Assessment

Policy and Procedures
@Pinheiros

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Dear community members,

Our school policies draw from the Unique Adventure and our beliefs outlined in the Principles of Learning. We aim to model the IB learner profile and mission and meet legal requirements in Brazil.

Our policies have been developed through discussions with the community.

St Nicks is a diverse community. We embrace different identities, neuro diversities and language backgrounds. Our Assessment policy requires that we provide the best learning experience for the learner and that we can monitor, document, measure and report on each unique learning process. By enrolling your child(ren) at St Nick's, you agree to embrace and promote the diversity of our community.

In each of our policy documents, you will find the philosophy driving the policy and the community's rights and responsibilities. In the appendices are the procedures and processes associated with each policy.

We look forward to each learner, adult or young, enjoying a unique adventure.
Thank you, in advance, for reading this policy.
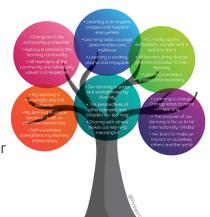
St. Nicholas Leadership Team

Our Guiding principles

St Nick's mission

A unique adventure to ignite a passion for learning from our hearts to others for the world

Principles of Learning most relevant to Assessment

• My learning is meaningful and it is authentic.

• My learning is unique because I build on personal experiences.

• Self-awareness strengthens my learning relationships.

• Our learning is social and strengthened by diversity.

• The perspectives of others deepens and broadens our learning.

• Sharing with others makes our learning meaningful.

IB mission statement

The International Baccalaureate® 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 organization 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.

International mindedness[1]

Cultural diversity is integral to St Nicholas and IB. We are shaped by local and global culture. All members of the community are individually valued and respected and, by sharing our unique perspectives, we grow individually and as a community, therefore fostering international-mindedness in our learning spaces and promoting individual and collective growth, inclusion, tolerance and respect.

IB Learner Profile

The Learner Profile attributes represent global citizens who consider how they can apply their learning to impact themselves, others and the world. Reflection is key to learning. Every member of the community is committed to embodying these attributes on a daily basis.

Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced and Reflective

Assessment Principles

At St. Nicholas, assessment is done with learners, not to them. Assessment is owned by learners and promotes intrinsic motivation. Assessment informs future learning.

Assessment Philosophy

We believe that all can learn, that we are constantly growing and learning, and that the primary purposes of assessment are to inform learning and teaching and to promote reflection, lifelong learning, growth and help learners to identify:
- Where they are
- Where they want/need to get to
- The next achievable steps towards where they want to get to

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[1]https://www.whitbyschool.org/passionforlearning/cultural-diversity-international-mindedness-integral-in-ib-schools

Aims of Assessment Policy

At St.Nicholas we believe that assessment should:
- Help learners identify how they best learn
- Enable learners to analyse their learning, identify their interests and passions and set targets for future growth
- Provide learners with agency over what, how and when they are assessed
- Promote reflection about learning and progress
- Be an integral part of the learning process and should provide learners and lead learners with the information they need to make changes and act
- Provide diagnostic, formative and summative feedback on the learning process to facilitate continuous growth, enabling all learners to articulate their learning; growth, strengths, areas in need of development and next steps
- Be a result of the lead learners' continuous observation and reflection of each individual learner
- Be differentiated: Learners' previous experiences, understandings, abilities (skills), interests, cultural and linguistic profiles influence their learning and where possible assessments should respect this diversity
- Focus on the process and outcome of inquiry
- Be transparent and, where appropriate, provide all stakeholders with clear criteria for producing a quality outcome or performance
- Be the result of collaboration between lead learners and learners, between lead learners and, where appropriate, lead learners and families
- Inform future planning, teaching & learning and evaluate the effectiveness of the curriculum

What do we Assess?

- Prior knowledge and skills, and how they are able to apply them
- The learning process and individual progress and growth over time
- Conceptual understandings
- Learners' inquiry over time
- Knowledge gained
- Demonstration and development of ATLs and attributes of the IB Learner Profile
- Decisions to take action, seen through participation, advocacy, social justice, social entrepreneurship and lifestyle choices as well as thinking, doing, saying and feeling differently as the outcome of learning
- Learner performance and growth across the curriculum
- Application of new understandings and skills

- How learners approach learning (interest, engagement, effort, resilience, independence, collaboration).

How and When do we Assess?

> *"There are no year level expectations in a series of achievement standards. No one is at, on, above or below expectations. Every student is simply at a level of development defined by what learning is developmentally appropriate."*
> *(Griffin 2009)*

Effective assessment is a continuous process of monitoring learning and involves a combination of the learners, lead learners and families providing feedback that enables learners to continue to make progress in ways that are meaningful for the individual. Standardised, external assessments are also used when and where appropriate.

