolios contain samples of student work throughout the year. Some of the pieces are selected by students and some by teachers.</p>	<p>Station 2: The second station can be where students walk their parents through the different parts of the inquiry cycle, explaining the research process to their parents. Summative assessment projects can be shown at this station.</p>
<p>Station 3: The third station can be where students show math and literacy work through an actual activity with the parents.</p>	<p>Station 4: This is the final station where parents are encouraged to give feedback on the student work, write ideas about what they would like to see in future conferences, and share something new they learned through this conference.</p>

Appendix 4 – Portfolios

Portfolios are a collection of student learning used to demonstrate creativity, reflection, use of skills, acquisition of language and knowledge, peer and self reflection, highlights of student work as selected by them. Portfolios are maintained throughout the year and discussed at the end of each term.

Time	Person Responsible	Kindergarten 1 & 2	Grade 1 & Grade 2	Grade 3, 4 & Year 5
August-September	Class Teachers	Introduce portfolios by creating personalized pieces such as a title page, self portraits, aspirations and goal setting		
September-October	Class Teacher	Teacher selects the portfolio work and will try to include children in the process wherever possible		Students select portfolio pieces with teacher guidance
	Special Subject Teachers	Teacher selects the portfolio work and will try to include children in the process wherever possible		Students select portfolio pieces with teacher guidance
End of October	Student-Parent-Teacher Conferences			
November-January	Class Teacher	Teacher selects the portfolio work and will try to include children in the process wherever possible	Students select portfolio pieces with teacher guidance	
	Special Subject Teachers	Teacher selects the portfolio work and will try to include children in the process wherever possible	Students select portfolio pieces with teacher guidance	
Mid-January	Student-Parent-Teacher Conferences			
February-April	Class Teacher	Teacher selects the portfolio work and will try to include children in the process wherever possible	Students select portfolio pieces with teacher guidance	
	Special Subject Teachers	Teacher selects the portfolio work and will try to include children in the process wherever possible	Students select portfolio pieces with teacher guidance	
April	Student-Led Conferences			

Appendix 5 – Exhibition Timeline

Task		Date To Complete By	✓
1	Create central idea and decide on lines of inquiry.	September	
2	Form guiding questions you are interested in studying about your issue of interest. <ul style="list-style-type: none"> • How are you going to explore and develop your understanding of the central idea and questions within the lines of inquiry? 	October	
3	Identify learning outcomes and establish assessment criteria. <ul style="list-style-type: none"> • What do you hope to learn about your issue of interest? • How do you think your group should be assessed? Example: <ul style="list-style-type: none"> ○ Journal entries ○ Research skills ○ Social skills – working collaboratively ○ Self management skills – timelines, organization ○ Effort ○ The final product 	December	
4	Identify sources of information and resources. <ul style="list-style-type: none"> • What books, websites, journals, art, field trips, guest speakers will be needed? • Can you conduct interviews or experiments to further your inquiry? 	January	
5	Collect information and re-define questions if necessary. <ul style="list-style-type: none"> • Take NOTES, fill out graphic organizers, etc. • Always write down the sources of your information. 	February	
6	Organize your information. <ul style="list-style-type: none"> • You need to be able to answer questions about your findings with confidence. 	February	
7	Identify the action component of your exhibition.	March	
8	Make a plan of how to present your inquiry results. There are 5 main components of the presentation: <ul style="list-style-type: none"> • Written – report, poetry, persuasive text, etc. • Oral Presentation. • Technology – PowerPoint, Prezi, iMovie, Comic Life etc. • Performing or Visual Arts Component. • Action. 	April	
9	Follow through on your Action component and reflect upon it.	April – May	
10	Practice presentation skills for exhibition.	May	
11	Exhibition Day!	May	
12	Assess the whole process, celebrate and reflect on the achievements made.	May	

References and Resources

Making the PYP Happen, IBO (2009).

Medwell, J., Cooker, L., Bailey, L., Winchip, E., (2017). The impact of the PYP exhibition on the development of international mindedness, critical thinking and attributes of the IB learner profile. The University of Nottingham School of Education.

Exhibition guidelines, IBO (2008).