



ASSESSMENT POLICY



LADY ANDAL SCHOOL

(An IB PYP Candidate School)

'Shenstone Park', 7, Harrington Road, Chetpet, Chennai - 600031

PHILOSOPHY

At Lady Andal School, assessments are considered as an integral part of student growth to promote lifelong learning in all our students. Assessment is an ongoing process of gathering, analyzing, reflecting and acting on evidence of student learning to inform teaching. Students actively engage in assessing and reflecting on their learning and act on feedback from peers to further their learning. Learning goals and success criteria are co-constructed and clearly communicated. In our classrooms, both learning outcomes and the learning process are assessed.

An effective assessment is authentic, clear and specific, varied, collaborative and interactive, caters to an individual's progress rather than their performance in relation to others. It provides detailed feedback for students to reflect on and move forward in their learning journey.

Assessment at Lady Andal School is conducted in order to:

- Build up a clear picture of the student and his or her interests
- Ascertain that learning outcomes are in alignments with curriculum objectives and goals
- Provide authentic and meaningful feedback for students to reflect on their own learning
- Reflect on the effectiveness of the programme
- 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.

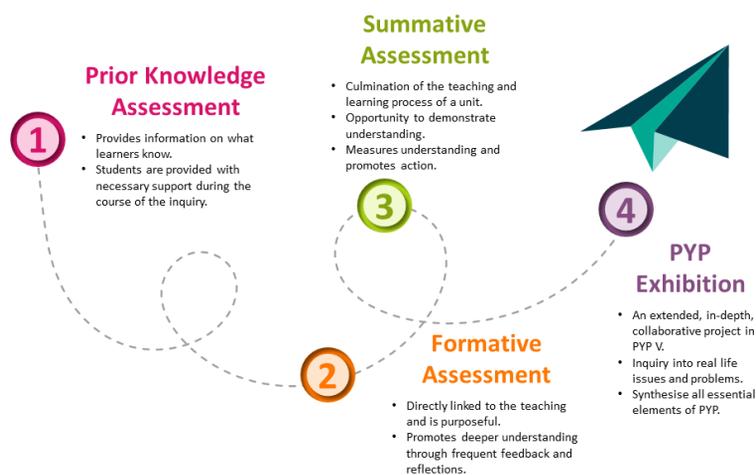
At Lady Andal School, we promote the use of a range of assessment tools and strategies that are designed to give a clear picture of a student's prior knowledge and progress. Examples of these include anecdotal records, checklists, portfolios, continuums and rubrics.

All teachers are responsible for the assessment, evaluation and report generation of the students under their instruction. Each student will be assessed by homeroom teachers and specialist teachers. Students, too have an integral role to play in assessments as they would have various opportunities to conduct self and peer assessments to take ownership of their own learning.

ASSESSING

The assessment of the students' development and learning is an essential component of the curriculum, and helps to inform continued development, learning and teaching. Students are observed in a variety of situations and a wide range of assessment strategies and implemented.

At Lady Andal School, we employ a range of assessment tasks which demonstrate student understanding.



Prior Knowledge Assessment: At the beginning of each unit of inquiry, teachers will assess student's prior knowledge and experience to chart out the learning experiences based on the observations.

Formative Assessment: This provides information that is used in order to plan the next stage in learning. They are directly linked to the teaching and function purposefully together. It promotes learning by giving regular and frequent feedback. Formative assessments foster enthusiasm, encourage thoughtful reflections and develops capacity for self-assessments.

Summative Assessment: This is the culmination of the teaching and learning process of a unit. It gives students the opportunity to demonstrate their understanding. Several success criteria are put forth and assessed carefully. It informs and improves student learning and the teaching process; it measures understanding of the central idea, and prompts towards action.

PYP Exhibition: This is an example of a summative assessment. It is the culmination of the entire PYP programme. It happens in the final years of the Primary Years (Grade 5 at Lady Andal School) which aims to celebrate and share students' learning with the whole community. The entire process is a student-driven one where they are expected to develop and present their own collaborative unit of inquiry that showcases all the essential elements of the PYP and the attributes of the learner profile.

RECORDING

PYP assessments has four dimensions: monitoring, documenting, measuring, and reporting. Each dimension has its own importance and value. Assessing the students' prior knowledge and experiences as well as monitoring their achievement will enable teachers to plan and refine their teaching accordingly.

