



SPOJENÁ ŠKOLA

Gymnázium Jura Hronca a Základná škola Košická

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ASSESSMENT POLICY

The aim of assessment is to:

Provide a supportive and positive mechanism that helps students improve their learning, supports teachers in their development and contributes to the success of the programme.

Principles and philosophy of assessment:

- Assessment is consciously designed to improve student performance. It should identify the learning needs of an individual student or a group of students.
- Reflection is an essential and integral part of assessment.
- Educative assessment is anchored in authentic tasks.
- Feedback is central to all teaching and learning.
- Educative assessment provides students and teachers with feedback that they can use to revise their performance.
- Assessment provides direction for teachers, the learners (students), the parents, the administration and the larger school community.
- Assessment should be sensitive to cultural, linguistic, racial, learning, physical and gender differences.
- The criteria for assessment are shared or developed with the students prior to assessment.
- Assessment should be motivating for students. Motivation can be maintained and enhanced by assessment methods which support the learner's autonomy, provide some choice and constructive feedback, and create opportunity for self-direction through individual targets.
- It should be providing information about a student's level of attainment in relation to the knowledge, skills and understanding elements of the curriculum.
- Provide information about how students learn.
- Determine what students know and understand.
- Ascertain the skills that students acquire.
- Diagnose learning problems and students' needs.
- Monitor standards.
- Contribute to the efficiency of the programme.
- Reflect the curriculum and be an integral part of teaching and learning at all levels.
- Check teaching objectives against learning outcomes.
- Act as a feedback mechanism for curriculum development.
- Motivate both teachers and students through success in achievement.
- Helps learners know how to improve (self-improvement) - Learners need information and guidance in order to plan the next steps in their learning. Teachers should: pinpoint the learner's strengths and advise learners on how to develop them; be clear and constructive about any weaknesses and how they might be addressed; provide opportunities for learners to improve upon their work.
- Promotes understanding of learning goals and assessment criteria (ownership) - For effective learning to take place learners need to understand what it is they are trying to achieve - and want to achieve it. Understanding and commitment follows when learners



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have some part in deciding goals and identifying criteria for assessing progress.

Communicating assessment criteria involves discussing them with learners using terms that they can understand, providing examples of how the criteria can be met in practice and engaging learners in peer- and self-assessment.

- It should be sensitive and constructive (comments rather than grades, emotional impact) - Comments, marks and grades have an impact on learners' confidence and enthusiasm and should be as constructive as possible. Comments that focus on the work rather than the person are more constructive for both learning and motivation.

Effective assessments allow the students to:

- Have criteria that are known and understood in advance.
- Analyse their learning and understand what needs to be improved.
- Synthesise and apply their learning in addition to recalling facts.
- Highlight their strengths and weaknesses mastery and expertise.
- Be reflective and partake in self and peer evaluations.
- Express different points of view and interpretations.
- Be encouraged to be responsible for their learning.
- Experience successful learning.
- Perform at a higher level when challenged.
- Show how their weaknesses can be improved.

Assessment Practices

Pre-Assessment

- Teachers will assess children's prior knowledge and experience before embarking on new learning experiences (e.g. bench-marking, mind-mapping).

Formative Assessment

- Ongoing and regular assessment will be used during the teaching and learning process to inform teachers and students about how the learning is developing. Formative assessment and teaching are directly linked to one another. Teacher will use a variety of methods to obtain their formative assessments. Formative assessment happens regularly during each unit.

Summative Assessment

- Summative assessment happens at the end of the teaching and learning process and should be planned for in advance. The assessment is designed so that students can show their understanding in authentic contexts and apply it in new and flexible ways. It measures understanding of the central idea, and prompts students towards action. The students will be made aware of the criteria for success in the task which should be limited to a defined unit of work. Summative assessment happens at the end of each unit of enquiry.



Student Profile Assessment

- Student profile should be transparent in the classroom and evident in the general language of the school. Teachers may use informal observations to give feedback to students, but actual assessment is only done as student self-assessment. The students should reflect on their development at the end of each two 'Units of Inquiry' on targeted or selected aspects of the profile. This reflection will vary according to the student's age groups and his/her English language ability.

Attitudes Assessment

- Attitudes are explicitly taught and focused upon. Student reflections and teacher observations are documented. These records should reflect the development and demonstration of the targeted attitudes over time, both in spontaneous and planned activities.

Assessment Strategies

Planned observations

- All children are observed regularly, with the teacher taking notes on the individual, the group and the whole class. Observations include how groups work and the role of individual participants within the group.

