ASPS Assessment Policy | Why – How – What?

Why do we assess?

Assessment at ASPS informs all learning and teaching. We continuously gather and analyse evidence of what students know, understand and are able to do to inform and adjust teaching practice.

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

Assessment capable learners

Students become effective, 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.

Assessment capable teachers

Teachers become more effective when they continually learn about what students know and can do. They reflect on their practice, adjust their teaching based on data, and offer timely, specific and well-considered feedback to better support learning.

(IB, 2019)

"I see our children as kites. You spend a lifetime trying to get them off the ground. You run with them until you're both breathless… they crash… you add a longer tail… they hit the rooftop… You pluck them out of the spouting… you patch and comfort, adjust and teach. You watch them lifted by the wind and assure them that someday they'll fly. Finally, they're airborne, but they need more string and with each twist of the ball of twine, there is sadness that goes with the joy, because the kite becomes more distant and somehow you know it won't be long before he beautiful creature will snap the lifeline binding you together and soar as it was meant to soar… free and alone". (Bombeck, in Miller, 2008, p. 98)

Who does the assessing?

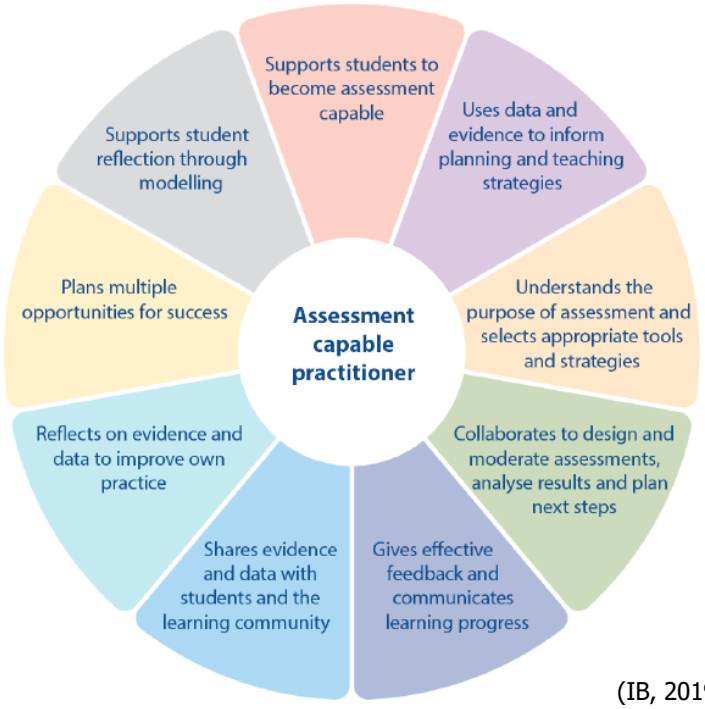
All members of the learning community develop assessment capability (Absolum et al. 2009) to make the "tacit knowledge that is 'hidden' within the learner transparent, explicit and available" (Clark 2012).

Members of the learning community are assessment capable when:

- everyone is aware of, and understands, why and what to assess
- everyone is aware of, and understands, what constitutes quality
- there is a shared understanding of how to assess and what data is being collected, analysed and reported
- there is a shared language for talking about assessment
- the assessment process is collaborative and inclusive of all members

(IB, 2019)

The assessment capable practicitioner...



(IB, 2019)

The assessment capable student...

- Partners with teachers to design their learning goals and success criteria
- Are able to self-assess and discuss their progress towards achieving learning goals
- Selects evidence, such as samples of their learning, that best demonstrate the intended learning goals
- Develops metacognitive skills to reflect on their learning and to plan next steps
- Drawing on feedback and multiple strategies to adjust their learning and identify where and when to make improvements.

(IB, 2019)

When, instead of providing answers and directives, teachers take a step back and observe, they begin to ask themselves questions such as "What is going on here? What feels surprising about this moment? What does it tell me about what my students know and care about?" The first step to developing curiosity and letting questions become guides is to remain open to the unexpected and to question one's assumptions" (Krechevsky, Mardell, Rivard & Wilson, 2013, p. 77)

How do we assess?

Assessment is integral to all teaching and learning. It is dynamic, continuous and embedded in daily classroom practice. Balanced assessment includes a variety of tools, strategies and approaches used responsively to meet different learning purposes and needs.

Feedback to students and parents is regular, timely, informative, constructive and focused on learning priorities and growth.

Measurement and documentation of learning captures what students have learned at a particular point in time. Not all learning can be or needs to be formally measured.