There are three main categories that the above assessments can fall under:

1. **Assessment for learning**
   1.a Pre/diagnostic assessment data; assessments that take place before a unit or sequence of learning and assess what the student already knows, demonstrates and can do
   1.b Formative assessment; assessments that take place throughout the learning, which are ongoing to monitor and provide regular feedback on learner's progress and the effectiveness of the Design for Learning (planning, learning and teaching)
2. **Assessment of learning - Summative assessment**; assessments that take place at the culmination of a unit or sequence of learning and provide opportunities for learners to demonstrate what has been learned and lead learners to assess how effective the learning and teaching was
3. **Assessment as learning**; assessments that support learners in reflecting on their growth and becoming assessment capable.

Strategies and Tools for Monitoring and Measuring Learning

The following range of strategies and tools are viewed as central to monitoring and measuring learning at St.Nicholas and can form part of self, peer or adult assessments;

Strategies:

- Observations; general and more focussed observations of individual, group or whole group learning
- Process assessments; frequent and regular observations of the learning process over time, often focussing on skills, learner profile and approaches to learning, and action
- Self reflection; learners are continually engaged on assessing and analysing how they think and learn
- Co-constructing learning goals and success criteria; lead learners and learners set and reset learning goals to help identify where they are and the next steps
- Open-ended tasks; problem solving tasks designed to stimulate varied and original responses, often summative and focussing on the demonstration and application of knowledge, conceptual understanding, skills and attitudes
- Selected responses; Tests/quizzes- single occasion assessments often focussing on application of knowledge and conceptual understandings
- Outcome assessments; focussed goal, directed tasks with clearly established success criteria for assessment often focussing on the application of skills

Tools:

Rubrics; clear descriptors of established criteria which the assessor can use for rating learners in all areas. Can be developed by lead learners or in collaboration with learners where appropriate.

Checklist; systematic record of observation in the format of lists of information, data, attributes or elements (selected by teachers and students) that should be present in successful learning outcomes

Continuums; a visual representation of the progression in successful learning which can identify where a learner is at a given point and also track progress over time

Records; video and audio recordings, quotes and notes based on the observation of learners. These notes are based on the set criteria and should be systematically and collaboratively compiled and organised by all lead learners in the group

Exemplars/Benchmarks; authentic samples of students' work, selected by lead learners and learners that reflect concrete standards of achievement

Standardised and external assessments; are used where appropriate to gain as much information as possible about; the learner, progress over time and about the successfulness of curriculum in areas defined by the test.

Strategies and Tools for Documenting Learning

How is learner growth monitored and documented in the Early Years?

Lead learners observe early learners' engagement in the learning spaces carefully and record how they respond to invitations set up in the areas by note-taking, taking photographs and making short videos. In this way, they can later analyse how children interacted with materials and what they created, with the aim of understanding the wonders and concepts experienced by each child and groups of learners.

When the collaborative team gathers to check the learning records, they are able to discuss what the experience was for the children and to design how to continue provoking their investigations and how to relaunch the engagements. This documentation is put together in the format of a learning story that can be shared with the community to inform the learner's journey and the learning and teaching in the Early Years.

How is learner growth documented in Primary?

Lead learners and learners use a range of assessment strategies and tools to record student growth throughout the learning journey, Units of Inquiry, including pre/diagnostic and formative assessments. Evidence of key individual learning of the Essential Elements is recorded on an electronic portfolio, Seesaw, which demonstrates growth over time. Evidence is collected in many ways, including rubrics, checklists, continuums, outcomes, examples of work, photographs, videos, lead learners' notes. Evidence of individual learning and reflections are recorded on Seesaw.

Exemplars of learning, self, peer and lead learner assessments are recorded on the Design for Learning (PYP bubble planner) to provide a record of learning overtime for measuring, analysis and lead learner moderation.

How is learner growth documented in Secondary?

Student growth is recorded in Secondary through a variety of methods. In grades 6-12 achievement and effort grades are recorded internally within departments and on our

Schoolbase system. Evidence is collected using rubrics, peer assessment, homework tasks, and a range of formative and summative assessment techniques.

Strategies and Tools for Reporting Learning

How is learner growth reported in the Early Years and Primary?

- Written progress reports in December and June focus on reporting learning, including lead learners, parents and learners reflections, published for parents on the school portal and sent by email.
- Learner self-assessments are shared with parents through their e-portfolio.
- Individually, learners from Kg1 to Grade 5 reflect on their learning and this is documented on their report
- Parent-lead learner conferences from Early Years in October and March provide an opportunity for parents to meet with lead learners
- Parent- lead learner conferences from G1-G5 in October and March provide an opportunity for parents to meet with all lead learners, and learners are invited to participate in parent-lead learner-young learner conferences.
- Shared learning experiences where parents are invited to take part in experiences, involving evidence of learners' investigations
- Learner-led conferences
- The PYP Exhibition (G5)
- Regular communication with parents regarding learner progress via Seesaw, IsCool, meetings, emails, phone calls.

