

# Rudjer Boskovic School PYP Assessment Policy

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## School Mission Statement:

***Rudjer Boskovic School inspires learners to become honorable, principled, knowledgeable and caring individuals, capable and willing to make considerable contributions to their local and world-wide communities.***

## Purpose:

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## Purpose:

This document has been created in order to outline the teaching and learning practices with regard to assessment at Rudjer Boskovic School. Particular attention has been paid to the following International Baccalaureate requirements as published in Programme Standards and Practices

(Published October 2018, updated March 2019 & April 2020) for the Primary, Middle Years and Diploma Programmes:

Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)

Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)

Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)

Culture 5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)

Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

Approaches to assessment 1.1: Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation. (0404-01-0100)

Approaches to assessment 1.2: The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (0404-01-0200)

Approaches to assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)

PYP 1: Teachers document and analyse student learning over time to design learning experiences based on data. (0404-02-0111)

Approaches to assessment 2.2: The school demonstrates that assessment practices are formed around conceptual learning. (0404-02-0200)

Approaches to assessment 2.3: The school ensures that from the time of enrolment students and legal guardians are aware of and have access to documentation describing the relevant programme regulations and requirements regarding assessment. (0404-02-0300)

Approaches to assessment 3: The school administrates assessment consistently, fairly, inclusively

and transparently. (0404-03)

Approaches to assessment 3.1: The school administrates assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)

Approaches to assessment 3.2: The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200)

Approaches to assessment 3.3: The school ensures that external reporting and/or predictions are as accurate as possible and are appropriately designed for the contexts in which they are required. (0404-03-0300)

Approaches to assessment 3.4: The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)

Approaches to assessment 3.5: The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable. (0404-03-0500)

## Assessment Philosophy

At Rudjer Boskovic School we aim to create a learning environment that is rich in different forms of assessment throughout all of the IB Programmes. We believe that each assessment task supports students during the learning process and improves development of their knowledge and skills. Our assessment practices are internal, led by teachers, and focused on the process of learning. Bearing in mind that assessment is necessary both inside the classroom and in real life, we support learners to carry out assessments in an effective and reliable manner. We think of the assessment as an important part of learning which contributes to the development of all IB Learner Profile attributes and Approaches to Learning skills.

## Assessment in PYP

Assessment in PYP is a continuous pedagogical activity that expresses the relationship of learning and knowledge and encourages motivation for learning. The assessment is an objective and reliable measure of progress and development of students and an indicator of the quality and efficiency of the work of teachers and schools in achieving prescribed goals, outcomes and standards of achievement. The following strategies are used to gather information about the students' progress and development:

- Observations
- Performance assessments
- Process-focused assessments
- Selected responses
- Open-ended tasks

These strategies are used along with the following assessment tools:

- Rubrics
- Exemplars
- Checklists
- Anecdotal records
- Continuums

## Types of Assessment in PYP

### **Diagnostic/pre-assessment**

Diagnostic assessment prior to teaching helps teachers and students find out what the students already know and can do in a specific subject area.

### **Formative assessment**

Formative assessment is interwoven with daily instruction and assists the teacher in planning for the next stage of learning. It provides regular and frequent feedback to the teacher and the student. It also gives students an opportunity to improve their understanding and to cultivate enthusiasm for learning.

Assessment in the classroom will include:

- using representative examples of students' work or performance to provide information about student learning
- collecting evidence of students' understanding and thinking
- documenting learning processes of groups and individuals
- engaging students in reflecting on their learning
- students assessing work produced by themselves and by others
- developing clear rubrics
- identifying exemplar student work
- keeping records of test/task results.

### **Summative assessment**

Summative assessment takes place at the end of the teaching and learning process and provides students with an opportunity to show what they have learned. It also shows how effectively students understand the central idea of the unit.

Summative assessment tasks will be assessed using criteria agreed upon at the beginning of the learning process and the grades will be entered into the register of education records as required by the Serbian Ministry of Education and can be entered in the pedagogical documentation.

