



Parkview International Pre-School (HK)

Assessment Policy

PIPS' beliefs:

Assessment is integral to all teaching and learning. Its prime objective is to provide feedback on the learning process, which promotes student learning through planning and refining the teaching and learning process to meet individual and group needs. It identifies what students know, understand, can do, and feel at different stages in the learning process. Both students and teachers should be actively engaged in assessing the students' progress as part of the development of their wider critical-thinking and self-assessment skills.

Goals for inquiry:

- Ask questions of more depth
- Integrate knowledge from different areas to solve real problems
- Accumulate a comprehensive knowledge base
- Apply understanding to further inquiries successfully
- Demonstrate independence and ability to work collaboratively

Types of Assessment:

- **Formative assessment:**
 - helps teachers and students to find out what the students already know and can do, in order to plan the next stage in learning. It aims to promote learning by giving regular and frequent feedback.
 - Ways of assessing students' learning in the context of the lines of inquiry.
 - Pre-assessment assesses prior knowledge and skills in order to plan the inquiry.
- **Summative assessment:** is the culmination of the teaching learning process, and gives the students varied opportunities to demonstrate what has been learned. It measures understanding of the central idea, and prompts students towards action.

Effective Assessments:

- Allow students to:
 - Share their learning and understanding with others
 - Demonstrate a range of knowledge, conceptual understanding and skills
 - Use their own learning styles, multiple intelligences and abilities to express their understanding
 - Know and understand in advance the criteria for producing a quality product or performance
 - Participate in reflection, self- and peer-assessment
 - Base their learning on real-life experiences that can lead to further inquiries
 - Express different points of view and interpretations
 - Analyse their learning and understand what needs to be improved

- Allow teachers to:
 - Inform every stage of the teaching and learning process
 - Plan in response to student and teacher inquiries
 - Develop criteria for producing a quality product or performance
 - 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 and reflect on student performance and progress
 - Take into account a variety of learning styles, multiple intelligences and abilities including different cultural contexts

- Allow parents to:
 - See evidence of student learning and development
 - Develop an understanding of the student's progress
 - Provide opportunities to support and celebrate student learning

Strategies:

- Clearly sharing learning objectives and success criteria with the students. Students should be involved whenever possible.
- Observations (whole class, small group or individual student)
- Performance assessments (i.e. oral and/or visual presentation)
- Process-focused assessments (i.e. learning logs, checklists)

- Selected responses (i.e. tests, quizzes)
- Open-ended tasks

Tools: Rubrics, exemplars (samples of students' work), checklists, anecdotal records, continuums.

Documentation and Reporting

Parent-Teacher Conferences:

- Two Parent-Teacher conferences are held during the school year. The first conference is to discuss and identify goals for the year. The second conference is to follow up on the set goals and suggest for further improvements in the remaining of the school year. A written record of the discussions and goals set during these conferences are to be filed in the student files.

Student-Led Conferences:

These conferences set an opportunity for students to show what they have learnt in their units of inquiry. Teachers' role is to set up the environment for the children to demonstrate their skills and knowledge.

- Pre-Nursery and Nursery classes have one student-led conference during their last unit.
- Lower Kindergarten and Preparatory classes have one or two student-led conferences.
- A feedback from the parents on the evidence of student learning and development should be collected.

Report Card:

In addition to ongoing classroom observations and assessments, PIPS has two formal reports for Nursery, Lower Kindergarten and Preparatory classes, that are distributed in December (Term 1) and June (Term 2), and one for Pre-Nursery, distributed at the end of June. The reports include checklists that are based on our school's continuum as well as an important teacher comment section on the child's progress, areas for improvement, as well as reflections on the child in relation to the PYP learner profile attributes and attitudes.

Portfolio:

Purpose: To document and identify students' growth and progress. The portfolio is to provide information to parents, teachers and students on student's growth throughout the year. It is used for assessment as well as for data collection.

Points to note:

- Process oriented! **NOT PRODUCT** - tell the story behind the work or the photo, use more work samples to show their development.
- Let the student choose some of the activities and work samples to be included to foster student ownership of the portfolio.
- Discuss the content of the portfolio page with the PYP coordinator.
- Specify dates to ensure the portfolio is being compiled regularly throughout the school year.
- Include the subject area, strand and the learning outcome(s) being assessed.
- Learning outcomes should be selected with intention to enhance the individual student's learning. (Tasks may differ, depending on the ability of the student. The learning outcomes may also differ from one student to another.)
- Set the scene, record observation and comment.
- Portfolios are shared with parents 2 weeks after the end of each unit.

CONTENT of the Portfolio

Title Page:

- State school name with logo, school year, student name, class name (English / Bilingual Stream) and the teachers' names.
- Pre-Nursery: Photo
- Nursery: self-portrait
- Lower Kindergarten & Preparatory: self-portrait and writing of name

Unit-related content:

- Unit Newsletter to display the central idea, lines of inquiry, key and related concepts, as well as an explanation of the cycle of inquiry.
- Pre-assessment: A recording of the student's prior knowledge (i.e. A dialogue of group discussion, mind map, work sample with annotation). No comments required.
- Language:
 - PN: one sample for listening and speaking in English, one in Chinese plus one other strand once per term.
 - N & LKP: one sample for each of the 4 strands per term: Listening and Speaking, Viewing and Presenting, Reading, Writing.

- Mathematics:
 - PN: Report on the selected 2 strands once a term.
 - N & LK: One sample for each of the 5 strands. Numbers and shapes should be reported on once a term.
 - Preparatory class should report on all 5 strands once a term.
- Formative assessment: Report on the understanding of *knowledge* and the development of transdisciplinary *skills* developed. *Feedback* should be provided.
- Summative Assessment: Report on the *understanding of the central idea*.
- IB Learner Profile: Select and report on 1 of the unit-chosen attributes that the individual student shows most significant development in per unit. A combination of student reflections and examples of the student displaying attributes of the IB learner profile.

Stand-Alone Pages:

- Pre-writing/writing samples: 3 samples in a year
 - PN: Self-portrait
 - N: First name
 - LKP: Writing
- Child-selected artwork: 1 piece of child-selected artwork with annotations / comments per unit. Provide the student with criteria for choosing their work. Children should be encouraged to add other work they choose and are proud of to their portfolio.
- Student self-evaluation:
 - N to Prep: At least once per term for students to reflect on their learning.
- Arts:
 - Music: 1 page per term.
 - Consider reporting on development in other aspects of arts, including drama, dance and fine art.
- P.S.P.E.:
 - Report on a variety of gross motor skills per term.
 - Social skills once per term.
- Putonghua (For English Stream Classes): Report on listening and speaking, once per term.

English/Putonghua Enhancement Program:

- Work collaboratively with the morning class teachers to assess and keep a record of the student's progress.
- Work collaboratively with the morning class teachers to complete report cards and recommendation letters.

Assessment review:

As a staff, we will collaboratively review our assessment agreements annually at the end or beginning of each school year. The portfolios will be kept in classrooms and is a record that they can take with them when they leave PIPS or move up to the next level. Encourage children to have ownership of their portfolios and to review/ reflect/ add to them as they like.