

## Bucharest – Beirut International School

### Assessment Policy Primary Years

#### *BBIS Mission*

*Our mission is to build a knowledgeable, self-confident and principled student who is willing to take risks and face up challenges, urged by curiosity, integrity and passion for learning.*

*As educators, it is our responsibility to encourage our students to be caring, thoughtful and respectful, to become open-minded global citizens and promote multicultural understanding.*

#### **Our philosophy of assessment**

We believe that assessment is an essential component of the teaching/learning process, providing a relevant review of students' progress. Assessment is a method for students to acquire skills and knowledge, but also offers feedback to teachers on students' performance and progress helping them adapt their curriculum to students' needs. In accordance with the PYP standards and practices we emphasize also on process of inquiry and the product of inquiry in order to improve the overall learning.

Both formative and summative assessments are invaluable sources of information, as they offer teachers and students a clear view of the state of the learning process and help teachers identify the necessary steps to be taken in each case.

## **In assessing we are guided by the following principles:**

- Assessment is meant to develop skills to support understanding and learning.
- Assessment should be designed using different strategies and tools to be relevant and motivating for students.
- Assessment should be adapted to the students' learning styles.
- Assessment feedback should be clear, prompt and precise.
- Assessment should be followed by students' reflection on their own results.
- Assessment should develop internationally minded students.
- Parents should be constantly informed about the assessment outcomes and students' progress.

## **Assessing: Types of assessment**

### **Formative Assessment**

The main purpose of formative assessment is to monitor students' learning on a regular basis and clarify any misunderstanding that may occur in the process of learning. Teachers can use a variety of both oral and written assessments such as, but not only, pop-up quizzes, presentations, projects, debates, investigations, homework, self-evaluations.

### **Summative Assessment**

Summative assessments comprise all the concepts taught in one topic or/and within one term period to measure student at the end of an instructional stage. The results of summative assessments are important for teachers to verify to what extent the learning outcomes are met by the students. These assessments include the end of unit assessment, the end of term reflection and the standardized tests, in order to assess both student performance and the efficacy of the programme.

## **Recording: Strategies and tools**

The **strategies** are the methods used by teachers when gathering information about a student's learning. Teachers record this information using a variety of **tools**, which are instruments used to collect data. A range of methods can be used to document the evidence of student learning and understanding. These include **observations**, **performance assessment** (audio-video- narrative records), **selected responses** (tests and quizzes) and **open-end tasks** (photographs - drawings - graphic representations).

The assessment **strategies** may be put into practice using assessment **tools**, such as: **Rubrics, exemplars, checklists, anecdotal records and continuums.**

Teachers keep written records of conversations, comments, explanations and wonderings as well as annotated pieces of students' work that form part of a student **portfolio.**

## **Portfolios**

“A portfolio is a celebration of an active mind at work”<sup>1</sup>. Student **portfolios** are maintained for all students within the Primary Years Program. These portfolios are divided into five sections: Self-assessment and Reflection; Summative Assessment; Teacher Selected; Student Selected; and Formal Assessment. Portfolios follow students through their years at BBIS and are shared with parents during student-led conferences, which are held three times/year (by the end of each term). Teachers meet with parents to share beginning of year assessment data during and then meet throughout the year as necessary.

A brief student reflection for each student-selected piece in the **portfolio** Evidence of:

- Literacy development
- Mathematical thinking and skills
- Writing development and skills
- Student learning in Art, Music, PE, Romanian and Mother-tongue
- Student-initiated action (when/if it happens)
- Students as inquirers and producers of knowledge

### *Per term*

PYP Learner Profile Reflections

Evidence of:

- Student engagement in Houses

### *Per Year*

- A current year student photograph on the front cover
- In the term students undertake the PYP Exhibition; all pieces will be student selected and include an exhibition reflection

(Each selection relating to a POI unit will include the Transdisciplinary Theme and Central Idea)

---

<sup>1</sup> International Baccalaureate: (2009) Making the PYP Happen

## Reporting

### **Conferences**

The purpose of conferences is to share information between teachers, students and parents. At BBIS, four structures of conferences are in place:

- Teacher-student: These individual meetings are to give students feedback in order to reflect on their work, they are held every time the need arises.
- Teacher-parent (s): To give the parents information about the student. The parent has to communicate with the teacher about the student's learning environment and culture.
- Student led: The student and the parents are involved. The student is the conference's leader. He/she will discuss and reflect upon his/her work. These conferences must be prepared previously to give the students time to practice their presentation.
- Teacher-student-parent: Here, students are discussing their achievement with parents and teacher: they are identifying improvement and setting new goals. The teacher is taking notes that could use them later in the report card.