Process focus

- Students' skills and developing understanding are observed in real contexts on a regular basis, using checklists, narrative notes, continuums and inventories. The emphasis is on the process and skills application rather than the product.

Selected responses

- Single 'snapshot' samples of what students know or are able to do. These can be recorded in a notebook carried by the teacher to be formally documented at a later date.

Open-ended tasks

- Students are given a stimulus and asked to communicate an individual, original response. In this way the student's understanding and application can be individually assessed. No two students will have the same response!

Student Portfolios

- Teachers and students maintain a portfolio of work that demonstrates growth, thinking, creativity and reflection for both academic and social development over time. (See Student Portfolios Policy)

Performance Tasks

- This represents the type of challenges that adults face in the world beyond the classroom. It requires students to demonstrate their knowledge and skill to accomplish a goal or solve a problem. It therefore requires students to thoughtfully apply their knowledge, rather than recalling of facts. The task should be open-ended, should develop a product or performance, have an identified purpose i.e. an audience, and it involves criteria, which have to be met.



Assessment Tools

Performance Lists

- Performance lists offer a practical means of judging student performance based upon identified criteria. A performance list consists of a set of criterion elements, but not performance levels. These are used for students to know the criteria before embarking on their work, to assess that they meet the criteria.

Holistic Rubrics

- Holistic rubrics provide an overall impression of a student's work, thus providing a single score/level for the finished product or performance. Holistic rubrics give a 'snapshot' or impact of overall performance to give a general impression of a piece of work.

Analytic Rubrics

- Analytic rubrics are used when the assessment task is broken into defined dimensions or traits and each element is judged separately. Each element achieves a separate score/level. These are used for large projects and summative assessments as well as for analysing writing.

Benchmarks/Exemplars

- These are samples of individual students work that serves as a baseline against which other samples of the students work is judged. They can be used alongside rubrics or continuums.

Anecdotal notes

- These are written notes based upon observation of the student in any context (planned/not planned). Time needs to be allocated to compile, organise and analyse such notes.

Continuums

- Continuums are a visual representation of developmental stages of learning. They indicate the progression of achievement and/or identify where a child is in a process.

Tests

- Planned assessment task(s) where students respond to teacher directed questioning or instructions. The response may be written, oral, physical, illustrated etc.

Application of assessment

Students are aware of what they are trying to achieve in a particular piece of work and through reflection they gain clear insight into what they have achieved and where they can improve. The teachers use their formative assessments to set work which is well matched to their students' capabilities. Students are involved in the process of assessment, taking responsibility for their own learning, developing their ability to be self-critical and setting personal learning targets.

Assessment will:

- Be embedded in context in units



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- Reflect skills applicable to the intended learning outcomes of the unit
- Consist of a range of formative and summative activities applicable to the unit
- Reflect positive achievement
- Be sufficiently open-ended to allow students to demonstrate their learning in any particular unit

Students should:

- Have a clear idea of the knowledge and/or skills under development
- Receive a clear feedback regarding (a performance level) that has been awarded e.g. verbal and peer feedback
- Be provided with helpful feedback on each assignment
- Have access to all criteria being used in the assessment
- Not expect that every piece of work completed will be formally assessed
- Students should be involved in setting criteria for assessment

Teachers should:

- Use student performance as a feedback mechanism to initiate changes
- Use a variety of methods of assessment
- Always inform students about the results
- Inform parents immediately if results are dramatically dropping or are constantly low (for some period of time)

Communication with parents:

Individual Student Reports:

- Reports are given twice a year – January and June – at the end of each semester

Parent/teacher conferences:

- Student Led Conference – twice a year – at the end of every semester
- Individual meetings at any time with a teacher / teachers/ Coordinator made by appointment to discuss student performance and progress
- Interactive workshops for parents – periodically
- In September and in March – parent meetings in every PYP class
- PYP 5 – Exhibition meeting
- PYP 1 – Introduction to PYP school programme

On-going communication:

- PYP unit letters to parents
- Online applications used also for communication with parents – i.e. Class Dojo
- E-mails
- School online application - Edupage

Assessment documentation



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Student Portfolios

See Primary Portfolio Policy.