(Wiliam, 2011)

When designing holistic assessment, ASPS teachers consider the following questions:

1. What learning goals will be achieved?
2. How can I involve students in the assessment design?
3. How could students engage in dialogues with teachers about the development of learner profile attributes?
4. What data or evidence should be gathered?
5. What tools or strategies should be used to gather data?
6. How will the evidence be monitored, documented and measured?
7. How could students be asked to evidence any additional learning?
8. How will the results be shared to feed back to the student?
9. How will the results be used to inform next steps in learning and teaching?
10. How will the results of the assessment be used to inform the learning community?

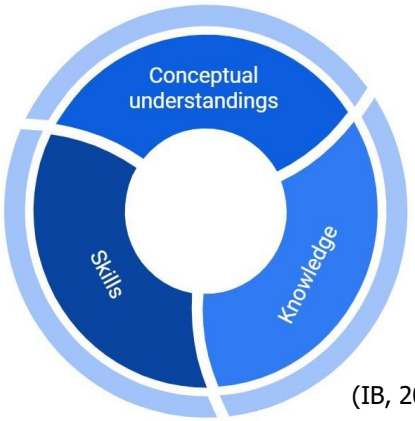
(IB, 2019)

"The PYP approach to assessment gives the students a vital role in the assessment process and engages the teachers in considering assessment as fit for purpose. Effective PYP assessment practice holistically integrates assessment for, of and as learning (Harlen, Johnson 2014) to support effective learning and teaching" (IB, 2019)

What do we assess?

The significant content identified by the school supports the outcome of students becoming internationally minded. Once this content is identified, teachers plan multiple opportunities for their students to develop knowledge, conceptual understandings and skills to support self-regulatory learning. In determining what to assess, teachers might ask the following questions:

- Is it the process or product of learning we aim to evaluate?
- Is it to understand prior knowledge—what the student already knows and can do?
- Is it to check if learning is on track or if the student is ready for extension?
- Is it to elicit depth and breadth in understanding?
- Is it to extend students' learning?
- Is it to understand how the student makes connections and applies learning?



(IB, 2019)

The criteria for assessment must be known to students at the beginning of the inquiry and should be documented in the PYP planner, an adapted planner or the PYP planning process. The criteria accommodate a wide range of knowledge, conceptual understandings and skills. They are revisited and modified during the course of the inquiry, ensuring that they also reflect emergent knowledge, understandings and skills.

(IB, 2019)

At ASPS, teachers design rubrics that articulate the developmental sequence for the knowledge, concepts, skills and habits relevant to a unit of inquiry or single-subject unit of work. Teachers and students use these rubrics to students' current level of understanding, provide feedback and design experiences to enhance their understanding. Teachers refine these rubrics as the inquiry progresses, ensuring teachers' understanding of evidence of learning is consistent and responsive. These rubrics also form a key part of our student's half-yearly progress reports. Examples of these rubrics have been included in Appendix A.

"PYP assessment recognizes the importance of monitoring and documenting the process of inquiry. Through careful observation of the inquiry process, teachers monitor students' ability to make connections across subjects and to apply skills to construct new knowledge"

(IB, 2019)

Sharing assessment

Documentation is a compilation of the evidence of learning. Documentation can be physical or digital and displayed in a range of media forms across many locations. Documentation of learning is communicated between teachers-students, students-students, teachers-teachers, teachers-parents, and school-community (local, national, and global). Sharing documentation makes learning visible, and apparent and provides a medium in which all members of the community to engage and for students to reconnect with learning experiences in an ongoing way. (IB, 2019)

(IB, 2019)

Tools used to document learning at ASPS include:

- **Seesaw (digital portfolio)** and physical artefacts (physical portfolio) are a collection of learning samples that form a narrative of knowledge, conceptual understandings and skills being developed in the classroom over time.
- **ASPS newsletter** as a medium in which whole-class/school experiences are presented to the community and encourage reflection and reconnection.

"I want to know what's going on in the classroom beyond a few numbers on a page that we get in a school report. I want to be able to share the experience that my child is having and be able to talk about those experiences at home. Seesaw helps make this possible."

Reporting at ASPS

Reporting on learning informs the learning community and reflects the question "How well are we doing"? Reporting communicates the progress and achievement of the students' learning and identifies areas for growth.

ASPS uses the following approaches to reporting:

- **Half-yearly progress reports (June and December)** are formal indications of progress over the past 6-12 months against the Victorian Curriculum. Additionally, these reports provide feedback to parents on student's approaches to learning as communicated by the PYP.
- **Individual Education Plans** are designed to support students with specific developmental needs. These documents have a specific focus and outline strategies to support the achievement of short- and long-term goals.
- **Student/Teacher/Parent meetings** can be scheduled at any time via phone or email.
- **'Tell me about your child' (February)** meetings provide a space for parents to discuss their child's needs and strengths with their child's classroom teacher.
- **Celebration of Learning** events (including a whole school event) encourage students to reflect on their learning and consider how best to communicate this with their parents. The conference is a time in which artefacts are discussed from the student's perspective, and provide an opportunity for feedback from adults present.

