

Japanese International School

Assessment Recording and Reporting Policy

1.0 Philosophy and beliefs

‘Through a positive learning environment, the Japanese International School respects the diversity of its community and provides quality education by empowering students to think, create, discover, solve problems, become responsible citizens, and achieve their personal best.’ JIS Mission Statement

1.1 - At JIS we believe assessment is an integral part of planning, teaching and learning, in order to support students to achieve their personal best and continue to grow.

1.2 - The purpose of assessment is to reflect upon our teaching and learning, providing a clear picture of: acquisition of knowledge, conceptual understanding, approaches to learning, and the decision to take action. Assessment also provides evidence of the development of the IB Learner Profile. It provides documentation of the learning process for all the stakeholders and allows for meaningful feedback to parents and students about progress.

1.3 - Assessment at JIS guides future planning, identifies areas for improvement, and addresses the process of inquiry as well as the product. Assessment design is both “backward by design” (success criteria identified in advance) and “forward by design” (it takes into consideration learning that goes beyond what is planned). Through reflecting, self-assessment, drawing upon feedback, self-adjusting and selecting evidence, students are empowered to become ‘assessment capable’, empowered to take ownership of their learning.

‘The purpose of assessment is to inform learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know understand and can do at different stages in the learning process.

Effective assessment that achieves this purpose provides valuable information to understand what constitutes to learning and how to support it, and is meaningful to all members of the community.

Students become active, self-regulated learners when they are actively engaged in assessment and act on constructive feedback. This helps them reflect on their progress, set goals for their learning and engages them in making decisions about what they need to do to achieve these goals.’

Purpose of Assessment in *PYP Principles into Practice*, International Baccalaureate Organisation, 2018

‘Assessment should be diverse and relevant to the learner, allowing for differentiated assessments with different entry and exit points. The purposes and outcomes of the assessment process should be explicit to all. Elements of social interaction and personal growth should be part of the assessment process.’

Learning Diversity in the International Baccalaureate Programmes, International Baccalaureate Organization 2010

2.0 Strategies and Tools for Assessment at JIS

We strive to utilize a balanced programme of assessment that:

- 1) Provides feedback, to feed forward, on the learning process
- 2) Informs practice and child-centred goals
- 3) Evaluates programme effectiveness

2.1 - Effective Assessments:

Allow students to	Allow teachers to
<ul style="list-style-type: none"> • Be an active part of the assessment process • Share their learning with others • Demonstrate a range of knowledge, conceptual understanding and skills (Know, Understand, Do) • Use a range of learning styles, intelligences and abilities to express their understanding • Know and understand in advance the co-constructed success criteria • Set themselves goals and take their learning further • Understand their strengths and areas for improvement • Be reflective and engage in both self -assessment and peer assessment • Learn in the context of real-life experiences that could lead to further inquiries and action • Engage in local and global contexts and understand differing points of view • Analyse their learning, understand what needs to be improved and master the skills required to do so, moving from self-assessment to self-monitoring and self- adjustment • Progress along their own developmental continuum • Take ownership of their own progress 	<ul style="list-style-type: none"> • Modify and extend every stage of the teaching and learning process • Refine differentiation practices • Plan in response to student inquiries and interests • Develop and co-construct expected success criteria • Gather evidence from which sound conclusions can be drawn • Provide evidence that can be effectively reported and understood by the whole school community • Collaboratively review, moderate and reflect on student performance and progress • Support students in goal setting • Identify where and when students are most ready to learn and be challenged • Take into account a range of learning styles, intelligences, abilities and different cultural contexts • Assess student work analytically and holistically • Assess their own practice and identify goals for improvement in an ongoing manner
Allow parents to	Allow the school to
<ul style="list-style-type: none"> • See evidence of their child’s learning and development • Become aware of their child’s strengths and areas for development • Develop an understanding of their child’s progress • Provide opportunities to support and celebrate their child’s learning • Develop an understanding of the PYP curriculum framework and aims of the programme • Develop confidence about, and show support for, the teaching and learning taking place in the school • Learn about their child’s current interests, existing understandings, levels of improvement and social skills 	<ul style="list-style-type: none"> • Reflect the school philosophy • Build a community of practice with shared approaches and a common language • Align teaching, learning and assessment, develop a fuller picture of assessment as an ongoing process as opposed to a single even in time • Identify ways of working that can be transferred from teacher to teacher and encourage greater consistency and quality over time • Ensure that assessment practices are meaningful • Develop an environment of trust and respect by demonstrating, as a school, a model for continual improvement where everyone is held accountable • Ensure that students are meeting standards set by school and comparative systems (scope and sequence documents and standardized assessment materials) • Identify learning trends within the school