### **Written report**

The written report is the summative record of a student's progress. At BBIS, reports are issued three times per year: by the end of each 11-12 weeks term. The report includes the learning outcome based on the transdisciplinary themes, the subject-specific teaching, the learner profile and the transdisciplinary skills.

### **Grading at BBIS in the Primary Years**

At BBIS the assessment standards are progress, achievement and effort. The **progress** is the standard used for the overall assessment and has the following criterias:

- EE: Exceeding expectations
- ME: meeting expectations
- BE: below expectations

The young learners' **Effort** is assessed based on the following scale:

- O: Outstanding
- VG: Very Good
- G: Good
- S: Satisfactory
- I: Improving
- NS: Need Strengthening

As for **achievement**, the marking scale, for both formative and summative assessments is 1-7. The lowest passing mark for all students in all subjects is 4. The achievement grades from 1-7 addresses the essential elements of the written curriculum:

- knowledge
- concepts
- skills
- action
- Assessment

### Progress descriptor

### Achievement descriptor

<b>1</b> <a href="#">Not yet evident</a>
The student has not yet demonstrated his understanding, knowledge or use of skill. The student requires consistent teacher prompting or support to complete work, connect ideas, or take ownership of his or her learning.
<b>2</b> <a href="#">Beginning</a>
The student is beginning to develop his understanding, knowledge or use of skill. The student requires teacher prompting or support to complete work, connect ideas, or take ownership of his or her learning.
<b>3</b> <a href="#">Developing</a>
The student is developing basic understanding, knowledge and use of skill. Student shows basic understanding of concepts and context with occasionally significant misunderstandings or gaps. Student requires support even in familiar classroom situations.
<b>4</b> <a href="#">Achieving</a>
The student can communicate basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Student often demonstrates critical and creative thinking. Student is able to use knowledge and skill with some flexibility in familiar classroom situations.
<b>5</b> <a href="#">Applying</a>
The student has a secure understanding and is able to use knowledge and skills to communicate their understanding of concepts and contexts. Student is able to use knowledge and skills in familiar classroom and real world situations and, with support, unfamiliar real-world situations.
<b>6</b> <a href="#">Extending</a>
The student has a secure understanding and is able to use knowledge and skills to communicate and build upon their understanding of concepts and contexts. Student is able to use knowledge and skills in familiar classroom and real world situations independently.
<b>7</b> <a href="#">Excelling</a>
The student has a secure understanding and is able to transfer knowledge and skills to communicate and build upon their understanding of concepts and contexts. Student demonstrates sophisticated critical and creative thinking.

N/A Not Applicable at this time

Effort descriptor

Abbreviation	Title	Description
O	Outstanding	The student has given an outstanding effort and through this exceptional effort has demonstrated initiative and independence above the expectations of the year level.
VG	Very Good	The student has given a very good effort and through this remarkable effort has demonstrated initiative and independence above the year level.
G	Good	The student has given a good effort and through this significant effort has demonstrated initiative and independence above the expectations of the year.
S	Satisfactory	The student has given a satisfactory effort and through this acceptable effort has demonstrated initiative and independence at the expectations of the year level.
I	Improving	The student is showing improving effort with respect to advancing on previous efforts to demonstrate initiative and independence at the expectations of the year level.
NS	Need Strengthening	The student has given a limited effort and through this partial effort has demonstrated some degree of initiative and independence at the expectations of the year level.
NA	Not Applicable	The student is not being assessed on this strand or outcome at this time.

The exhibition

At grade 5, the 10-11 year students demonstrate their engagement with the four essential elements of the curriculum through the most important project of their primary years: the PYP exhibition. This is considered the last summative assessment that allows them to graduate from the primary years to the middle years.

The PYP exhibition enables the students to apply their learning in the previous years, to show how they can take action of their learning and to demonstrate the skills they earned. All the school stakeholders are united within this collaborative experience to celebrate the learners' transition from primary to middle years.

*Reviewed and approved by BBIS Board 19<sup>th</sup> May 2020*