## Numeric grading and descriptive grading scales

Rudjer Boskovic School develops a set of descriptive scales for assessing the students' attainment complying with the Serbian State Policy for assessment issued by the Serbian Ministry of Education as well as PYP assessment guidelines. Descriptive assessment reports, written on the basis of teacher observation, rubrics, checklists, and anecdotal evidence gathered by a teacher cover all five elements of the PYP curriculum and the IB learner profile. The numeric grading, required by the Serbian Education Law from grade 3, covers knowledge and skills as defined by the Rudjer Boskovic School Scope and Sequence documents. The school Scope and Sequence documentation incorporates Serbian Primary school outcomes into the PYP scope and sequence for the six subject areas. Action, IB learner profile attributes and attitudes are recorded and the reporting includes the description of instances when the students took action, exhibited IB learner attributes and attitudes.

**Descriptive grading scale developed by the school** to assess expected outcomes related to knowledge and conceptual understanding in the PYP subject areas is used for assessing and reporting on all learning activities in the school. The expected outcomes are assessed on the following scale:

Abbreviation	Title	Description
<b>Excelling Beyond</b>	<b>Exceling Beyond Year Level</b>	The student fully understands the taught content, and can use the taught skills in many different types of situations. The student may independently reach the prescribed overall expectations and learning outcomes from all subject areas. Using the taught content and skills, the student is able to analyse situations, combine different content and skills and make conclusions, and take some further actions. The student is able to find their own creative solutions, useful ideas and new ways of looking at things. (Numerical value = 5+ or 6/7)
<b>Achieving Above</b>	<b>Achieving Above Expected Year Level</b>	The student understands the taught content, and can use the taught skills in many different types of situations. The student may independently reach the prescribed overall expectations and learning outcomes from all subject areas. Using the taught content and skills, the student is able to analyse situations, combine different content and skills and make conclusions. The student is able to find their own creative solutions and useful ideas. (Numerical value = 5)
<b>Achieving As Expected</b>	<b>Achieving At Expected Year Level</b>	The student understands the taught content, and can use the taught skills in a few different types of situations. The student can independently, or with a little help of their teacher, reach the prescribed overall expectations and learning outcomes from all subject areas. Using the taught content and skills, the student is able to analyse situations, combine different content and skills and make conclusions. The student is occasionally able to find their own creative solutions and useful ideas. (Numerical value = 4)
<b>Developing</b>	<b>Developing Towards Expected Year Level</b>	The student knows the taught content, partly understands it and can use the taught skills in the types of situations which were practiced in class. The student can reach the prescribed overall expectations and learning outcomes from most subject areas with a help of their teacher. Using the taught content and skills, the student is able to understand situations and combine different content and skills to make conclusions based on available data. (Numerical value = 3)
<b>Beginning</b>	<b>Beginning To Work Towards Expected Year Level</b>	The student knows the most of taught content, but sometimes misunderstands the meaning. The student can, with a significant help of their teacher, reach the basic learning outcomes from most subject areas and can only use the taught skills if the teacher assists. (Numerical value = 2)

Abbreviation	Title	Description
<b>Additional Support Required</b>	<b>Additional Support Required</b>	The student understands very little of the taught content and is unable to use the thought skills, even when teacher assists. (Numerical value = 1)

Numeric values of the descriptive scale appear in the mid-term reports for Grades 3, 4 and 5. They correlate with the grading scale used in IB MYP (1-7) and to the grading scale in the Serbian National Curriculum, where the highest grade 5 is equivalent to the grades 5-7 in MYP.

The school also assesses the effort students invest into attaining expected outcomes, completing inquiry activities during a unit of inquiry and the development of transdisciplinary skills, approaches to learning. The following scale is used for assessing and reporting on effort:

Abbreviation	Title	Description
<b>HL</b>	<b>High Level</b>	The student makes the effort above the expectations in every assignment and finishes tasks effectively
<b>VG</b>	<b>Very Good</b>	The student makes expected effort and finishes tasks
<b>G</b>	<b>Good</b>	The student makes good effort and usually finishes tasks in time
<b>S</b>	<b>Satisfactory</b>	The student makes some effort and occasionally finishes tasks in time
<b>LL</b>	<b>Low Level</b>	The student rarely makes effort and never finishes tasks in time

It is the responsibility of all teachers to record evidence of the development of transdisciplinary skills and to report on the approaches to learning in the end-of-term and end-of-year reports.

