

A Centre of Excellence at the heart
of the Community



مركز تميز في قلب المجتمع

Ras Al Khaimah Academy أكاديمية رأس الخيمة

Assessment Policy

2014 - 2015

Updated 14th April 2014

Month/year completed April 2014	Policy: Assessment
Developed by: RAK ACADEMY Assessment Committee(2011), Primary Leadership Team(2014)	Review date: January 2015

Philosophy

All assessment at RAK ACADEMY has the purpose of thoughtfully guiding and understanding student learning. Authentic assessment is an integral and continuous process that varies according to individual needs and it supports learning by all members of the community.

Principals of Assessment

At RAK ACADEMY we believe that:

Assessment builds a picture of students' understanding, knowledge, skills and attitudes, as well as showing students' progress in relation to approaches to learning and the IB Learner Profile.

Assessment improves the learning experience for the individual and defines the next steps in their learning.

Learners:

- Have criteria that are known and understood in advance
- Analyse their learning and understand what needs to be improved
- Demonstrate the range of their conceptual understandings, their knowledge and their skills
- Synthesize and apply their learning
- Base their learning on real- life experiences that can lead to other questions to ask or problems to solve
- Produce quality products or performances
- Highlight their strengths and demonstrate growth for further understanding
- Express different points of view and interpretations
- Promote reflection, self- and peer- evaluation

Teachers assess using a range and balance of assessment tools and strategies in a context which is both relevant and motivating for students. Assessment forms an integral part of the planning/ assessment/ reporting cycle and monitors the progress of student learning and achievement. It also determines the effectiveness of teaching, informs curriculum and assessment review.

Teachers:

- Plan and build assessment into the learning
- Identify what is worth knowing
- Include collaboration between the child and the teacher or among children
- Take into account different cultural contexts and different ways of learning and knowing
- Produce evidence that can be reported on and understood by all members of the community
- Use assessment to inform every stage of the learning and teaching process
- Identify children's area of interest to facilitate future learning experiences.
- Promote reflection, self- and peer- evaluation
- Moderate student work within and across grade levels

Primary School Implementation

Methods Of Assessment

Assessment Strategies

RAK ACADEMY values the use of a range of assessment strategies during the program. Including formative (assessment for learning) and summative (assessment of learning) assessments. Assessing 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.

Strategies for assessment could include:

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

Assessment Tasks

Assessment tasks should be designed to allow students to demonstrate their understanding through a variety of modes of communication, using a range of intelligences. Offering students choice in how they would like to present their understandings can lead to higher level of student engagement and success in demonstrating understanding, and should be considered whenever possible. Assessment tasks could include;

- Compositions
- Creations of solutions or products in response to problems
- Tests/ quizzes
- Questionnaires and surveys
- Investigations
- Research
- Performances
- Presentation through various media

Assessment Tools

The above tasks may be assessed using the following tools:

- Anecdotal records: brief written records based on observations of students. May include quotes from students.
- Continuums: visual representations of developmental stages of learning. Students are plotted on continuums based on teacher's assessment data.
- Rubrics: an established set of criteria for rating students in all areas.
- Exemplars: samples of students' work that serve as concrete standards against which other samples are judged.
- Checklists: lists of information, data, attributes or elements that should be present. A mark scheme is a type of checklist.
- Tracker

(Making the PYO Happen p.44- 52).

**FORMATIVE ASSESSMENT
(Assessment for Learning)**

“Formative assessment provides information that is used in order to plan the next stage in learning. Formative assessment and teaching are directly linked and function purposefully together. Formative assessment aims to promote learning by giving regular and frequent feedback. There is evidence that increased use of formative assessment particularly helps those students who are low achievers to make a significant improvements in their understanding:. (Making PYP Happen, p.45)

Teachers at RAK ACADEMY will:

- Regularly mark students work and conference with students, to provide feedback about the learning process.
- Provide students with quality, constructive feedback which is intended to improve student learning. (Not all pieces of work can be “quality marked” and teachers will decide when planning the lesson whether the work is an appropriate piece of this level of marking. At RAK ACADEMY we aim to “quality mark” one piece of work per subject, per week, preferably as part of student- teacher conference.)
- Provide feedback on all students as early as possible, in order for it to make a difference to students. (Delayed feedback makes little impact on students learning.)
- Provide feedback in student workbooks- either on the book itself or on “post- it” notes so that feedback, and student progress, can be tracked.
- Provide feedback to students about the features they were asked to concentrate on. This means that some aspects of writing are unmarked, but over time will be marked (eg. Spelling, punctuation, grammar, story structure etc).
- Use formative assessment and feedback to keep track of students’ learning and set goals/ targets for future progress.
- Encourage students to self-evaluate their work.

Evidence Gathered

Anecdotal records- (ongoing) – academic, Social/emotional, behavioral Skills checklists Writing samples Reading information (eg. Running records & levels)

Teachers planning files include Planning which is annotated and changes according to ongoing formative assessment

**Summative Assessment
(Assessment of Learning)**

A school calendar shows when relevant assessment data about the students is collected and recorded. The data can be analyzed, interpreted and action taken to ensure that all students are making as much progress as they can.