How is student growth reported in Secondary?

- Written progress reports once a term focus on reporting learning. Grades for effort and achievement are shared. Progress reports are published for parents on the school portal and sent by email.
- Full progress reports are shared once a year, including targets for each curriculum area and ATLs.
- Parent-lead learner conferences provide an opportunity for parents to meet with all lead learners, and learners are invited to participate in parent-lead learner-young learner conferences.
- Learner-led conferences are also key to provide an opportunity for parents to meet with all tutors together with learners are invited to share their learning in parent-lead learner-young learner conferences.
- Festival of Learning at the end of the academic year provides an opportunity for learners to showcase their learning in specific areas with their family.

- Mock exams results for IGCSEs and Diploma are shared with learners and families
- IGCSEs are optional for all learners in Grade 10 and provide an indication of progress before Diploma courses begin.

Links to other policies

Academic Integrity
Inclusion Policy
Language Policy

Cycle of review

This policy will be subjected to a regular and official review which will take place every two years, as per the school's policy review cycle. The next scheduled review will take place in March 2025, and will include all relevant stakeholders including:

- Senior leadership team, including all programme coordinators

- Lead learners

- Parent representative

- Learner representative

Bibliography

Learning and Teaching - IB Resources

The Learner - https://resources.ibo.org/data/the-learner.pdf

The early years in the PYP - https://resources.ibo.org.pdf

Cultural Diversity and International Mindedness Integral in IB Schools

Appendix - Secondary Grading System

Lead Learners will formally report on the progress of their learners on five separate occasions (with an additional internal grade for monitoring purposes) during the academic year. There will be one reporting cycle for learners in Grades 6, 7, 8 and 9 and Year 11 and a slightly different reporting cycle for learners in Years 10 and 12 who will be taking IGCSE and IB examinations. The reporting cycle that will be used for the academic year and the actual deadlines will be published by the Head teacher:

Grades 6, 7 , 8 and 9 and Year 11	
Internal monitoring grades	Term 1 - September
Round 1 - Progress Report	Term 1 - October
Parents' Consultation Meeting	Term 1 - November
Round 2 - Progress Report	Term 2 - March
Parents' Consultation Meeting	Term 2 - March
Round 3 - Full Report	Term 2 - May

Grade 10 and Year 12	
Internal monitoring grades	Term 1 - September
Round 1 - Progress Report	Term 1 - October
Parents' Consultation Meeting	Term 1 - November
Round 2 - Full Report	Term 1 - December
Parents' Consultation Meeting	Term 2 - February
Round 3 - Progress Report	Term 2 - March

Progress Reports

Lead learners enter grades and comments on Managebac. The ICT department is responsible for the smooth running of the system.

Effort grades should take account of the following:
- Attendance and punctuality
- Behaviour, concentration and focus
- Motivation and commitment
- Homework record
- Approaches to learning
- Participation in lessons
- Overall attitude to work

Achievement grades should be based on a range of assessed tasks and activities as mentioned above. The following grades should be awarded for effort and achievement:

Effort Grades – Years 7 – 12		Achievement grades – Years 11 -12	
E	Excellent	7	Excellent
VG	Very Good	6	Very good
G	Good	5	Good
ND	Needs Development	4	Satisfactory
U	Unsatisfactory	3	Mediocre
		2	Poor
		1	Very poor

Full Reports

All learners will receive one full report during the academic year which will include detailed comments. The purpose of the subject reports is as follows:
- To provide an opportunity to review the student's progress and development
- To provide an opportunity to formally recognise a student's strengths, and successes
- To provide an opportunity to praise and acknowledge the student, increasing motivation
- To provide an opportunity to draw attention to areas that require development
- To set targets for future development

Each subject report will include comments reflecting ATLS on some of the following approaches to learning:
- thinking skills (critical and creative)

- social skills (teamwork, respect and cooperation)
- communication skills (written and oral)
- self-management skills (organisation and personal goal setting)
- research skills (presentation and sources)

There will also be a teacher comment and targets. Teachers should use SMART targets:
 S = Specific, M = Measurable, A = Achievable, R = Realistic, T = Time-related

Learner-led Conferences

Parents' Consultation Meetings involve a combination of conventional Parents' Evenings and also Parents' Days when normal classes are suspended for the day, although students are expected to attend the meetings with their parents. Learners are expected to approach teachers prior to the meetings and arrange appointments. Attendance at consultation meetings has always been excellent and the vast majority of parents are fully supportive. We will be reviewing the format of our consultation meetings and introducing a greater emphasis on learner ownership of the meetings.