



**SPRINGDALE**  
INTERNATIONAL SCHOOL

**PYP Assessment Policy  
2022-2023**

## **PURPOSE AND GENERAL PRINCIPLES**

The purpose of this policy is to create and ensure a common understanding of assessment practice in the school developed on the basis of the IB's assessment principle.

This policy is developed by a committee that includes members from the senior leadership team and from the faculty. This policy is subject to review annually and we plan to include students and parents' representatives in the review committee.

### **Assessment policy steering committee members:**

Ms Tasnim Farzana  
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Homeroom Teacher, Kindergarten  
Homeroom Teacher, Nursery  
Homeroom Teacher, Grade 4  
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**Policy developed at 2022-2023**

**To be reviewed at 2024-2025**

**SDIS Vision**

To build a gifted future generation who will cherish our values and become custodians of a just, viable future.

**SDIS Mission Statement**

Springdale International School engages, enlightens and empowers a learning community where students are nurtured to see themselves as people of substance and character so they can contribute to a changing global society.

**SDIS Values:**

1. Gratitude
2. Manners
3. Excellence
4. Self Sufficiency
5. Innovation
6. Resilience

## **IB Mission Statement**

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.

## **IB Learner Profile:**

The aim of all the IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

## **Purpose of Assessment**

The purpose of assessment is to provide feedback and inform teaching and learning. It functions as a means of tracking student progress against objectives by identifying what students know, understand and can do at different stages in the learning process. It involves the gathering and analysis of the evidence on student learning to inform teaching practice and develop all aspects of the IB learner profile.

## **Assessment in IB PYP**

Assessment is central to the Primary Years Programme (PYP) goal of thoughtfully and effectively supporting students through the acquisition of subject-specific knowledge and skills, the understanding of concepts and the development of approaches to learning. The development of knowledge, conceptual understandings and skills requires that both teachers and students demonstrate assessment capability.

### **Assessment in the classroom includes:**

- collecting evidence of students' understanding and thinking
- using representative samples of students' work or performance to provide information about student learning
- documenting learning processes of groups and individuals
- engaging students in reflecting on their learning
- students assessing work produced by themselves and by others
- developing clear rubrics
- keeping records of task

## **Assessment at SDIS**

Springdale International School believes that differentiating between knowledge, skills and understanding is crucial to the development of children's learning. Skills cannot be assessed by tests and they can't reliably be assessed in one single assessment. At SDIS, teachers use a range of assessment strategies and tools to identify the learning stage of each skill in each subject at each age phase.

PYP assessment recognizes the importance of monitoring and documenting the process of inquiry. Through careful observation of the inquiry process, teachers monitor students' ability to make connections across subjects and to apply skills to construct new knowledge.

### **Types of assessment:**

At Springdale International School, we assess student progress and achievements in a variety of ways.

**Formative Assessment** - (Assessment for learning) Formative assessment provides teachers and students with insights into the ongoing development of the students. It runs throughout a unit of inquiry and usually students' prior knowledge, any particular concept is assessed at a time.

Through effective formative assessment, teachers gather, analyze, interpret and use a variety of evidence to improve student learning and to help students to achieve their maximum potential.

**Summative Assessment** (Assessment of learning) Summative assessments are defined as the culminating assessment for a unit, term or course of study. A summative assessment is designed to provide evidence or information for evaluating student achievement against required subject-specific objectives.

### **Self-assessment:**

Self-assessment is a powerful tool to support lifelong learning. At SDIS, whenever and wherever possible, teachers provide opportunities for students to practice self-assessing and self-monitoring so they can internalize their own learning and develop strategies to adjust their learning. Self-assessment involves students reviewing and evaluating their knowledge, conceptual understandings and skills.

### **Peer feedback:**

Peer feedback is a key activity through which students use the structure and language of success criteria to appraise and provide feedback on the learning of others. Peer feedback contributes to learning adjustment as they become ready to accept feedback. They also learn to give feedback that increases their assessment capability.

To support this, teachers model how to provide effective peer feedback by letting the students conferencing in small groups, supporting students to interact with the learning of others etc.

## **Assessing early years' learners**

Students in the early years acquire key learning milestones that are fundamental for future school success. This includes their cognitive ability to reflect on their knowledge, conceptual understandings and skills. A wide range of assessment strategies informs learning and teaching of young learners.

Early years teachers observe how students monitor and adjust their own behaviour, especially at play, in order to:

- build a clear picture of the student and their interests
- identify what and how the student is thinking and learning
- assess the effectiveness of the learning environment on the student's learning
- plan learning engagements for individuals and small groups.

When observing, teachers also document what the students say and do. By listening carefully to the dialogue between students, teachers learn about their current interests, existing knowledge, level of involvement and social skills. Teachers share these observations with students and parents. Collaborating with colleagues, they analyze group interactions, discover strengths, identify learning goals and reflect on the effectiveness of teaching practices.

Our assessment tools include checklist, rubrics, anecdotal notes etc.

## **Reporting at SDIS**

Reporting at Springdale International School takes place in multiple ways. .

- Students are encouraged to regularly discuss assessment and task sheets with their parents and concerns can be directly addressed with teachers as they arise.
- Students produce a Portfolio where work samples from across the curriculum, display the demonstration of learning and achievements.
- Three-way conferences (Parent-Teacher- Student) takes place once a year
- student-led conference takes place once a year

- Schoolwide PTM (Parent Teacher Meeting) is held once a year
- A formal academic report is issued each semester; once in December and the final report card in June.
- Students' learning is reported to the parents through regular posts in Seesaw.
- Besides, a meeting can be held anytime during the year as required and requested by either the Teacher or the Parent; to discuss a student's growth opportunities, support required etc.

Citation:

[https://resources.ibo.org/pyp/subject-group/Teacher-support-materials/works/pyp\\_11162-420424?lang=en](https://resources.ibo.org/pyp/subject-group/Teacher-support-materials/works/pyp_11162-420424?lang=en)

[https://resources.ibo.org/pyp/works/pyp\\_11162-51465?lang=en&root=1.6.2.12.5](https://resources.ibo.org/pyp/works/pyp_11162-51465?lang=en&root=1.6.2.12.5)

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