**Numeric grading prescribed by the Law on the Foundations of the Education System assesses:**

- 1) The extent to which objectives and standards and expected outcomes devised by the school for each grade are attained during the teaching and learning process;
- 2) The extent to which the student engages in the learning process.

Numeric grades are: **excellent (5), very good (4), good (3), satisfactory (2) and unsatisfactory (1)**

Numeric grading criteria for each of the grades are (taken from *Policy of Assessing Students in Primary Schools*, original title *Pravilnik o ocenjivanju učenika u osnovnom obrazovanju i vaspitanju*, 2013, 2020):

- 1) The student is awarded the grade of excellent (5) when:
  - fully demonstrates the ability to transform knowledge and apply it in new situations;
  - logically connects facts and concepts with ease;
  - independently draws conclusions based on data;
  - solves problems at the level of creative thinking and fully thinks critically;
  - shows exceptional independence with an extremely high degree of activity and engagement.
- 2) The student is awarded the grade of very good (4) when:
  - largely shows the ability to apply knowledge and logically connects facts and concepts;
  - independently draws conclusions based on data;
  - solves certain problems at the level of creative thinking and considerably thinks critically;
  - shows great independence and a high degree of activity and engagement.
- 3) The student is awarded the grade of good (3) when:
  - sufficiently demonstrates the ability to use information in new situations;
  - connects facts and concepts logically to a significant extent;
  - mostly independently draws conclusions based on data and partly independently solves certain problems;
  - thinks critically enough;
  - shows a partial degree of activity and engagement.
- 4) The student is awarded the grade of satisfactory (2) when:
  - the knowledge he/she has acquired is at the level of reproduction, with minimal application;
  - connects facts and concepts logically to a lesser extent and draws conclusions based on data exclusively with the support of teachers;
  - is sometimes independent in solving problems and does not think critically enough;
  - shows a lower degree of activity and engagement.
- 5) The student is awarded the grade of unsatisfactory (1) when:
  - the knowledge he/she has acquired is not even at the level of recognition and does not show the ability to reproduce and apply;
  - does not draw conclusions based on data;
  - does not think critically;
  - does not show interest in participating in activities or engagement.

The numerical grades are reported through the electronic gradebook on the Go School application and through other Serbian educational documents. PYP reports generated on the ManageBac platform issued by the school at the end of the first term and at the end of the year contain

reporting on the attainment and effort through the units of inquiry using the PYP Scope and Sequence.

### **Assessment of students who receive additional support in education**

A student who needs additional support in education due to social deprivation, developmental disabilities, disability, learning difficulties, risk of an early school leaving and other reasons is assessed on the basis of his/her effort and the degree of achievement of goals and outcomes defined by the individualised plan and IOP .

If a student acquires education and upbringing according to IOP 1, he/she is assessed on the basis of effort and the degree of achievement of outcomes, with the adjustment of assessment methods and procedures.

If a student acquires education and upbringing according to IOP 2, he/she is assessed on the basis of effort and degree of achievement of adjusted goals and outcomes, which are defined in the personalised curriculum, with the adjustment of assessment methods and procedures.

A student who acquires education and upbringing according to an individual educational plan, but does not achieve the planned goals and outcomes, will have his/her individual learning plan revised.

A student with exceptional abilities who acquires education and upbringing in an adapted and enriched way, by applying an individual educational plan, is assessed on the basis of monitoring the achievement of prescribed outcomes and standards of achievement and effort.

## **Feedback**

Students are given feedback in relation to stated learning outcomes as well as the advice on how to reach these outcomes. Feedback is given on the work submitted as well as during the working process. Feedback should be shared in a timely manner and could be oral, written or electronic.

## **Student Portfolio**

### **The Purpose of Portfolios**

Portfolios are collections of students' work that are designed to demonstrate successes, growth, higher order thinking, creativity and reflection. The portfolio is an exhibition of an active mind at work. Portfolios should celebrate student learning through the PYP, showing the development of the whole child, both within and outside of the Program of Inquiry in all subject areas. Portfolios are used by students to communicate this development with parents at student-led conferences and with teachers and peers throughout the school year. The portfolio is a work in progress and

not a product.

