Assessment Policy

CONTENT

Crossroads International School is a candidate school* for the International Baccalaureate (IB) Primary Years Programme and pursuing authorization as an IB World School.

IB World Schools share a common philosophy—a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programmes of international education that share a powerful vision.**

*Only schools authorized by the International Baccalaureate can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme or the IB Career-related Certificate (IBCC). Candidate status gives no guarantee that authorization will be granted.

For further information about the IB and its programmes, visit www.ibo.org

VISION

Crossroads International School aims to build, hone, and nurture a community of thoughtful, compassionate, and balanced world citizens, who are committed to living with social responsibility, confidence, and strength of character.

MISSION

Our mission is to foster authentic learning and nourish young minds by providing creative spaces that encourage students to evolve as lifelong, self-regulated learners. We aspire to develop caring and open-minded individuals who will aid in building a better world through global understanding and inter-cultural respect.

IBO MISSION

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.
These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

ASSESSMENT POLICY

PHILOSOPHY

Assessment is the reflection of the holistic learning environment that is inquiry based, connected across the curriculum and grounded in real life experiences. It is an ongoing process of gathering data and analysing it to inform teaching and learning.

OBJECTIVE

At **Crossroads International School**, the key objective of assessment is to provide feedback and feed forward on the learning process, which helps faculty to identify student strengths and to understand our learner. Assessments in CIS include the 4 dimensions of assessment: Monitoring, Documenting, Measuring, Reporting. This helps teachers to monitor and report progress and growth to the learning community.

Assessments are used in Crossroads International School to provide specific, constructive and timely feedback on:
- the learning process
- the acquisition of subject-specific knowledge and skills
- the understanding of concepts
- the development of approaches to learning
- the development of learner profile attributes

The data gathered from these assessments enable teachers to plan and refine their teaching strategy. Teachers ensure specific, constructive and timely feedback on the development of knowledge, conceptual understanding and skills.

PURPOSE OF ASSESSMENT (WHY)

ASSESSMENT ENCOURAGES THE LEARNER TO:	ASSESSMENT ALLOWS THE PARENT TO:	ASSESSMENT PRACTICES TEACHERS ENSURE:
- Demonstrate a range of understanding of conceptual knowledge, skills, dispositions & actions - Acquire attributes of the IB Learner Profile - Evolve as a global citizen - Become a lifelong learner - Reflect on their own learning to set goals for themselves - Co-construct success criteria for different engagements. - Affirm and extend their own learning - Self correct their misconceptions - View failures as opportunities for improvement	- See evidence of students learning and development - Develop an understanding of the student's progress - Get opportunities to support and celebrate student's learning - Confer with the teacher during various SLC and other reporting events - See portfolios of student work as evidence of their learning -Consult the resources for more information about different assessment types - Ask clarifying questions to under student progress better	- Give specific, constructive and timely feedback - Gather evidences which help in making conclusions - Take into account a variety of learning styles, multiple intelligences and abilities including different cultural context - Collaboratively review and reflect on student performance and progress - Provide evidences that can be effectively reported and understood by the whole school community - Provide information about teaching and learning as well as the needs and success of individual students - Feedforward giving students tools and strategies to move ahead from where they are - Provide a range of evidence to monitor student progress - Adjust teaching in response to students' learning needs

WHAT TO ASSESS?

At CIS, teachers spend time in reflecting on what needs to be assessed. Assessment helps them inform learning and teaching practices. Teachers plan for and provide opportunities for:

- Acquisition of knowledge
- Conceptual Understanding
- Demonstration of Skills
- Development of Skills
- Developments of Dispositions
- Where students are in their learning journey
- Explore and Engage in Inquiry
- Multiple contexts to make connections with the real world
- Learn Collaboratively
- Take meaningful action

TYPES OF ASSESSMENTS AT CIS

- **Prior Knowledge Assessment**
  Pre-assessment is done prior to beginning a unit of inquiry or a concept within and outside the Program of Inquiry. This helps teachers to plan units responsively based on student's understanding and needs.

- **Assessment for Learning and Assessment as Learning**
  These assessments provide information to the teachers and students to find out what they already Know, Understand and can Do (KUD) in order to build upon their previous knowledge and foster further learning and growth. A variety of methods are used by our teachers to know and inform the students about how learning is progressing.

- **Assessment of Learning**
  This assessment is taken after the completion of a unit of inquiry or a particular concept. It also assesses student understanding of the central idea, key and related concepts and promotes student's Action.

- **Self-assessment and Reflection**
  Opportunities for self-assessment and reflection are given on a regular basis in classrooms, particularly as a part of the IB planners. Collections of children's work that are designed to demonstrate successes, growth, higher order thinking, creativity and reflection, which provide students with an opportunity to carry out self assessment of their learning.

- **Knowledge Based Assessment**
  Knowledge Based Assessments are generally conducted at the end of the unit to assess the acquisition of content knowledge during a particular unit.

- **Exhibition**
  By the end of the PYP, which is Grade 6, students carry out an extended, in-depth, collaborative project known as the PYP exhibition. 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. Students collectively synthesize all of the essential elements of the PYP in ways that can be shared with the whole school community.
  The exhibition represents a unique and significant opportunity for students to exhibit the attributes of the IB Learner Profile developed throughout their engagement with the PYP. It also provides the school and students with a wonderful opportunity to celebrate the transition of learners to the next phase of their education.

Assessment is a powerful tool to support lifelong learning. Teachers provide enough opportunities for students to assess themselves and their peers. They get opportunities to design the success criteria collaboratively. It allows them to experience success and reflect on their learning goals.

