

# Assessment Policy

## English Primary

Revised On September 2019, August 2020, August 2021, January 2023



## **GESM Mission, Vision and Values**

We are a learning community that provides our students with an excellent education in German and English, following the highest internationally accepted standards. As part of Eurocampus in the Philippines, we offer exceptional opportunities for intercultural learning and understanding in the spirit of European educational traditions.

Our caring and nurturing environment allows students to develop their unique personalities and become independent and responsible individuals.

We prepare our students to successfully study, live and work in German speaking and other countries across the globe. As professional practitioners, we reflect, learn, and grow together.

**Our values are: Integrity Respect Compassion Independence Responsibility**

## **The IBO's Mission Statement**

"The International Baccalaureate Organization 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 IBO 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. "The philosophy of the PYP is to make the students into "inquirers, thinkers, communicators, risk takers, knowledgeable, principled, caring, open-minded, well-balanced, and reflective."

## **GESM English Primary Philosophy of Assessment**

German European School Manila follows the philosophy of clear goal settings, an encouraging and positive learning atmosphere as well as transparent evaluation will influence positively on the students "learning success." Our school seeks to make achievements both recognised and possible for students. At the beginning of the school year, teachers explain through their Meet and Greet what must be learned, how the learning process is organized and how the students can reflect on their performances (Curriculum Guide, 2022).

At the English Primary section of GESM, the principal objective of assessment is to inform teaching and learning to further support our students in knowing, understanding, applying, analysing, evaluating, and creating (Anderson and Krathwohl, 2001) subject-specific skills and knowledge derived from the PYP framework and GESM Scope and Sequence. We support, implement and value authentic and meaningful assessment by helping our students understand the PYP Key Concepts and develop well-rounded Approaches to Learning that would help them better understand the world around them (IBO, 2018).

### **Purpose of Assessment**

Assessment is not a "one size fits all" wherein one format is useful for all learners. As an IB PYP school, the purpose of assessment is to be able to gather relevant and timely information on how to improve our students' learning and our teachers' teaching. Assessment is effective when it provides valuable information that supports learning and teaching. There are important keywords to note in our assessment process:

- Authentic - understanding the world around them.
- Clear and specific - well-defined goals, success criteria and processes.
- Varied - using tools and strategies that are fit for purpose.
- Developmental - understanding and meeting each and every learner's level of understanding.
- Collaborative - it involves both students and teachers in development and evaluation.
- Interactive - ongoing dialogues between students and teachers.
- Forward to give feedback - information on current learning to support future learning. (IBO, 2018 p. 75)

Apart from the various forms of assessments teachers provide which will inform them as to what students are learning and areas where further support is needed, students are also actively engaged by doing regular self-assessments and reflecting upon their learning progress. We encourage our students to have ownership of their learning by being self-regulated learners.

We provide timely, relevant and meaningful feedback not just to our students but also their parents and guardians to inform them of their child's learning progress, be able to provide support outside of school and be able to celebrate milestones and accomplishments. All

**GERMAN EUROPEAN SCHOOL MANILA – a part of European International School (EIS Inc.)**

75 Swaziland Street, Better Living Subdivision, Parañaque City 1711, Philippines

Tel Nr.: +63 2 8776 1000 | Fax Nr.: +63 2 824 1517 | [www.gesm.org](http://www.gesm.org) | Email: [secretariat@gesm.org](mailto:secretariat@gesm.org)

throughout the process, reflection plays a major role for students, teachers, parents and guardians as we analyse and think of how effective learning and teaching is for everyone.