### **Contents of Portfolios**

Portfolio content at each grade level should include, but is not limited to the following:

- Introductory cover page (Name, Grade, and Year). This page can be made creatively with child's inputs.
- Selections from each unit of inquiry, which may include the summative assessment task, an overall reflection or a response to a piece of work. The selections should come from a variety of discipline areas.
- Pieces of work that show the process of learning rather than a final piece.
- Comments indicating why the work was chosen. This can be an informal comment or a more formal and detailed comment written by a student.
- Work that reflects the PYP Learner Profile and Attitudes.
- Special memories or highlights (photographs of visits, day trips or excursions).
- Any student-initiated action (when/if happens).
- Certificates & awards

### **Portfolio Management Guidelines**

The Student Portfolio contains evidence of student achievement over time and, as such, is an important part of the PYP evaluation process. Teachers and students work together to decide on the appearance of the portfolio to ensure that it not only constitutes a balanced representation of learning and collection of works, but that it is also something the child can own with a sense of pride.

The balance of "teacher-selected" versus "student-selected" content in portfolios depends on the age and maturity of students. Teachers should help students learn how to thoughtfully choose which items to include/keep in their portfolios and provide students with opportunities to thoughtfully remove items as well. Portfolios should be easily accessible to students. Students should understand the purpose of portfolios, the process used to compile them and be able to explain why specific materials are included in their portfolios.

Portfolio content need not be limited to written work. A variety of media can be represented to reflect different learning styles and experiences, including drawings, photos, voice recordings, videos and multimedia.

Portfolios are stored in binders supplied by the school and in the digital format. Any pieces selected for the portfolio should be marked with a date and clear explanation of the aim or

purpose of the piece of work and/ or the reason for its selection (this may be written by the teacher or the student). Each selection should also include the Transdisciplinary theme and the Central Idea.

Portfolios are given to the students to take home at the end of the year. Only the work that is exemplary or important for informing the teaching and learning in the next school year is kept in the school.

## Conferences at Rudjer Boskovic School

Rudjer Boskovic School uses different forms of conferences throughout the school year with the purpose of “sharing information between teachers, students and parents”, as it is defined in the IB document “Making the PYP happen”. The following structures of conferences are used in our current practice:

- **Teacher-student conferences**

The main purpose of this format of conferences is to give each student information about their learning process, so students could reflect on their work and improve their skills. These conferences are informal and are directed by the teacher to give guidance to student who get clear information about their areas of strengths and areas for improvements. Teachers give students feedback frequently, usually once per week in the individual interview. If it is needed, these conferences may be held more often. After each transdisciplinary theme, students get more complex feedback which refers to their knowledge, key concepts, skills, attitudes and actions.

- **Teacher-parent(s) conferences**

This kind of conferences provides parents with information about student’s progress development and learning process, and about the school’s program. Through these conferences teachers also gather some information about the parent’s perception of student growth and about the family background which could be crucial for understanding each child’s development and progress.

These conferences are held for the group of parents whose children attend the same class and for each parent individually. The purpose of these two forms of conferences is different. There are four group conferences per year, two in each semester. Their purpose is to give parents the information about the school curriculum model, about the content of transdisciplinary themes which will be conducted during school year, about school assessment, expectation from students, schedules, etc. During these group conferences parents are informed about the importance of their role in their child’s learning process and monitoring child development as well. The first teacher-parents conference is held at the beginning of school year, when parents get an overview of the upcoming school year and the last one at the end of school year.

On the other hand individual teacher-parent conferences have a focus on individual child’s needs. Teacher and parent together discuss child’s academic, social, emotional and physical status, progress in learning and in the development, areas of strengths and growth, and set goals. These conferences are organized during the school year. The frequencies of these meetings depend on many factors such as individual child’s needs, family circumstances or unexpected events which may occur.

