



Think International School

Think - Inquire - Inspire



ASSESSMENT, RECORDING AND REPORTING POLICY

Philosophy

We believe that assessment is an integral part of effective teaching and learning and includes assessing and reporting on knowledge attainment, skills acquisition, conceptual understanding, attitudes demonstration, and evidence of Action, which are the five essential elements of the Primary Years Programme curriculum framework. We further believe that gathering information about learning, informing learners and other stakeholders, and encouraging learners to self-assess and set learning goals are key elements of planning effective instruction.

Policy statement

Assessment is integral to all teaching and learning and forms a planned part of all instruction.

Assessment is most effective

- when students are involved in the process by understanding why and how they are being assessed and how they may use that information to monitor their learning and to set goals
- when students have a range of different ways to demonstrate their knowledge, skills, and attitudes and have a range of choice in how they may show their learning
- when assessment and self-reflection principles are modeled, explicitly taught and assessed

Purpose

The purpose of assessment is to inform students, teachers and parents of the progress the student is making in relation to identified knowledge, skills and understandings. Assessment data can be used to guide or make educational decisions including: teaching and learning, class placement, diagnostic, programme and policy development.

Assessment is used to

- provide information about what students know, understand, and achieve
- plan future learning
- guide students to monitor their learning and set goals
- inform parents about their children's progress and to celebrate their achievements
- to monitor the effectiveness of teaching and learning programmes.

Functions of assessment

1. Diagnostic: takes place before a learning engagement to assess learning readiness – pre assessment
2. Formative: takes place throughout learning to provide feedback to learners and information to allow teachers to plan and modify instruction
3. Summative: takes place at the end of a learning engagement to measure achievement and to assess the effectiveness of instruction.

Guidelines

Ongoing formative assessment takes place throughout the school year. Information from these regular assessments is used to inform future planning, to ascertain the levels at which students are working, to inform goal setting and to report to students and parents. Summative assessments are included within each Unit of Inquiry. A range of standardised assessments are completed at the beginning of each Term for Language (English reading and writing) and Mathematics.

Assessment will include:

- using representative examples of students' work/performance to provide information about student learning
- collecting evidence of students' understanding and thinking
- 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
- identifying exemplar student work
- keeping records of test/task results.
- exit cards

Recording will include

- Anecdotal notes
- Students work including
- Seesaw online portfolio
- UOI Journal
- Google classroom
- Standardised assessment data kept in folders in PYP office
- Continuous standardised assessment data recorded on the Think Drive.

Conferences

There are three formal conferences scheduled each school year, each with a slightly different focus.

1. Teacher Led Conference

- Held in October
- Led by the teacher
- May include the student
- Used to set expectations for the school year and to determine any specific needs of the student
- The teacher can also outline learning goals

2. Student-led Conference

- Held in March
- Led by the student who shares their learning with reference to their portfolio

3. Three Way Conferences

- Held in May
- Led by the teacher
- Includes parents and the student
- Used to share progress, celebrate successes, and to set goals

Official School Reports and Leaving Records.

Official school reports are sent home twice a year at the end of the first and third terms.

1. Student achievement is recorded on the TIS approved reports.
2. Reporting of attainment uses three descriptors:
 - working towards year level expectations
 - achieving at year level expectations
 - achieving above year level expectations
3. Reporting of effort uses three descriptors: Excellent(E), Good (G)and Needs Improvement (NI).
4. Students who attend school for less than half the reported period, may receive an academic summary report.
5. When a student leaves TIS they will receive a withdrawal letter from the school stating dates of enrollment, language of instruction and curriculum followed.

Assessment, Recording and Reporting Annual Schedule

	Assessment	Recording	Reporting
Term 1 (Aug- Dec)	Continuous Assessments for each unit: Language (English and Chinese) Maths Social Studies Science PSPE Music	Excel sheets per unit saved on the Think Drive.	Parent/Teacher Conference Full Written Report (December)
	Standardised Assessments Narrative Writing Samples Wigan Mathematics PM Benchmarks	Excel sheets saved on the Think Drive.	
Term 2 Jan - June)	Continuous Assessments for each unit: Language (English and Chinese) Maths Social Studies Science PSPE Music	Excel sheets per unit saved on the Think Drive.	Student-led conferences (March) Three-way Conference (May) Full Written Report (June)
	Standardised Assessments Narrative Writing Samples Wigan Mathematics PM Benchmarks	Excel sheets saved on the Think Drive.	