



ASSESSMENT POLICY



MISSION STATEMENT OF THE SCHOOL

Our aim is to empower students to reach their full potential in a supportive and challenging holistic learning environment, preparing them for an active role as confident, caring and tolerant life-long learners.

PHILOSOPHY

Assessment is the collection and analysis of information regarding student performance. It identifies what students know, understand, can achieve and enables them to reflect at different stages in the learning process. Matija Gubec International School is committed to educating the whole child, in an academically challenging and child-centered environment. We emphasize freedom of expression, independent thinking, and positive personal values and qualities while maintaining a sense of responsibility to others through respect and cooperation. The educational framework of Matija Gubec International School represents a balance between the processes and outcomes of learning.

The curriculum is based not only on the acquisition of knowledge but also on the development of problem-solving and critical-thinking skills. Using a broad, inquiry-based curriculum we emphasize literacy; written and oral communication; the creative process of the arts and music; the acquisition and mastery of multiple languages; reasoning in the sciences and mathematics; the pursuit of a physically active and healthy lifestyle; and technology to enhance the learning and discovery process. As future, fully contributing members of society, our students develop as socially and morally responsible individuals and demonstrate this through understanding and respect for others and service to the community. Matija Gubec International School develops each student's self-worth, confidence, and pride by providing programs that make the most of our multicultural school community.

WE DELIVER ASSESSMENT WHICH AIMS TO:

- inform and involve students, parents, teachers and administrators.
- involve students to be an active part of the learning process through reflection and demonstration of their understanding.
- support and encourage student learning by providing feedback on the learning process.
- inform, enhance and improve the teaching process.
- provide opportunity for students to exhibit transfer of skills across disciplines, such as in interdisciplinary unit assessments.
- allow teachers to guide their instruction and to communicate progress with students and families.
- promote positive student attitudes towards learning.
- promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts.
- promote the development of critical-and creative-thinking skills.
- reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts.
- support the holistic nature of the programme by including its model principles that take account of the development, of the whole student.
- allow parents to see evidence of their child's learning and development, while supporting and celebrating their child's learning.

PYP ASSESSMENT

How will we know what we have learned?

‘Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, and the mastering of skills, the development of attitudes and the decision to take action. The prime objective of assessment in the PYP is to provide feedback on the learning process.’
(Making the PYP Happen, 2009, International Baccalaureate)

ASSESSMENT OF THE ESSENTIAL ELEMENTS OF THE PYP

The five essential elements of the PYP are assessed through the units of inquiry and are recorded on the planner for each unit. Assessment of the *knowledge* learned in each unit is done through the summative assessment. It reflects an understanding of the central idea. Each unit provides opportunities for different *skills, concepts and attitudes*. Reflection on growth in these areas is recorded on the planners and self-assessments are done by the students. Student *actions* that are initiated beyond the scope of the unit are recorded on the planner.

TYPES OF ASSESSMENT

How do we discover what students have learned? How do we evaluate their knowledge, skills, concepts, attitudes and actions?

“Student learning is promoted through planning and refining the teaching and learning process to meet individual or group needs. Assessing the students’ prior knowledge and experience as well as monitoring their achievement during the teaching period will enable teachers to plan and refine their teaching accordingly. Teachers should bear in mind that a well-designed learning experience will provide data on students’ knowledge, skills and conceptual understanding, and is consequently a vehicle for summative or formative assessment.” (Making the PYP Happen, 2009, International Baccalaureate)

Diagnostic/pre-assessment prior to teaching helps teachers and students find out what the students already know and can do.

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.

Teachers use various assessment tools to keep a record of student progress.

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.

ASSESSMENT STRATEGIES

The teaching staff at Matija Gubec International School uses and develops a range of assessment strategies. Assessment strategies are selected in order to provide a range of approaches and therefore to provide a balanced view of the student. Teachers select from a number of assessment strategies, reflecting student's needs and skills.

Observation	Students are observed regularly with teachers noting the growth and progress of individuals, groups and the whole class.
Selected responses	Tests and quizzes. These assessments provide a snapshot of students' subject-specific knowledge.
Open-ended tasks	The tasks allow teachers to present students with a stimulus and ask them to communicate an original response that could take many forms, such as a drawing, a presentation, a composition, a diagram or a solution to a problem.
Performance	Students apply what they have learned by completing authentic tasks that have more than one acceptable solution.
Process-focused assessments	Students are observed often and regularly; the observations are recorded by noting the typical as well as non-typical behaviours, collecting multiple observations to enhance reliability, and synthesizing evidence from different contexts to increase validity. Checklists, inventories and narrative descriptions (such as learning logs) are common methods of collecting observations.
Portfolio assessment	Portfolios can be used by students and teachers to record their learning achievements and express their identity. Portfolios are useful ways to involve students in their own learning and the assessment of that learning.
Student reflections	Students are asked to reflect on what they have learned at the end of a lesson/unit.

ASSESSMENT TOOLS

We aim to give all students the opportunity to be successful and to be able to show what they know, can do and understand. In order to gather data about students' learning our teachers use a number of instruments/tool; quantitative and qualitative tools which refer to both written and oral tasks, group problem solving, performances and demonstrations, portfolios and observations. Samples of tools are: exemplars, checklists, rubrics, anecdotal records, continuums, and portfolios.

Portfolios are a purposeful collection of a student's work that is designed to demonstrate successes, growth, higher-order thinking, creativity and reflection. Portfolios are a cumulative collection of student work that travel with the student from kindergarten through fourth grade. They are housed in the student's classroom and are accessible to the student and his or her family at any time during the school year. The portfolio is the property of the student and goes with the child upon leaving or graduation from the program.

During each subject course different tasks will be assessed, such as project work, class tests of variety of types, course work, group assignments, oral presentations, homework, compositions, practical work, demonstrations and reports according the specific subject criteria.

REPORTING STUDENT'S ACHIEVEMENT

The school communicates student's achievement in each subject group to parents at regular intervals. Teachers are required to continuously record the progress of students on the **e-Classbook** online system (e-dnevnik). It enables insight into the student's school grades in any moment. It communicates student's achievement against all PYP assessment criteria in all PYP subjects, descriptive grades and teacher's notes about student's progress.

During the course of one school year, the homeroom teacher organizes **individual meetings** with every parent of the class to report student's progress on four occasions. Parents are invited to meet with their son's/daughter's teachers to discuss academic progress to date.

At the end of every school year, students receive their **final report cards**. Final report cards consist of a set of documents which show student's achievements and continuous progress. They include final grades of all attended core and optional subjects and comments from the homeroom teacher and other teachers who were involved in the child's education that school year. The teachers address the student and give forward strategies based on performance to date that include student targets for improvement with a clear indication of how they may be achieved. Report cards are handed out at the end of second term. Final report cards include a 1-5 grade for each subject. The grading system follows the national assessment 1 to 5 scale.

Students and parents should not hesitate to contact the teachers in order to discuss progress and achievements at any time.

REVIEW OF ASSESSMENT

The policy will be revisited annually at the beginning of each academic year.

REFERENCES

International Baccalaureate: (2009) Making the PYP Happen

Assessment in the PYP online (2013) www.ibo.org

Arcabald, D. & Newmann, F (1988) Beyond Standardised Testing. Virginia.