2.2 - Strategies for assessment include, but are not limited to:-

- Observations
- Self – assessments
- Peer assessments
- Performance-based assessments
- Process-focused assessments
- Selected responses
- Open-ended tasks
- Diagnostic interviews
- Video evidence
- Teacher – student conferences
- Early screening for language and mathematical development

2.3 - Tools for assessment may be:

- Reflections and feedback
- Rubrics
- Exemplars
- Checklists
- Anecdotal records
- Continuums
- Diagnostic interview forms
- Concept maps
- Exit cards
- ‘Bus stop’ strategy
- Think-pair-share
- Open-ended questions

For more information on strategies and tools for assessment please refer to *PYP Principles into Practice*: Learning and Teaching – Assessment (IBO, 2018)

2.4: Feedback

At JIS, we recognise that feedback has been identified as one of the teaching practices with the most effect. In order for it to be effective, feedback is:

- Timely
- Specific
- Feeds back: What did they do?
- Feeds forward: Where to next?

It may focus on:

- Knowledge, understanding or skills
- The learning process
- Self-regulation skills

The following “ladder of feedback” provides a useful structure:



<u>4. Suggest</u> Make suggestions for improving work. (Blend with step 3).
<u>3. Question</u> Focus on aspects of the work, not the person Avoid ‘absolutes’: what’s wrong is... Use qualified terms to encourage thinking: “I wonder if...” “It seems to me”
<u>2. Value</u> Specific strengths (not just ‘good work’).
<u>1. Clarify</u> Ask clarifying questions. (Avoid suggestions at this point).

Adapted from Ritchhart (2015)

3.0 - Communication with parents

At JIS, we communicate our assessment data with parents in a variety of ways. Reporting involves parents, students and teachers as partners and is comprehensible, honest, fair and understandable to all parties. Reporting at JIS takes the form of written reports, parent-teacher conferences, 3-way conferences, student-led conferences, the reflective portfolio and Class Dojo communications.

3.1 - Written Reports

After each unit of inquiry, teachers create a written report to parents which includes comments on development of the learner profile and each of these elements:

- the acquisition of knowledge
- the understanding of concepts
- approaches to learning (skills)
- the decisions to take action

The writing of this report is a collaborative effort of all teachers involved, including specialist teachers who have integrated with the unit. Student reflection is also an integral component of the report and parents have the opportunity to comment. The timing of these reports is flexible in order to allow teachers and students to reflect on their learning, but as a guide these reports should be ready for editing within 3 weeks of the unit’s completion.

In January and June, teachers report on student’s development in language, mathematics and social and emotional development, in conjunction with Learner Profile attributes. Mandarin, Japanese, PE and Music teachers also report at this time.

3.2 - Parent-teacher consultations:

The aims of the parent-teacher consultations are: for teachers to establish a relationship with the parents; for teachers to learn about the child from the parents; for teachers to share development so far (academically and socially) and for teachers and parents to discuss possible areas for further development. Appointments are made in November of each academic year. JIS also has an ‘open-door’ policy which ensures that parents wishing to schedule extra time to discuss their child’s progress may do so at any time.

3.3 – ‘3-Way’ Conferences

3-way conferences are held in March and involve the student, parents and teacher meeting to discuss progress so far and set future goals. The students’ guided self-reflection and choice of work to share is an essential part of the preparation for this conference. Teachers ensure that all participants have a clear understanding of their roles prior to the conference, to make the time as productive as possible.

3.4 - Student-led Conference:

Students share their learning and progress each year at the Student-led conference in June. Students are responsible for leading the conference. They reflect upon their learning and celebrate their achievements with their parents, using their portfolios to illustrate their learning journeys. Students have access to the classroom and school building that enables them to share with their parents all aspects of their learning and school life. The conferences are carefully prepared and students and parents are helped to understand their roles before the conference. The school is closed for the day for these interviews to take place.