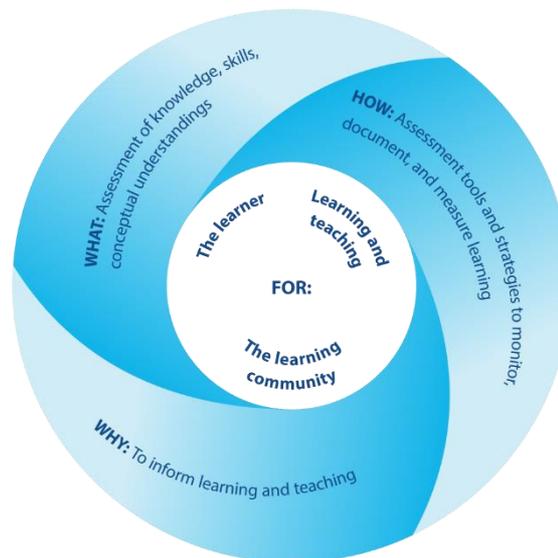
Moreover, through assessment we are able to evaluate the impact and effectiveness of our curriculum and teaching by understanding and identifying what our students know and can do at their different stages of development.

At GESM we use the PYP learning framework of guiding principles regarding assessment.

- The understanding of concepts
- The acquisition of knowledge
- The mastering of skills
- The development of attitudes
- The decision to take responsible action

Assessment will be used to answer the following questions:

- What exactly do we expect all students to learn?
- How will we know if they have learned it?
- How will we respond when some children don't learn?
- How will we respond when some students have already learned?
- Provide feedback about progress to students and parents to assist in development of learning goals
- Acknowledge and promote student learning
- Define meaningful performance goals for student learning and teacher instruction.



PYP assessment informs the learner, learning and teaching, and the learning community through the monitoring, documenting and measuring of learning. (IBO Learning and Teaching, 2018).

## Assessments Utilised at GESM Primary English Section

Assessment in the PYP plays a key role to teaching and learning. Through effective assessment, students enrich their knowledge, understanding of concepts, skills, attitudes and decision-making skills to take action. In a PYP classroom, both the student and the teacher participate in assessing progress and development with the goal of promoting reflection and self-evaluation. This process ensures the attainment of each one's maximum potential.

GESM English Section utilizes a variety of assessment strategies and tools to cater to the needs of all kinds of students. This gives students a chance to explore ways in which they learn concepts and even their own strengths. Assessments include, but are not limited to the following tools for formative and summative assessments:

- Ongoing classroom-based assessments, projects, and performances
- Student portfolios
- Observations and Anecdotal Records
- Peer to peer assessment
- End of Unit Reflections and Assessment
- PYP Exhibition Grade 5
- Production and performances
- End of Unit Assessment in Grades 3, 4 and 5
- Year End Progression Test for Grades 3, 4 and 5.

Towards the end of Unit 6, a Year End Progression Test for the Unit of Inquiry (UOI) which may or may not be integrated with English, Math and Science will be given to Grade 3, 4 & 5 Students to identify the strengths and areas of focus as a reference to the next year level's teacher. Result of the Year End Progression Test will be part of the narrative in the Year End Report.

Reporting and documentation done through:

- Ongoing regular feedback to students and parents,
- Conferences (teacher-parent, student-led, goal setting),
- Written reports (Mid-year and Year End)
- Student portfolios and e-portfolios through Class Dojo

### **The PYP Exhibition: Encouraging in-depth, collaborative inquiry**

The PYP Exhibition is the final summative assessment for all 5th Graders. In the final year of the PYP, students carry out an extended, in-depth, collaborative project known as the PYP exhibition. This involves students working collaboratively to conduct an in-depth inquiry into real life issues or problems. Students collectively synthesize all of the essential elements of the PYP in ways that can be shared with the whole school community. It also provides teachers with a powerful and authentic process for assessing student understanding.

The exhibition represents a unique and significant opportunity for students to exhibit the attributes of the IB learner profile developed throughout their engagement with the PYP. It also provides schools and students with a wonderful opportunity to celebrate the transition of learners to the next phase of their education.

### **What is Assessed?**

- Progress and performance in subject areas, development of knowledge
- Conceptual understanding of Central ideas
- Transdisciplinary skills
- Process skills
- Learner Profile attributes
- Literacy
- Numeracy

## **REPORTING and SHARING PROGRESS**

Reporting involves parents, students and teachers as partners and is honest, comprehensive, and understandable to all stake holders. Some ways that GESM English Section uses to report its recording of assessment are:

### **Conferences and Meetings**

3 Way Goal setting takes place soon after the Parents' Information meeting and enables student parent and teacher to establish goals that the student will focus upon from the beginning, these may be skills or behavioral.