Reporting

Written reports

- All teachers are responsible for writing student reports twice a year. Teachers should check their own reports for spelling and grammar mistakes. The PYP Coordinator is responsible for printing the paper copies. Teachers then organize the signature of the school principal and the school stamp.
- At the end of the school year teachers are responsible for making 2 copies of students' reports - one copy needs to be filed into student portfolios and other copy given to the school deputy principle who is responsible for filling them into the class documentation.
- Reports are given on a particular appointed day. In case the child is missing, teacher leaves the report with the school administrator and parents collect the report directly from her.
- Teachers will inform parents about the final grade lower than AE beforehand (at least 2 – 3 months before the handing out reports).
- Teachers use positive statements as much as possible and place achievements in context
- They should differentiate between attainment (assessed against standards or learning outcomes) and achievement (personal performance, usually based on positive assessment)
- They should report against stated criteria and avoid speculation
- Teachers identify targets for future learning
- The reports are to be addressed to the target audiences: pupil, parent and teacher
- Teachers will comment and assess the attributes and profiles
- The reports in the English section are written in English
- The reports in the Slovak section are written in Slovak
- Teachers include descriptive comments in addition to quantitative assessment and refer to supporting evidence.

Teachers use the following terminology for particular stages of students' progress.



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Generalized scoring scales for assessment

<i>VD</i> <i>Veľmi dobre spĺňa požiadavky</i>	<i>D</i> <i>Dobre spĺňa požiadavky</i>	<i>Č</i> <i>Čiastočne spĺňa požiadavky</i>	<i>N</i> <i>Nespĺňa požiadavky</i>	<i>NA</i>
<p>Žiak je tvorivý a iniciatívny, dokáže vyjadriť veľa priradených postojov, ovláda poznatky a zákonitosti podľa učebných osnov. Jeho myslenie je kritické, dokáže hľadať vlastné riešenia. V presnosti a úplnosti požadovaných poznatkov, faktov a pojmov a vo vzťahu medzi nimi má nepodstatné medzery. Osvojené poznatky a zručnosti aplikuje pri riešení teoretických a praktických úloh samostatne, s minimálnymi odchýlkami.</p>	<p>Žiak sa snaží byť tvorivý, iniciatívny, ovláda poznatky, pojmy a zákonitosti podľa učebných osnov a vie ich využívať. Osvojené poznatky, pojmy a zákonitosti s mierou podporou učiteľa aplikuje pri činnostiach. Osvojenú slovnú zásobu dokáže používať pri komunikácii, hodnotení javov a zákonitosti samostatne a kreatívne alebo s menšími podnetmi učiteľa. Občas potrebuje usmernenie a motiváciu k ďalšiemu sebazdokonaľovaniu.</p>	<p>Žiak nerozširuje svoju tvorivosť, chýba mu iniciatívnosť, priemerné si osvojuje poznatky a zákonitosti podľa učebných osnov. Pri riešení teoretických a praktických úloh s uplatňovaním kľúčových kompetencií sa vyskytujú nedostatky. Je nesamostatný pri využívaní poznatkov a zdržanlivý pri vyjadrovaní svojich postojov. Žiak často potrebuje usmernenie svojej práce, kvalita výsledkov jeho činnosti je priemerná.</p>	<p>Žiak si neosvojil vedomosti a zákonitosti požadované učebnými osnovami. Nespĺňa kritériá pri riešení teoretických a praktických úloh s uplatňovaním kľúčových kompetencií. Je nesamostatný pri využívaní poznatkov, hodnotení javov, nevie svoje vedomosti uplatniť ani na podnet učiteľa. Žiak nedokáže uspokojivo pracovať, kvalita výsledkov jeho činnosti je neuspokojivá.</p>	<p>Neaplikuje sa tento polrok</p>
<i>ME</i> <i>Meeting all Expectations</i>	<i>AE</i> <i>Approaching Expectations</i>	<i>PE</i> <i>Partially meeting Expectations</i>	<i>NE</i> <i>Not meeting Expectations</i>	<i>NA</i> <i>Not Assessed</i>
<p>The student regularly demonstrates proficiency in the majority of the expectations for his/her grade. The student, with few errors, grasps and applies key concepts, processes and skills for his/her grade.</p>	<p>The student is beginning to meet the expectations for his/her grade. The student is beginning to grasp and apply key concepts, processes and skills for his/her grade.</p>	<p>The student's learning is partially at the expected level and there are more areas that require attention and support. The student has difficulties to grasp and apply key concepts, processes and skills for his/her grade.</p>	<p>The student is not meeting expectation for his/her grade. The student is not grasping key concepts, processes and essential skills for his/her grade level.</p>	<p>Not reported this term.</p>

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