4.0 - Reflective Portfolios:

Student reflective portfolios are developed by students and teachers to give a reflection on learning. -Student voice, choice and ownership is integral in portfolio development. The portfolios reflect all aspects of our curriculum and allow for an open ended layout and creative choices. All work is clearly annotated to give a context for its choice and the learning it demonstrates.

4.1 - Our student portfolios are an important part of our Assessment, Recording and Reporting programme and this is shared with the students so as to ensure that they value them as an excellent way for them to demonstrate their learning and talents. In addition to sharing the portfolios at the student- led conference, students take them home in November and February, with the opportunity for parents to make reflective comments. This is to encourage further collaborative reflection between parents, students and teachers. Our online communication tool, Class Dojo allows for students to share their work continuously throughout the year and for parents, students and teachers to make reflective comments.

5.0 - Exhibition

In P6, students take part in their culminating project, the exhibition. The exhibition is student-led, with student voice, choice and ownership at the heart of the process. The students are required to demonstrate engagement with the Learner Profile and all elements of the programme. At JIS, the exhibition is a collaborative learning process and the whole community is involved. All stake-holders, staff, parents and students, are clearly informed of their roles in preparation for the process using PYP Exhibition Guidelines (see references), in conjunction with updates from the IB. Students are supported to create a central ideas which encourage in-depth, collaborative inquiry into real-life issues or opportunities. The student’s ongoing contribution and demonstration of understanding throughout the exhibition process, as well as the final exhibition event and the reflection, are essential components of this assessment.

6.0 - Collection and storage of Data

All teachers at JIS are required to keep formative and summative assessment data that is informative, relevant, and that enhances future learning. Each class teacher is required to maintain the **Student Assessment Files (SAF)**. The purpose of the Student Assessment File is to maintain a record of each student’s development and level of achievement throughout their time at Japanese International School. The information kept within the file is for teachers to access and pass on at the end of each school year. The files should be kept in the student’s

homeroom where they are accessible for all teachers. *Work in the SAF file should include relevant feedback.*

6.1 - The contents of the **SAF (P2 – P6)** that must be included are:

- 2 unaided written samples of work per year, showing a range of text types over the long term. The first piece should be completed in the first term, the second in the final term
- 2 pieces of work which shows problem solving skills (i.e. Mathematics Summative Assessment) The first piece should be completed in the first term, the second in the final term
- any assessments completed by the teacher and students at the beginning of the year (spelling, word recognition, comprehension, number knowledge etc)
- Any relevant anecdotal notes

-The contents of the **SAF (R –P1)** include:

- Baseline assessments (reading behaviour; counting; shape, colour and number recognition)
- 2 pieces of writing/ mark making samples with drawing
- 1 oral recount
- Annotated mathematics sample or diagnostic assessment (such as Kathy Richardson ‘Student Interview Forms’)
- Reception: Term 1 gross and fine motor skill assessment (students who need support will have further assessment to monitor progress. P1: Gross motor assessment for students identified with needs in this area; Term 1, fine motor skills assessment (students who need support will have further assessment to monitor progress))

6.2 - The Student Assessment File should be reviewed and updated three times a year:

- at the beginning of each school year,
- by January, before the half yearly report cards are completed and sent to parents
- at the conclusion of each school year by June

6.3 - Alongside the Student Assessment File class teachers will be required to maintain the **Teacher Assessment File** for their class which provides comprehensive information regarding both individual and group reading progress over the year. The Teacher Assessment File should include:

- An up to date Class Record showing students’ progress in Reading Recovery Levels
- Samples of completed Running Records for each student, analyzing their strengths and instructional needs (these should be culled to store only the most recent examples).
- An up-to-date Class Maths Record, which gives an assessment based on the criteria for the Scope and Sequence for Mathematics. Where appropriate (lower grades and children needing further investigation), records of diagnostic maths interviews should also be stored.
- An up-to date Language Scope and Sequence Assessment.

The Teacher Assessment File is passed on to the receiving teacher at the end of each academic year. At the end of each academic year, teachers also meet the receiving teacher to discuss the social and emotional development of each child in preparation for the following August. Copies of class records are stored on the JIS Team Google Drive for easy access by all staff.

6.4 - Parent Teacher Consultation Files

At JIS we believe in the importance of maintaining records relating to our meeting with parents and guardians. **Parent Teacher Consultation Files** enable us to have long term records of discussions with parents and guardians. The file is updated before each Parent Teacher Consultation. Notes are made to discuss with parents and amended during and after the interview where relevant. One of the purposes of these meetings is to develop shared learning or development targets for the students and these should be recorded after each interview. The Parent Teacher Consultation Files are passed on to a receiving teacher in June.

