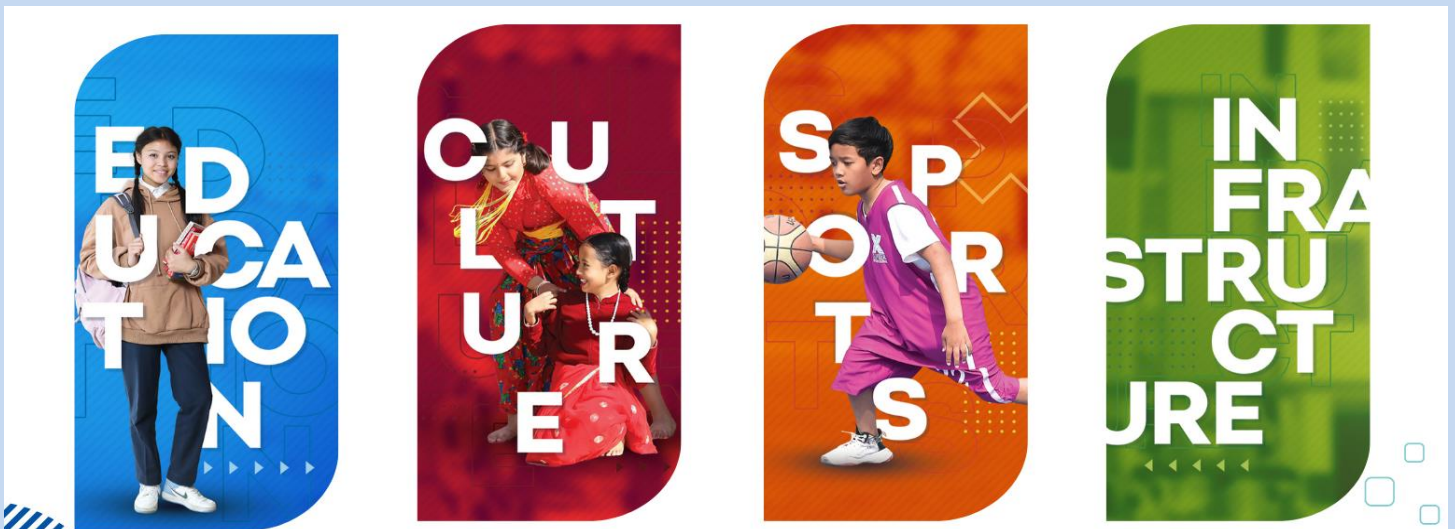




## XIS ASSESSMENT POLICY 2024





## **XIS MISSION STATEMENT**

Xavier International School aims to foster knowledgeable, caring and inquisitive individuals who positively contribute to the global community through intercultural understanding and empathy. We provide a high academic standard, holistic development, and incorporate problem solving skills seamlessly into our curriculum, guiding students to become responsible lifelong learners and peace makers of the world.

## **Why Do We Assess?**

### Philosophy

At Xavier International School (XIS), we think that one of the most crucial instruments to develop students is assessment. It helps us plan and execute our lessons, directs our teaching, and enhances student learning. In order to successfully differentiate instruction, customise learning, and deliver the curriculum to a student's zone of proximal development, assessment is a crucial component. The finest assessments, in our opinion, are ongoing, pertinent, real, and ought to involve all parties involved.

### Purposes of Assessment

Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:

The prime objective of assessment in the Primary Years Program (PYP) is to provide feedback on the learning process. (IB PYP The Primary Years Program – A Basis for Practice, pg. 13)

## **What Do We Assess?**

### Forms of Assessment

#### **Formative Assessment**

Formative assessment provides information that is used in order to plan the next stage of learning. Formative assessment and teaching are directly linked and function purposefully together, while aiming to promote learning by giving regular and frequent feedback. This helps learners to recognize the criteria for success, to foster enthusiasm for learning, to develop the capacity for self-assessment, to engage in thoughtful reflection, and to deepen knowledge and understanding.

#### **Summative Assessment**

Summative assessment aims to give students and teachers a clear insight into each student's understanding. Summative assessment is the culmination of the teaching and learning process and gives the students opportunities to demonstrate what has been learned. It measures understanding of the Central Idea and promotes students toward action.