- **Student-led conferences**

These conferences are led by students who demonstrate their understanding throughout different learning situations. Students choose samples of their work, according to predetermined criteria and with the teacher's support, usually from their portfolio to share with their parents, being representative for their learning process during current school year. In the presence of parents, students reflect on their work, their areas of strengths and growth and together they set goals for future learning and continuing growth. Throughout these conferences, students share responsibility of informing their parents about their learning process, they focus more on the learning process (instead of) than on a grade, they reflect upon themselves as learners and demonstrate the transdisciplinary skills that they are learning in a real and significant context.

These conferences give parents the opportunity to get a deeper insight into the child's learning process and progress, as well as into the child's communicative skills, and IB learner attributes. It is also an opportunity for the parents to celebrate with the students their progress in learning. A few weeks before the conference parents are sent a brochure with the most important information about this event.

All classes in grades 1-5 of Rudjer Boskovic School organize student-led conferences every spring. Student-led conferences, as they are conceived in our school, are formal with pre-planned structures. In preparing for them, students mainly use their portfolios, but they could also include pieces of work which are not part of it as long as they are representative of the learning process and cover a wide range of learning activities. They should select samples of work such as: areas of strengths and areas for improvements in the next period, a part of the unit of inquiry, representative samples of various learning areas, skills, attitudes and IB Learner Profile. Students get support from their teachers in the selection process and in preparing to lead these conferences.

## Reporting

There are several written reports that teachers write during the year:

- **Progress reports** include a summary of learning activities and a description of the students' progress towards achieving learning goals (knowledge, skills, and concepts), examples of students' demonstration of IB learner profile attributes, PYP attitudes and action. The frequency of these reports is in accordance with the level of the teacher engagement in the class, (weekly number of classes), or depending on certain situations and needs. Weekly reports are posted on the GoSchool web application (<https://osrb.goschool.rs>).
- **End-of-inquiry-unit reports** include the description of the students' attainment of the learning goals planned for a Unit of Inquiry and recommendations for future work. The reports also include teacher comments on how successfully the students did the summative task(s), IB learner profile attributes and action taken by the students. These reports are written six times during the school year and are posted on the GoSchool web platform (<https://osrb.goschool.rs>).
- **End-of-term reports** are written twice a year and include reporting on all elements of the PYP curriculum. They are written by all teachers who taught a particular student. These reports include the description of the Units of Inquiry that the students did during the term, the assessment of attainment of strands in all subject areas and the assessment of the development of approaches to learning. There are also written comments for each subject area that include descriptions of the instances when the students demonstrated the IB learner profile attributes, PYP attitudes and action taken as a result of learning. The reports are written through the Managebac platform and are then generated and posted on the GoSchool web platform (<https://osrb.goschool.rs>).

## Policy Review Process

Rudjer Boskovic School's Language, Assessment, Academic Honesty and Special Educational Needs Policies are reviewed on a two-year cycle. The PYP, MYP and DP Coordinators, in cooperation with a selection of teachers and the Principals of the Primary and High School form the Policy Review Committee who will:

- Review current IB standards and practices as well as policy guidelines;
- Review the current policy to assess alignment with IB standards, practices and guidelines;
- Revise the current policy as needed;
- Share revised policy with all faculty;
- Review questions/comments/suggestions from faculty;
- Prepare the final policy draft;
- Submit the final policy draft to management for approval;
- Share the approved policy with faculty, students, parents and greater school community.

## References

*Making the PYP happen: A Curriculum Framework for International Primary Education* International Baccalaureate Organization. 2009.

*MYP: From Principles into Practice*. Cardiff, Wales: International Baccalaureate Organization. 2014.

*Standards and Practices*. International Baccalaureate Organization. 2014.

*Policy of Assessing Students in Primary Schools*, original title *Pravilnik o ocenjivanju učenika u osnovnom obrazovanju i vaspitanju*, Ministry of Education of Serbia. 2013.

NOTE: Assessment Policy for PYP is a part of a larger document stating detailed assessment practices in all three IB programmes implemented in Rudjer Boskovic School. All three documents detailing assessment policy have the same introductory section stating the purpose of the document and assessment philosophy and the sections stating the policy review process at the end of the document.