

ISV Assessment Policy for PYP

In line with the Vision, Mission and Aims of the International School of Vietnam, this Assessment policy document is designed to give a clear and concise description of the role of language in our school.

ISV Vision

The International School of Vietnam aspires to nurture, empower and connect students with their local and global communities, to become international citizens who are active, compassionate and life-long learners.

ISV Mission

The International School of Vietnam empowers and inspires students to become active, lifelong learners by providing a challenging, globally relevant curriculum that meets the needs of individual learners.

Our holistic and balanced approach nurtures each student's potential and inquiring mind. We foster international-mindedness by connecting students to local and global communities towards awareness and sustainable action.

Aims

- Provide transferable education appropriate to international students
- Teach and learn conceptually through inquiry-based units
- Ensure quality assurance of all aspects of our school
- Provide a first class, safe and healthy learning environment
- Promote the internationally-minded values of the International Baccalaureate Learner Profile
- Provide highly qualified, caring teachers who challenge students to develop intellectually, physically and socially to reach their fullest potential
- Encourage engagement with the language, history, culture and society of the host community of Hanoi and Vietnam
- Enable students to grow in self-esteem and self-confidence
- Nurture - Empower - Connect all stakeholders of our community to the concept of international-mindedness

Overview

At the International School of Vietnam, we believe that high-quality learning thrives in an environment of tolerance, respect, cultural and linguistic diversity, as well as rigorous and effective assessment. We acknowledge that assessment is fundamental to learning and permeates all subject areas with learning. The responsibility of assessment belongs to every teacher.

ISV teachers collaboratively plan instruction, based on formal and informal assessments of students' progress, in developmentally appropriate ways, as well as the learning outcomes outlined in the Programme of Inquiry and scope and sequence documents.

Roles within Our Learning Community

What are the roles of the pedagogical leadership team?

A responsibility of ISV's pedagogical leadership team is to support teachers. The Head of Elementary and PYP Coordinator will manage issues regarding curriculum, instructional techniques, assessment and student progress.

What are the roles of the ISV staff?

Since teaching and assessment are inextricably bound, the responsibility for the implementation of this assessment policy belongs to every teacher.

Specific facilitating behaviors include:

- Acquiring a professional knowledge base in the educational philosophy of constructivism
- Using the PYP planner and integrating instruction, utilizing the backward-by-design model
- Providing responsive learning conditions as recommended by the IB which include activating prior knowledge and providing feedback that moves learning forward
- Holding high expectations for all students
- Involving parents in the holistic development of their children

What is the purpose of assessment?

Assessment in the PYP has a double purpose: first, to assess student learning and second, to assess the programme.

The purpose of assessing student learning involves several stakeholders: students, teachers and parents.

Assessing student learning helps students—

- celebrate their successes and foster enthusiasm for learning
- be aware and reflect on their knowledge, concepts and skills gained
- be aware of their own attitude towards learning
- pursue areas of interest and strengths, and
- identify their own learning needs

Assessing student learning helps teachers—

- celebrate student learning and achievement
- gather data on how much knowledge, concepts and skills the student has gained
- gather data on the learner attributes and attitudes students display
- set specific learning outcomes for students, and
- reflect on and assess one's teaching strategies to meet student needs, differentiate and provide reinforcement and intervention where needed

Assessing student learning helps parents—

- to be aware of their child's abilities and progress
- avail opportunities for the growth and development of their child and provide support wherever necessary

The purpose of assessing ISV's programme is to—

- evaluate the significance and relevance of the units of inquiry and subject areas
- facilitate and improve transdisciplinary learning
- align it with the current trends in educational practices, as well as the IBO framework
- align learning outcomes with whole school expectations

How do teachers know what students have learned?

In the PYP, planning and refining the teaching and learning process to meet the individual learner's needs is advanced by two types of assessment: formative and summative assessment. These processes provide feedback and enable learners, teachers and parents to gain an overall understanding of the student's progress.

Pre-assessments are used the beginning of a unit to help the teacher know about the student's prior knowledge. It helps both teachers and learners to find out what is already known, what has been learned and what needs to be learned.