The collection of data on student performance is a collective responsibility and will include:

- Ongoing Classroom Data (Regular) – these will include anecdotal records, results of classroom assessments/ quizzes, analysis of student portfolio work samples and class assignments. The responsibility of the collection of this data is the classroom teacher.
- Periodic Classroom Data (Irregular) – these will include end of unit performance tasks, tests, performances etc.
- School Data (Periodical) – this data refers to internal assessments which extend beyond a single classroom and include such things as writing samples, maths assessments etc. these pieces of assessment are to be cross marked to avoid contamination of data. Key outcomes are assessed to gain information about student performance against the criteria as well as information about programme success. (e.g. Phonics)
- External Data (generally annual) – this data will include benchmarking data for the purpose of evaluating teaching programmes and comparing student performance across time and place. (eg. Progression Tests, checkpoint)

Various systems: Folders, notebooks, files, e folders, portfolios, annotated or highlighted Scope and Sequence documents.

Teacher assessment files contain information on individuals, groups, and whole class

Gap Analysis

Communicating The Results Of Assessment

Reporting will be a collaborative, consistent process that involves, and is valued by, all members of the school community. It includes contributions from teachers, parents and students. It provides feedback and communicates next steps to learners through varied and individualized methods.

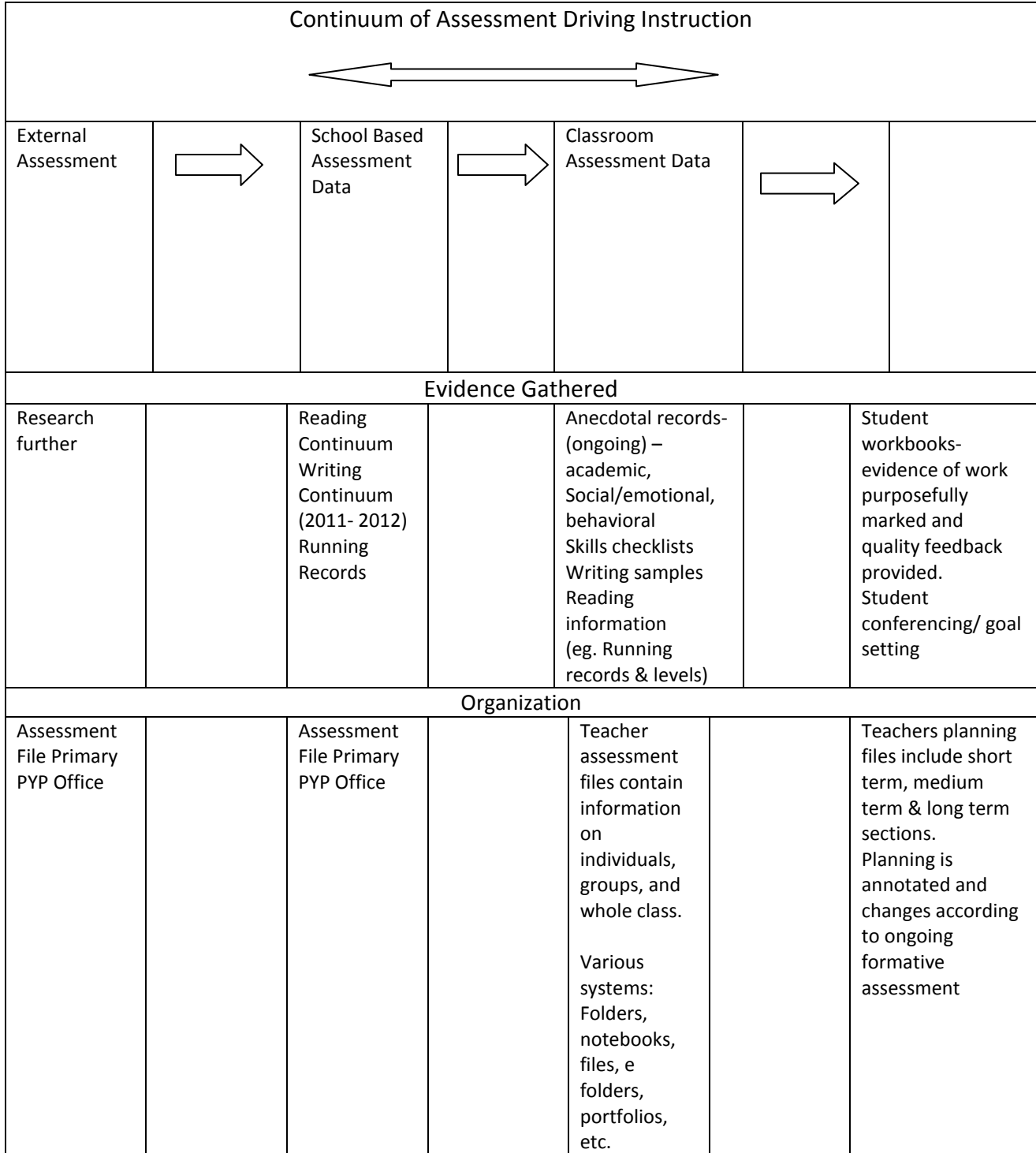
Student achievement will be communicated to students and parents honestly and thoughtfully, in language that reflects school and community values.