At Lady Andal School, our PYP educators use a range of methods and approaches to gather information about student learning. They record this information using a variety of tools and strategies.

Assessment Strategies:

- **Observations:** All students are observed regularly, with the teacher focusing on various aspects including whole group to individual participation. Student interactions, general classroom behavior, student responses, application of concepts and development of skills etc. are continually monitored.
- **Performance Assessments:** All assessments are goal-oriented with pre-established success criteria. Assessments provide authentic and significant challenges and real-world problems for the students to delve into. These tasks are generally open-ended and students have the choice to approach these problems in more than one way. Audio, video and narrative records are often used for this kind of assessment.
- **Process-focused assessments:** The development of student skills are observed and recorded regularly. Collation of multiple observations and synthesizing evidences from different contexts help teachers to provide continuous feedback to students. These assessments focus on the effectiveness of the research conducted, the development of skills, student behaviours in different contexts, with synthesis of evidence.
- **Selected Responses:** These assessments consist of uni-dimensional exercise. Tests and quizzes are the most familiar examples of this form of assessment.
- **Open-ended Tasks:** In these tasks, students are presented with a stimulus and asked to share their ideas and thoughts. These could be a brief written answer, diagrams, solutions etc. These tasks, along with their success criteria will be co-constructed with the students and shared in their portfolios.

REPORTING

In the PYP, reporting on student growth and learning is an essential part of the programme. Lady Andal School adopts a variety of reporting strategies to keep the students, the teachers and the parents in loop for the holistic development of the child. Some of the reporting strategies are mentioned below:

Student Portfolios: This is a personalized folder consisting of the highlights of student achievement throughout the primary school. During the year, students and teachers gather examples of work that show progression in learning in all areas. The students, parents and teachers have the opportunity to share the portfolio together at the end of each term. Such portfolios are memorable collection of every student and a great resource to track progress of the child.

Report Cards: These formal documents are distributed at the end of each term, and report on student achievement and areas of growth in all subject areas. They also comment on the extent to which the student exhibits each of the learner profile attributes. The homeroom teacher crafts an individualized summary of the child's overall performance for the term.

Student-led Conferences: Arranged through the homeroom teachers in the PYP, student-led conferences are a unique time for PYP students to walk their parents or guardians through what they have been learning at school, and to highlight their personal growth, challenges and achievements. Students will guide their parents or guardians through the contents of their portfolio, discussing the objectives of each included item and indicating their successes and room for growth; often, goals are set for the following term. Teachers are present, but stand apart from the conferences.

Parent-teacher Interactions: These meetings between teacher and parent(s) are meant as a time to touch base, share initial classroom observations, and to collaboratively discuss goals for the year ahead. Parents are invited to meet with each teacher and bring questions and comments in preparation for the conversations. The curriculum and the child's overall performance are discussed and then revised accordingly as per mutual suggestions.

Toddle: Toddle is a leading planning and reporting platform for the IB PYP. It has interlinked all elements and tasks to the IB ideology. Catering to schools globally, Toddle is an integrated (educational) management platform.

Toddle provides coordinators, teachers, students and parents with a more efficient alternative to paper forms, Word docs on shared drives, and Excel spreadsheets. Toddle's aim is to enhance efficiency in education globally. This includes providing better curriculum building tools, assessments, and visible analytics for teachers and administrators, easy access to student work, unit and class calendars and reporting from our parent and student portals, as well as customizable project-based learning and service learning tracking for students.

All Parents will receive Toddle account information once their child has been enrolled and parents can keep track of their children's academic progress online. Academic reports can be accessed by the parents on Toddle. The students can easily use Toddle for their learning engagements as well.

ACADEMIC HONESTY

An academic honesty policy ensures that a school's procedures for this practice are transparent, fair and consistent. It describes the rights and responsibilities of all members of the school community so that everyone understands what constitutes good practice, and misconduct, and what actions are to be taken if there are transgressions. The policy should be dynamic and ensure that students are taught good practice in all aspects of their work. *(Academic Honesty in the IB educational context)*

The students at Lady Andal school are expected to work with integrity and complete honesty. They are to submit work which is authentic and not plagiarised from sources. If inspired from an available resource, due credit to the author should be accorded. The teachers will be the epitome of honesty in the academia; they are in possession of documents on principles, rules and practises of Academic Honesty. An emphasis is made by every teacher both in and out the classroom environment on the authenticity that is required in a student's words and actions.