Formative assessments are used at the different stages of learning and inquiry to give regular and frequent information about the progress in a student's learning process. It is usually designed to measure specific learning outcomes. It supports both teachers and learners to discover what is previously known, what has been learned and what needs to be learned. Formative assessment fosters reflection and the ability to carry out self-assessment on the part of both the learner and the teacher. It leads to modification of the teaching and learning strategies that have been planned and indicates the criteria for successful teaching and learning. In addition to this, it inspires learners and teachers to strive towards making significant improvements in the learning and teaching progress in order to meet present learning objectives.

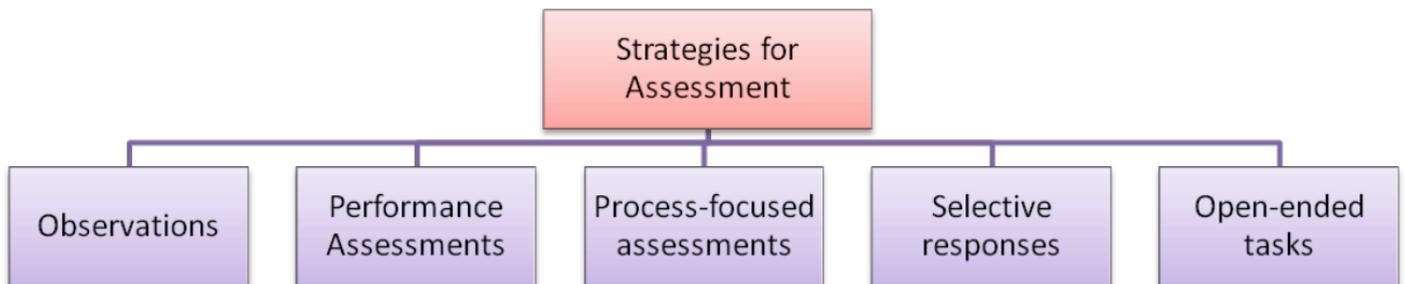
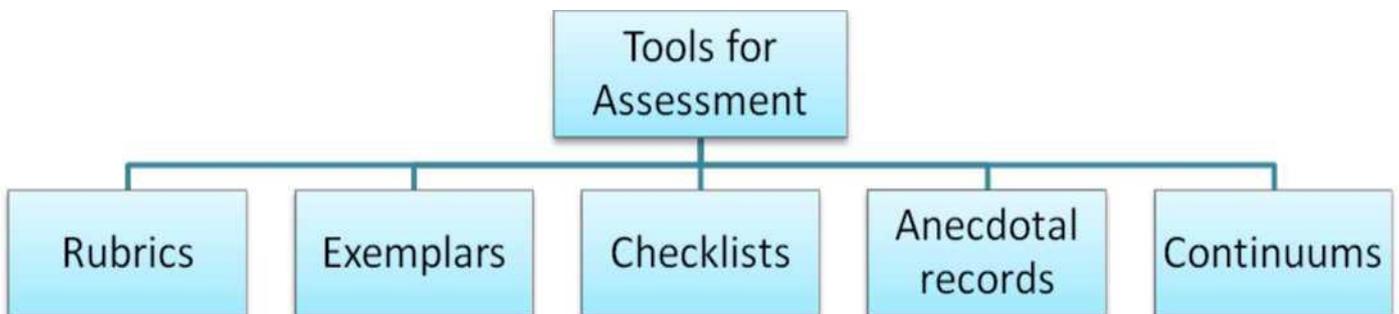
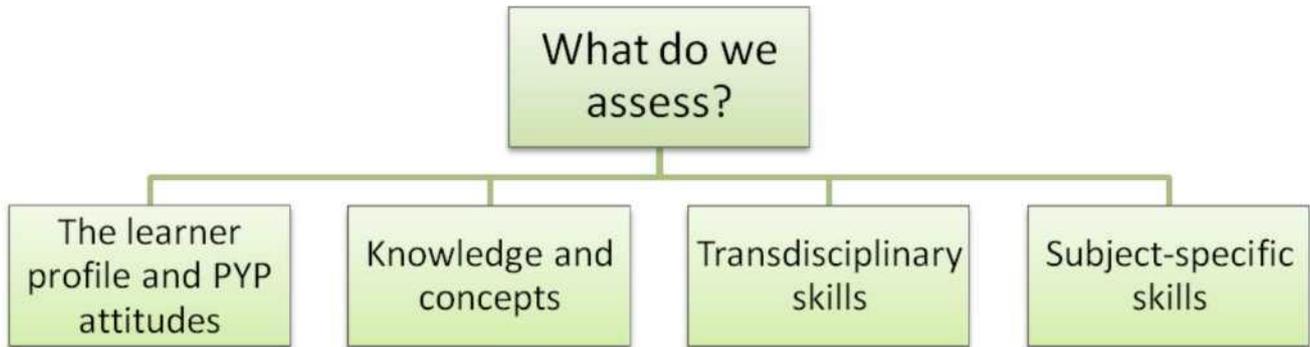
Summative assessments are used to gauge the learners' understanding and learning experiences at the culmination of the learning process. They consequently measure the achievement of several skills simultaneously, against a previously discussed and agreed upon criteria. They measure individual and group progress while challenging students to demonstrate their individual, independent knowledge and skills. At the same time, they also encourage learners to develop the ability to work collaboratively.