Assessment should effectively guide students through the five essential elements of the PYP curriculum: understanding concepts, acquisition of knowledge, the mastering of skills, the development of attitudes, and the demonstration of action as a result of learning. Middle School approach to assessment recognizes the importance of assessing not only the products, but also the process of learning.

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### **Assessment Strategies**

#### **Observation**

All students are observed regularly, ranging from group to individual observation. Observations will be particularly useful when assessing some attitudes and/or skills.

#### **Open-Ended Task**

This strategy allows teachers to present students with a stimulus and ask them to communicate an individual, creative response.

#### **Performance Assessments**

This form of assessment meets the individual learning styles of each student and requires the use of many skills. Performances of understanding may take the form of a composition, a research report, a presentation, role-play, or a proposed solution.

#### **Portfolio Assessment**

Portfolios can be used to record learning achievements. Pieces of work are chosen that show level of knowledge and understanding, and that demonstrate skills and attitudes.

#### **Process-Focused Assessment**

Through observation, a system of note-taking and record keeping is created that minimizes writing and recording time: checklists, inventories, and narrative descriptions.

#### **Process Journals**

The use of process journals allows the teacher and student to communicate about the processes of learning and can be used for meaningful and purposeful reflection.

#### **Selected Responses**

Tests and quizzes are the most familiar examples of this form of assessment. The answer might be a brief written answer, a drawing, a diagram, or a solution.

### **Tools**

#### **Exemplars**

These are samples of student work that serve as a benchmark for each achievement level in a scoring rubric.

#### **Checklists**

These are lists of information, data, attributes, or elements that should be present in student work. 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 analyzed 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 learning process.

### **Rubrics**

Rubrics provide an established set of criteria for rating students in all areas. The descriptors inform the assessor of the characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale.

### **The Exhibition**

As a candidate school, XIS PYP students have only tried the Exhibition. In Grade 5, students will participate in a culminating project. The exhibition requires that each student demonstrates engagement with the five essential elements of the PYP program—knowledge, concepts, skills, attitudes, and action. It is also an opportunity for the students to exhibit the developed attributes of the Learner Profile.

The exhibition takes place under any of the six transdisciplinary themes, at the discretion of the school. For further details of the PYP exhibition, see pages 53 and 54 of Making the PYP Happen.

## **How Do We Assess?**

### **Documenting Progress, Grading, and Reporting**

The processes of documenting progress, grading, and reporting at XIS are unique to each program. Each of these processes is outlined below.

### **Primary Years Program (Grades 1–5)**

PYP teachers are expected to keep anecdotal notes on every student and record their observations. Accurate observations help meet the needs of individual students and facilitate curriculum planning.

These observations are ongoing, focused, and varied. Assessments that indicate level of prior knowledge, as well as formative and summative assessments, are used to inform the teacher and student of the next stages of learning. Opportunities for self-assessment and peer assessment will be given.

#### Documenting progress in the Units of Inquiry

Each Unit of Inquiry involves prior knowledge assessments, other formative assessments, and a summative assessment to ensure understanding of the Central Idea. Many different tools such as checklists, rubrics, and thinking routines are used to document learning and progress.

Students are also expected to engage in reflection and self-assessment in relation to attitudes and the Learner Profile, which will be kept in the student's assessment folder.

#### Documenting progress in single-subject areas

Each single-subject area has developed appropriate assessment tools to be used with students in the PYP, reflecting both talent and progress. Assessment in single-subject areas reflects the same principles as those in the Units of Inquiry.

#### Inclusive assessment



XIS acknowledges the variety of abilities and the individuality that exists in the academic, personal, and social aspects of development. Differentiation of instruction, considered exemplary practice in all circumstances, is one manner of dealing with learning exceptionalities. Inclusive assessment techniques may be appropriate in some instances for students with identified and documented learning needs.

### **Middle School (Grades 6–10)**

#### Criterion-related assessment

The Middle School identifies a set of objectives for each subject group. These, in turn, are directly related to the assessment criteria of that particular subject group. The level of student success in reaching the objectives of each subject group is measured in terms of levels of achievement described in each assessment criterion.