7.0 - Student Support

Our Student Support Team offers further assessment to identify areas of need for children requiring additional support and further challenge. Records are kept electronically for easy access to all teachers. Please refer to the Inclusion Policy for more details.

Student Support also offers diagnostic screening in language and maths for Reception and P1 in order to identify children who would benefit from additional differentiation.

8.0 - Implementation and Review

The implementation of our assessment policy is the responsibility of the whole of the JIS community. The promotion of the policy is the responsibility of the school Principal and the PYP Coordinator. The staff, PYP Coordinator and Principal will be responsible for the monitoring, development and review of this policy. The policy will be reviewed in line with school priorities identified by the School Development Plan.

References

Key Documents

International Baccalaureate Organization (2018). *PYP Principles into Practice*

International Baccalaureate Organization (2010). *Learning Diversity in the International Baccalaureate Programmes*

International Baccalaureate Organization (2009). *Making the PYP Happen*

International Baccalaureate Organization (2008) *PYP Exhibition Guidelines*

International Baccalaureate Organization (n.d.) *Assessment in the PYP: Annotated Examples*.

Retrieved from:

https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=p_0_pypxx_pas_1305_2_e&part=3&chapter=1

Ritchhart (2015). *Creating Cultures of Thinking*. Jossey Bass, CA.

IB Programme Standards and Practices 2014

Standard: C4 Assessment

C4:1

Assessment at the school aligns with the requirements of the programme(s).

PYP requirements

- a. Assessment at the school is integral with planning, teaching and learning.
- b. Assessment addresses all the essential elements of the programme.
- c. The school provides evidence of student learning over time across the curriculum.

C4:3

The school uses a range of strategies and tools to assess student learning.

C4:4

The school provides students with feedback to inform and improve their learning.

C4:6

The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).

PYP requirement

a. Student learning and development related to all attributes of the IB learner profile are assessed and reported.

C4:7

The school analyses assessment data to inform teaching and learning.

PYP Requirement

a. The school ensures that students' knowledge and understanding are assessed prior to new learning.

C4:8

The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

C4:9

The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition

IB Programme Standards and Practices 2020 (To be used for further review, from 2020)

Environment:

Leadership 4.3: The school captures and uses data that informs the quality and implementation of the programme

Leadership 4.4: The school ensures that students and legal guardians are informed of the general characteristics of relevant programme(s) and how the school implements them

Student support 2:1: The school implements and reviews systems and processes to identify the needs of the students

Student support 2:2: The school supports the identified needs of students and evidences this support through planning, policy and practice

Student support 3:3: The school promotes open communication based on understanding and respect

Student support 5:2: The school provides meaningful opportunities for legal guardians to contribute to the development and support of the programme.

Culture

Culture 5: The school implements, communicates and regularly reviews and assessment policy or policies to help create a culture of continuous learning and growth

Culture 5:1: The school implements an reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment

Culture 5:2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements

Culture 5:3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice

Culture 5:4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment.

Culture 5:5: The school describes in its assessment policy the value of assessment for continuous learning and growth.

Culture 6: The school implements, communicates and regularly reviews its IB mandates policies to ensure they are cohesive ad reflect IB philosophy

Culture 6.1: The school implements processes with consideration of the relationship between its IB-mandated policies.

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community.

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies.

Culture 6.4: The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies.

Culture 6.5: The school considers the Learner Profile in all of its IB-mandated policies.

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies.

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development.

Learning

Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment.

Approaches to assessment 1.1: Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation.

Approaches to assessment 1.2: The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment.

Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives.

Approaches to assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes.

- PYP 1: Teachers document and analyse student learning over time to design learning experiences based on data.

Approaches to assessment 2.2: The school demonstrates that assessment practices are formed around conceptual learning.

Approaches to assessment 2.3: The school ensures that from the time of enrollment students and legal guardians are aware of and have access to documentation describing the relevant programme regulations and requirements regarding assessment.

Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments.

JIS staff November 2008 (revised May 09, May 2014) Current revision: June 2019 in line with new Principles into Practice Documents and staff discussions based on this.