Summative assessments also provide learners with opportunities to outline the progress of their inquiries, to demonstrate their final understanding of the central Idea, as well as to display their resulting resolve to action, by making provision for the use of a variety of learning styles, intelligences and abilities to express their comprehensive knowledge and skills.

It gives teachers important data and evidence regarding the success of the learning and teaching strategies employed and allows them to further analyze, improve, refine and plan their teaching accordingly for the future.

It gives learners, teachers and parents a clearer insight and concrete evidence of the learner's progress and his or her level of knowledge and skills.

Possible Strategies and Tools for Assessment



How does the school know that its assessments are effective?

Effective assessments for students mean that they will be—

- assessed on the knowledge, concepts, skills, learner attributes and attitudes that were taught and presented in school
- allowed to express their knowledge, concepts and skills using a variety of learning styles and multiple intelligences
- able to recognize their own strengths and weakness

Effective assessments for teachers mean that they will be able to—

- identify if students were able to develop their understanding of concepts learned
- identify where students are in terms of their skills (subject-specific and transdisciplinary)
- identify students who need support, as well as students who need more challenges
- gather evidence for reporting
- articulate a clear understanding of the students' abilities, progress and areas of interests
- able to know whether their own teaching and learning strategies were able to contribute and improve student learning

Effective assessments for parents mean that they will be able to—

- see evidence of student learning and development
- provide opportunities to support and celebrate students learning with parents and other members of the school community

Reporting: How does the school communicate information about assessment?

Personalized Learning Plans (PLPs) describe a student's observed strengths, as well as some goals and strategies that will take a student's learning forward. Students will also be given the opportunity to craft their own goals for the school year. PLPs will be distributed to parents around six weeks after the first day of school and will be a point of discussion for the first parent-teacher meeting. (Initial assessment)

UOI reports will be sent out a week after the end of each unit of inquiry. This will include detailed information on what was covered during the unit, and how the students demonstrated the learner profile attributes, as well as an understanding of the knowledge, concepts and transdisciplinary skills taught in the unit.

Report Cards will include a narrative on how students are exhibiting the learner profile and attitudes, their conceptual knowledge and transdisciplinary skills they've applied and developed. General comments on math and language arts are included. The assessment records are criterion-based and include criteria and descriptors in all subject areas as well as transdisciplinary skills. Report cards will be shared with parents twice a year.

Student Portfolios show evidence of student learning in all subject areas. These will include sample student work, assessments (pre, formative and summative), student-chosen work and student reflections. Each piece in the portfolio will include the date, learning outcome(s), learning task and an assessment, whether it be a self-, peer or teacher assessment. Portfolios will be distributed twice a year and be a point of discussion during the parent-teacher and student-led conferences.

Parent-Teacher Conferences (PTCs) are opportunities for parents and teachers to have an open discussion on the learner's progress in school. It is a time to acknowledge a student's strengths, as well as goals, concerns and recommendations. The PLPs, report cards and student portfolios are possible points of discussion during PTCs.

Student Led Conferences (SLCs) encourage students to celebrate and take responsibility for their own learning. Students will plan and practice, with the guidance of teachers, what they want to present to their parents during the conference. Their personal reflections on their learning are interwoven into the session.

Reviewing the Assessment Policy

The assessment policy will be reviewed on a yearly basis. The next review will be on October 2016.