Documenting children's conversations is a means to an end, not an end in itself. Interpreting your documentation will reveal possibilities for stretching the children's schema about the world. Not using the documentation you collect is like a half baked cake—only half the potential is reali ed.

(Burman, 2009, p. 82)

The Exhibition at ASPS is…

- the culminating, collaborative experience in the final year of students' time in the PYP.
- an authentic process for students to explore, document and share their understanding of an issue or opportunity of personal significance.
- student-initiated, designed and collaborative

"The exhibition is a powerful demonstration of student agency, as well as the agency of the community that has nurtured them through their years in the PYP. The learning community participates in the exhibition, supporting and celebrating the development of internationally minded students who make a positive difference in their lives and the lives of others" (IB, 2019)

(IB, 2019)

"For me, the Exhibition has been the best time of my time at ASPS. I inquired into issues I was passionate about in a way that I wanted to… I worked by myself and with my friends, and people I don't usually work with. If I had my way, the Exhibition would what we do ALL the time"

(Anonymous, 2016)

Ratified by staff August 2024

Next Review August 2028

Reference List

Miller, M. (2008). *Teaching with Intention: Defining beliefs, aligning practice, taking action.* Portland, ME: Stenhouse Publishers

Krechevsky, M., Mardell, B., Rivard., M & Wilson, D. (2013). *Visible Learners: Promoting Reggio-inspired approaches in all schools.* San Francisco, CA: Jossey-Bass.

Wiliam, D. (2011). *Embedded Formative Assessment.* Bloomington, IN: Solution Tree.

Burman, L. (2009). *Are you listening: Fostering conversations that help young children learn.* St Paul, MN: Redleaf Press.

IB (2019). *Assessment in the Primary Years Programme.* Retrieved from https://resources.ibo.org/pyp/works/pyp_11162-51465?root=1.6.2.16.5.3

IB (2019). *From Principles into Practice.* Retrieved from https://resources.ibo.org/pyp?

Appendix A: Examples of teacher created rubrics

Y4 HTWW: The balance and survival of ecosystems is influenced by human actions Ongoing Assessment: Rubric					
Lines of Inquiry	**1**	**2**	**3**	**4**	**5**
A. Biodiversity in ecosystems (Function)	**A1** Ready to learn	**A2** States what an ecosystem is	**A3** Shares examples of parts of the ecosystem	**A4** Explains biodiversity	**A5** Explains how biodiversity impacts ecosystems
B. Balance and interdependence within ecosystems (Connection)	**B1** Ready to learn	**B2** Defines 'balance' and 'interdependence'	**B3** Shares examples of 'balance' and 'interdependence' within ecosystems	**B4** Explains how parts of ecosystems are interdependent	**B5** Explains what happens when ecosystems are imbalanced
C. The impact of human actions on ecosystems (Responsibility)	**C1** Ready to learn	**C2** Shares understanding of human actions	**C3** Shares examples of human impact on ecosystems	**C4** Shares possible actions to create balance within ecosystems	**C5** Takes action to create balance within ecosystems
VWB Line of Inquiry Relationships **D.** Balance and interconnectedness within the learning environment	**D1** Ready to learn	**D2** Makes connection between learning environment and ecosystems	**D3** Shares examples of 'balance' and 'interconnectedness' within the learning environment	**D4** Explains how parts of learning environment are interdependent	**D5** Explains impact of imbalance within learning environment
Visual Arts • Communicating scientific information visually	**VA1** Ready to learn	**VA2** Identifies ways to communicate information visually	**VA3** Selects materials and methods to communicate information visually	**VA4** Uses materials and methods to create an engaging visual display	**VA5** Combines different visual features to highlight interconnectedness

Y3 Revising: Making Writing Better Ongoing Assessment: Rubric					
Criteria	**1**	**2**	**3**	**4**	**5**
Making revisions to writing	Ready to learn	Identifies areas within writing that can be revised	Makes revisions to writing	Justifies revisions made to improve writing	Reflects on the effectiveness of revisions and recognises the need for further improvements
Applying revision strategies	Ready to learn	Demonstrates one strategy to revise writing	Combines different strategies to revise	Applies effective strategies to revise	Evaluates how revision strategies match the intended outcome
Sharing writing to receive feedback	Ready to learn	Shares writing with a peer	Accepts feedback from a peer	Shares writing with grade	Accepts feedback from grade
Experimenting with transitions (or the passing of time)	Ready to learn	Identifies that sentences start in similar ways	Experiments with various sentence starters	Varies sentence starters to create interest for the reader	Evaluates effectiveness of sentences starters