#### Determining a grade during the program

The teacher must communicate to students achievement levels in each of the criteria. The overall subject grades must be based on the levels achieved in all of the criteria in that particular subject. To support the development and use of transparent grading systems, XIS requires that:

- the IB 1–7 grading scale is used in conjunction with modified general grade descriptors that provide written descriptions of each grade
- teachers validate the reliability of the grading process by standardizing their understanding and application of the criteria before deciding on achievement levels

#### Recording assessment in the Middle School

Middle School teachers at XIS are required to document assessment data on all their students. This data will be used when determining a level of achievement for a student in each criterion.

#### Internal Standardization

If more than one teacher is teaching the same subject group, the process of internal standardization must take place before final achievement levels are awarded.

- The process involves teachers meeting to come to a common understanding of the criteria and achievement levels and how they are applied. In doing so, teachers increase the reliability of their judgment.
- Middle School has facilitated this process by putting in place a weekly subject group teachers meeting. This meeting gives them the opportunity to learn and reflect on their specific issues and make a combined decision on the issue (or about a certain student). As all schools face variable challenges in the consistency of practice such as staff changes, changes in the number of students or changing education demands, documentation and standardization helps prevent schools from falling prey to ‘assessment creep’ (changing assessment judgment over time).
- Middle School students also participate in the standardization process by selecting evidence that best represents their intended learning goals. This enhances student understanding of the expected outcomes and criteria. This is closely linked with developing their skills for self and peer assessment.

#### **Learning Support and Reasonable Adjustment**

- A reasonable adjustment is an action taken to remove or decrease a disadvantage faced by students with learning requirements.



- A reasonable adjustment could be unique to a specific student and may include changes in the presentation of the test or method of response. Where reasonable adjustment involves changes to specific aspects or specific criteria of the assessment, the overall learning outcomes remain the same.
- Middle School supports the principle of “Reasonable Adjustment” for a student with Special Education Needs (SEN) and English Language Learners (ELL). XIS has a strong SEN department where students with special needs are provided with support and innovative solutions to access the Middle School curriculum framework, including internal assessment.
- Some of the examples of reasonable adjustment that the school currently provide include:
  - Reading out the questions for the student who feels anxious reading them during exams.
  - Relaxing the provision of a timed test to enhance student performance.
  - Additional teacher support in separate classrooms (Please also consult “Inclusion Policy” for more details about the learning support for Special Needs Education at XIS).
- Students with more challenging learning requirements may require modifications to the subject-group objectives/assessment criteria or assessment criteria descriptors. If the students participate in the programme with modifications to the required Middle School curriculum framework, the IB is not able to validate grades or award the Middle School certificate. Students who complete the community project in Middle School year 4 are eligible to receive IB-validated Middle School results.

### How Do We Report?

**A. Conferences:** The purpose of conferences is to share information between teachers, students and parents about the overall development of the student, set goals and celebrate student progress in learning. XIS builds several conferences into the school calendar. Parents, teachers and/or students may participate depending upon the purpose. Additionally, parents, teachers or students may schedule a conference on a need basis.

Conference type	PYP (Preschool)	PYP (G1-5)	Middle School (G6-10)
<b>Teacher-student (Goal-setting conference):</b> Teacher-student conference will take place four times during the school year. First meeting will be scheduled during the first week of the school, while the rest of the three conferences will be scheduled prior to the end of each term. The teacher-student conference will reflect upon and discuss the child’s progress, previous learning goals and set an individual learning goal for the upcoming term.			