Portfolios display evidence of students' learning across the curriculum, of their interest and of their growth in the learner profile. Evidence will be gathered and presented in a variety of ways with input from students, teachers and parents. Items in the portfolio will be accompanied by a student reflection.

Conference will take place in the form of parent/ teacher conferences. 3 way conferences (parent/ teacher/ student) and Student Led Conferences. The purpose of conferences is to inform parents about student progress and how they are being moved on in the learning process. Also for students to lead their learning.

Written reports will be issued termly and will focus on student achievement and progress in learning. Teacher comments will focus on what has been taught, and will be supported by specific evidence and will show strengths and areas to work on. Reports in Term 2 and 3 will also contain a student self reflection.

Assessment that Drives Instruction
 RAK ACADEMY Primary School Assessment Overview



**RAK ACADEMY Primary Years Program
School Assessment Calendar 2014 Years 1-6**

Assessment Evidence		Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
*1.Reports	CT				√			√			√
*2.Portfolios	All		√				√			√	
*3. Summative Assessment for UOI	CT		√		√		√	√		√	√
*4.Conferences	All		√			√				√	
5. Student Self Reflection	ST				√			√			√
6.Running Records (PM)	CT	√				√					√
7.Reading and Writing Scope and Sequence checklist	CT				√			√			√
8.Maths Scope and Sequence Checklist					√			√			√
9.Science Scope and Sequence Checklist	CT		√		√		√	√		√	√
10.Writing Sample	CT										
11.English Diagnostic	CT					√				√	
12.Mathematics Diagnostic	CT					√				√	
13 Science Diagnostic	CT					√				√	

**RAK ACADEMY Primary Years Program
School Assessment Calendar 2014 PG/ KG1 and 2**

Assessment Evidence		Sept	Oc	Nov	Dec	Jan	Feb	March	April	May	June
*1.Reports	CT				√			√			√
*2.Portfolios	AI			√			√		√		√
*3. Summative Assessment for UOI	CT			√			√		√		√
*4.Conferences	All		√			√				√	
5.Baseline Assessment		√									
6. Journals											

CT- Classroom teacher St- Students

* Assessment Evidence 1-4 takes place in all Year Groups

An explanation of elements in the Assessment Calendar:

1. **Reports Cards**- are issued 3 times a year, at the end of each Term.
2. **Portfolios**: are a record of student achievement and more importantly, student progress over time. Portfolios should be maintained at regular intervals throughout the year, with students being encouraged to make decisions about what to put in portfolios in order to showcase their growth. Portfolio reflection slips should accompany all pieces of work in the portfolio. Three times a year, portfolios will be a focus, so that we can ensure that they are being added to gradually and are used as an assessment and reflection tool in the classroom. Portfolios should not be a focus simply at the time of Student Led Conferences, but throughout the year. Portfolios should be stored in a place in the classroom where they are easily accessible to students.
3. **Conferences**- in Term 1, Parent Teacher conferences will be held before issuing the first Term report. Conferences for every student are obligatory. In Term 2, every student will be involved in 3-Way Conference with their parents to set goals. In Term 3, a Student Led Conference will be held, where a review of achievements are made.
4. **Student self- reflection**- should be built into the everyday teaching practices of all PYP teachers. Three times a year, formal reflections will be collected. The first reflection at the beginning of the year should help teachers better understand the students in their class, their preferred learning styles, strengths, weaknesses, areas for improvement etc. The second and third student self reflections will go onto Term 2 & 3 report cards to involve students in the reporting process.
5.
 - **Reading Diagnostic Assessment Y3 -6**
 - **Writing Diagnostic Assessment Y3 -6**
 - **Maths Diagnostic Assessment Y3 -6**
 - **Science Diagnostic Assessment Y3 -6**

These are summative assessment tests, whose results will be entered onto an annual tracking system.

6. **Running Records (PM Benchmarks)** – Throughout the school we will use PM Benchmarks to assess students progress in reading, three times a year. This will allow us to have consistent assessment data across grade levels on how students are progressing in their reading. Teachers are not limited to only teaching with PM readers, and are encouraged to use a wide variety of texts for shared reading, guided reading and individual reading.
7.
 - **Reading Scope and Sequence**
 - **Writing Scope and Sequence**
 - **Maths Scope and Sequence**
 - **Speaking and Listening Scope and Sequence**

These are PYP Curriculum documents that act as continuums to formatively assess student's progress.

8. The tracking of student progress has been implemented across the school to enable the following to take place:
 - Identify students who are not making expected progress and identify possible causes. It also informs teachers' planning and allows changes in teaching styles/pace etc.
 - It also allows patterns of progress /underachievement to be identified across cohorts and individual teaching groups.
 - Year Leaders and the Primary Leadership Team can identify students who are not making progress and use intervention strategies where necessary.