HOW TO ASSESS?

Assessment at CIS is an on going process. It has four dimensions which provides evidence at different stages of learning and teaching. They are:

❏ **Monitoring:** checks for progress against learning goals and success criteria.

❏ **Documenting:** is compiling all evidence of progress which can be done digitally or physically. It helps make learning visible and is shared with others.

❏ **Measuring:** ensures teachers capture what the student has learned. It helps collect data points which can be analysed and used to further inform learning and teaching.

❏ **Reporting:** on learning informs the learning community about their progress in terms of acquisitions of knowledge, development of conceptual understanding, skills and dispositions.

Monitoring	Documenting
❖ Observations ❖ Performance Based ❖ Process focused ❖ Open-ended tasks ❖ Questioning ❖ Reflection ❖ Oral assessment	★ Learning Logs ★ Learning Journals ★ Portfolio ★ Student Work ★ Anecdotal Records ★ Self/Peer Feedback
Measuring	Reporting
❏ Single Point Rubric ❏ Checklists ❏ Co constructed Criteria	➔ Three Way Conferences ➔ Reports ➔ Student Led Conferences

At CIS teachers strive to clearly outline assessment tools and strategies in Units Of Inquiry and single subject planning. This is done collaboratively between the teachers, the PYP coordinator and the Principal.

The following will be kept in mind when planning for the assessment:

- Choosing an assessment tool which is aligned with the success criteria.
- Identifying focus areas and concepts for assessments
- Providing students with a clear success criteria which include Learner Profile Attributes and Approaches to Learning

How Do We Monitor Assessments?

- **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).

- **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.

- **Performance based tasks**
  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.

- **Processed Focused Assessments**

  The students' skills are observed often and regularly and the observations are recorded by noting both typical as well as nontypical behaviours. Teachers collect multiple observations to enhance reliability and synthesise 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, narrative descriptions, fieldwork and journal writing are common methods of collecting these observations

How Do We Document Assessments?

- **Photographic evidence and Videos**

  Assessments go beyond a paper and pencil, giving students an opportunity to work collaboratively and use their creativity and imagination. Photographic evidence and Videos are snapshots or visuals of students engaged in such an assessment.

- **Reflective Tools**

  Tools such as Visible Thinking Routines and graphic organizers are used extensively to record student thoughts making their thinking and learning visible to the different stakeholders. This allows students to become lifelong learners moving towards agency and self efficacy.

- **Sketchnoting**

  Sketchnoting is a creative and original process which gives students an opportunity to make their learning visual and visible. It strengthens metacognition, connection building, memory and focus in students.

- **ICT Tools**

  Tools such a Jamboard, Padlet, Wakelet, Kahoot, Wordwall are used to document student learning and assessment at CIS. These tools are extensive records of student thought process, prior knowledge and connections made during the various units and stand alone subjects.

- **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.

- **Portfolios**

  Portfolios are a purposeful collection of a student's work designed to demonstrate students' progress, achievement, creativity and reflection. As a holistic assessment tool, the portfolio must include contributions from all areas of a student's school life and include all areas of the curriculum that are evident in the student's report. Teachers are responsible for monitoring the student portfolio content, for both the teacher selected and student selected entries.

How Do We Measure Assessments?

- **Rubrics** *(which may be collaboratively compiled with the help of students)*

  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.

- **Checklists** *(which may be collaboratively compiled with the help of students)*

  These are lists of information, data, attributes or elements that should be present. A mark scheme is a type of checklist.

- **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.

How Do We Report Assessments?

The 3 major stakeholders of a student's learning are the teachers, the student and the parents. The following modes are used to provide feedback of the student's learning to the stakeholders.

The Written Report

This includes a detailed report card that is distributed to the parents twice in an academic session. The written report notifies the student's performance in the transdisciplinary units, subject-specific learning and the PYP essential elements.

Conferences

- **Teacher–student:** The teacher-student meetings are held regularly within the school time. Whereby, the teacher gives specific feedback and *feed-forward* to promote growth in learning and development of skills.

- **Parent - Teacher(s):** The parent - teacher meetings are held once in a term. These meetings enable the school to inform the parents about their child's progress and gather background information and cultural context of students' learning. These meetings help teachers to address parental concerns and define their role in the learning process. Parents, guardians are encouraged to keep in regular communication with teachers in the partnership process.

- **Three-way Conference:** Three-way conference involves the students, parents/guardians and teachers. They are held once in each term. Students discuss their learning and understanding with their parents and teacher, who are responsible for supporting the student through this process. The student, parents and the teacher collaborate to establish and identify the student's strengths and areas of improvement. The teacher is an integral part of the entire learning process and takes notes of the discussion.

- **Student Led Conference:** SLC involves the student and the parent. Students take charge of leading the conference and share the learning process with the parents. It may be done through various learning situations. It also involves the students reflecting on the different samples of work they have chosen from the previous and the ongoing units as well as single subjects. The samples that have been selected carefully by the students with teachers' guidance are collated into a portfolio. SLC enables the parents to get a clear insight into the progress of their child. It gives them an opportunity to discuss their strengths, areas of improvement and the kind of work that their child does in school.

ASSESSMENT POLICY REVIEW PROCESS:

The assessment policy will be reviewed by a team of teachers once annually in the month of January. This will be shared with the teaching staff for further reflection and comments. The team incharge will include relevant suggestions and submit it as a draft to the leadership team. This draft will be further reviewed by the leadership team to be approved and published by March.

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