### **Student-Led Conferences**

The Student-Led Conference (SLC) is a meeting in which the student displays and explains their portfolio taking the parents through their entire learning process in the unit. The conferences allow students to play an active role where teachers are present as facilitators only. The student-led conferences are formal reporting sessions to parents, led by the students themselves. The teacher's role in this process is to guide and prepare the students. The emphasis is on the discussion between a child and his/her parent. The focus of the Student Led Conference is on students' progress – academic and social. Student Led Conferences are designed to give students ownership of the assessment of their learning, so they can become more actively involved and committed.

Other benefits are that students learn to evaluate their own progress and build critical thinking skills, self-confidence, and self-esteem. Parents become an active participant in their child's learning and skills and have an opportunity to help their child set positive goals. Students are trained to become confident participants and conference leaders. The development of their training will naturally be progressive as students move through the year levels. All classes should be consistent in their approach to SLC's

### **Class Assemblies**

Class assemblies are held at the end of every unit. These assemblies display the student's learning of the 5 essential elements of PYP and demonstrate the learning under that

unit's central idea. An assembly also enables the students to understand and demonstrate the PYP Learner Profile Attribute(s).

### **School Events**

Throughout the school year there are events focused on the Approaches to Learning such as their Research, Communication, Self-Management, Thinking and Social skills where students can demonstrate the IB Learner Profile Attributes and apply the knowledge and concepts learnt in their classes.

### **Parent Information Evenings / Coffee Mornings/Workshops:**

Parents gain information from the Head of Primary, PYP Coordinator and the homeroom teachers regarding the curriculum and classroom routines. The first meeting is held at the beginning of Term 1. Meet and Greet, Coffee Mornings and Workshops are spread throughout the year.

### **Portfolios:**

Students in the PYP create a portfolio based on a range of experiences and curriculum areas. The portfolio is a collection of work selected by the students and teachers and is a record of student's involvement in learning. It is designed to demonstrate growth, thinking skills, creativity, assessment strategies and reflection. Portfolios celebrate students' learning through the PYP showing the holistic development of the child, both within and outside of the Programme of Inquiry in all disciplines.

Portfolios enable students to reflect with teachers, parents, and peers in order to identify their strengths and weaknesses as well as areas for improvement throughout the year. Students take ownership of their portfolios with the guidance of the teacher. Portfolios are easily accessible to students. Students understand the purpose of portfolios, the process used to compile them, and are able to explain why specific materials are in the portfolios. Portfolio content need not be limited to written work. The balance of 'teacher-selected' versus 'student selected' content in portfolios depends on the age and maturity of students. Teachers help students learn how to thoughtfully choose which items to include in their portfolios. A variety of media is represented to reflect different learning needs including drawings, photos, voice recording, videos, and multimedia.

Portfolios are stored in their classrooms. Students take their portfolio home at the conclusion of each unit and return them at the beginning of the following unit, with the exception of the academic year end when portfolios taken home.

### **Report Cards:**

Reports are completed and provided to students twice a year for all grade levels including Kindergarten (February to June). Mid Term Report provides a narrative and grading on the student's progress for Units 1, 2 and 3 (of the 6 Units of Inquiry throughout the year) for Primary and Units 1 and 2 (of the four units of inquiry throughout the year) for Early Years while the Year End Report provides an additional section, the general summary of each child's progress during the year. The report standards are taken from the Scope and Sequence and the Program Of Inquiry (POI).

**Grading System:** Student performances are assessed according to the four-part grading system utilizing: Exceeding, Meeting, Approaching and Beginning. The following definitions accompany these grades.

<b>Exceeding</b>	<b>Students who show persistence, sustainable inquiry and unprompted transfer of understanding beyond standards and expectations.</b>
<b>Meeting</b>	<b>Students who meet grade-level expectations and can work independently.</b>
<b>Approaching</b>	<b>Students who show effort and progress towards grade-level expectations but would require adult supervision.</b>
<b>Beginning</b>	<b>Students who show effort and progress towards grade-level expectations but would require adult supervision.</b>

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### **References:**

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