<b>Parent-Teacher-Conference (PTC):</b> Teachers meet the parents individually at the end of the first UOI for PYP and at the end of term 1 for Pre-school and Middle School and share the student portfolio explaining, educating about the student portfolio and the written report-highlighting the student progress.			
<b>Student-Led-Conference (SLC):</b> Student-Led-Conferences are conferences where the children are involved in discussing their work and progress with their parents. They are of particular value because the students reflect on their performance, select topics or work examples, and share the responsibility of informing their parents. SLC will take place upon completion of the second term.			
<b>Student-Parent-Teacher-Conference(SPTC):</b> Student-Parent-Teacher-Conference will take place at the end of the third term for the entire school. These conferences provide a setting for the teacher, student and the parent to review a wide range of topics relevant to an individual student.	PTC		
<b>Coffee meeting and Getting to Know:</b> The Parent and teacher of preschool students, grade I, Grade VI and new students in all other grades meet individually after the first two weeks of school. The objective of the coffee meeting is for the teacher and the parent to share each other's expectations and set goals for the child. The Parents and Teachers of Middle School also meet with the same objective and their meeting is named as <b>Getting to Know</b> .			
<b>Need basis Conference:</b> The Parents and teachers can call for a need basis parent teacher conference or student parent teacher conference to discuss their child's progress. Parents can also make calls for short information. If parents have any questions or problems, the homeroom teacher should be their first point of contact. However, if they have further query they are welcome to take an appointment with the Level Coordinators, Principal or Director.			

**B. Written report:** Overall assessment of the student is formally reported through detailed report cards.

**PYP (Preschool):** Preschool students will receive their report at the end of each term, three times a year.

**PYP (GI-GV):** A report on student performance during each UOI will be sent home upon the completion of each UOI. At the end of each term, a written report is provided to the parents.



**Middle School (GVI-GIX):** At the end of each term, a written report is provided to the parents which includes;

- Student achievement level based on the assessment criteria given by the National Curriculum for each subject group. Students will receive an overall score of 4 GPA per subject group assessment criterion. The assessment criteria are directly correlated to the subject group objectives.  
(Note: Parents may refer to the first page in the student subject group notebooks to find the detailed record of each summative and formative assessment conducted throughout the year.)
- An overview of the subject expectation of the term and a narrative of the student performance.
- Student use of the learning skills such as the approaches to teaching and learning.
- Student and parent reflection: This is provided to encourage student and parent reflection, student responsibility, goal setting and strong communication between the student and his/her parents.

**Terminal exam report:** A terminal exam report as mandated by the government will be sent home at the end of each terminal exam for grades IV and up.

**End of Unit Exhibition:** At the end of certain units in Middle School a multifaceted assignment will be presented by the students that serve as their culminating academic and intellectual experience. This will work as an evaluation of student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period, such as a unit, course, semester, program, or school year.

This can take place in various forms: -

- Oral presentations, speeches, or spoken-word poems
- Video documentaries, multimedia presentations, audio recordings, or podcasts
- Works of art, illustration, music, drama, dance, or performance
- Print or online publications, including websites or blogs
- Essays, poems, short stories, or plays
- Galleries of print or digital photography
- Scientific experiments, studies, and reports
- Physical products such as models, sculptures, dioramas, musical instruments, or robots
- Few examples of unit end exhibitions in Middle School are: -
  - Grade 7 – at the end of their unit 1 in Science, students organize an exhibition on sustainable development through alternative energy use.
  - Grade 6- At the end of their unit 2 an interdisciplinary unit between Individuals & Societies and Design, students organize an exhibition on civilization.
  - Grade 9- At the end of their unit 1 an interdisciplinary unit between Language and Literature (English) and Design, students organize a production show on different plays.





- Grade 9- At the end of their unit 2 in Language and Literature (English), students organize Writers' Workshop.
- Grade 6, 7, 8 and 9 - At the end of their unit 2 in Design, students organize an exhibition on different skills they have learnt during their units.

### **Plan for Implementation and Review**

The pedagogical leadership team, the IB Head and the PYP & Middle School Coordinator accept the responsibility to ensure the assessment policy is put into practice. Teachers and administrators will communicate assessment policy to the parents. The Information Technology Coordinator will ensure electronic posting on the school website. The Leadership team will regularly evaluate implementation of assessment policy as evidenced by classroom observations documentations.

This assessment policy will go into effect August, 2024. This document will be reviewed every two years or as earlier as needed by the PYP/ Middle School committee and the pedagogical leadership team.

Published Date: 2<sup>nd</sup> August, 2024

### **Reference:**

Making the PYP happen, A curriculum framework for international education