

ASSESSMENT POLICY

School Mission

At Invento the Uzbek International School (IUIS), we strive to empower each child to grow their unique personality and inclinations with self-confidence. Invento education instills the skills to build healthy relationships by imparting a deeper and meaningful understanding of our immediate environment. We help Learners build solid academic foundations, combined with life-long learning habits. We aim to develop international mindedness through a carefully crafted, multilingual, learners-centered program.

Definitions

Assessment is the systematic collection, interpretation and use of information about learning. It is intended to develop comprehensive information on what each learner knows, understands and can do. Assessment promotes active teaching and learning, to inform the stakeholders (students, parents, teachers) of the school of student's progress, to aid curriculum review and improve teaching and learning instructions.

Pre-assessment is an instructional strategy teachers use to uncover prior knowledge. This information is used to ensure that teachers begin instruction at the learners' level, and differentiate instruction as required.

Formative Assessment is regular monitoring of what learners understand and to identify areas that require reinforcement. Gives an overview to teachers of how learners are learning. It also helps learners identify their strengths and areas for growth as assessment for learning.

Summative Assessment is used to formally evaluate students' learning, skill acquisition and academic achievement. It represents assessment of learning. Written feedback is provided to students within 7 days.

Assessment Criteria describes the specific performance expectations associated with an assessment or learning objective, including both the range and depth of the expectations. Assessment Criteria may be communicated through a variety of means, such as rubrics, examples, checklists and more.

The Best Fit approach is used in the Middle Years Programme when determining assessment judgments and grades. Teachers use their professional judgment to evaluate learners' performance looking comprehensively at growth over a reporting period.

Self-Assessment refers to the process of analyzing one's own abilities and learning achievements. From an early age, learners are taught to self-assess, and they become increasingly aware of their own learning process. It helps them gain ownership of their own learning.

Peer Assessment is a process in which learners assess their peers' demonstrations of learning. This supports learners in gaining a deeper understanding of the intended learning objectives and the assessment process. It promotes collaboration and develops communication skills.

Reflection is the practice of actively and critically thinking back over the past, including experiences, learnings, successes and challenges. In the context of school, reflection is intended to support learners in developing self-awareness and gain ownership of their own learning. Goals set by learners themselves have an empowering effect on their learning.

Feedback is constructive information given to learners to help them understand their learning achievements and provides them with clear directions. It can be given orally or in writing and must be given in a timely manner.

Grades indicate a summary of a learners' overall achievement in a specific, large, area of learning. Grades are determined at the end of each semester, based on the totality of a learner's achievement. Grades are determined using the appropriate Grade Boundaries for the MYP and are based on a minimum of two pieces of assessment of a criterion.

Authentic assessments are meaningful and relevant to learners. They are an opportunity for learners to apply their knowledge and skills to real-world contexts. Due to their innate complexity, they usually require higher-order thinking skills.

A Student-Led Conference is a conference organized and facilitated by learners, in which they discuss their academic learning, journey and goals with their families.

Parent-Teacher Conferences are a meaningful opportunity for parents and teachers to discuss each student's learning, academic progress, challenges and goals. Students are also encouraged to be a part of the conference.

Portfolio is a collection of learners' work representing a student's learning journey over the course of a school year.

Approach to Learning or ATLs are skills (Thinking, Communication, Research, Social, and Self-management skills) designed to enable students in the IB Programme to "learn how to learn".

Learner Profile is a broad range of human capacities and responsibilities (inquirers, knowledgeable thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective). Students as well as staff are encouraged to recognise and support these attributes with everyone in our community.

Rationale

Assessment is intended to improve learners' learning by identifying learners' achievements, strengths, weaknesses and next steps. It is consciously designed and documented to measure and improve students' learning.

Ongoing assessment helps teachers to identify each learner's level of knowledge, skill, understanding and application and provides an evidence-based method of gathering data that can be shared with the learners, parents and other teachers. Constructive feedback, given in a timely manner, is central to learning and improving performance by focusing learners on their learning process and growth. This information also allows teachers to monitor and adjust their planning and instruction.

Assessment tasks are regularly standardized to ensure fairness of assessment feedback amongst classroom teachers. Assessment practices include teacher-assessment, peer-assessment and self-assessment. In the IB, **reflection** is an essential and integral part of the assessment process.

Assessment may be differentiated in form, structure or level of scaffolding to meet the needs of the learners within the program; within this differentiation, learning objectives are kept consistent. When making grade determinations in the MYP, teachers bear in mind that new evidence of learning replaces outdated evidence as applicable. They also use their professional judgment when providing the report grade to accurately reflect progress.

Assessment Tools and Strategies

Teachers are to gather information about students' learning through a range of tools and strategies which reflect the thinking skills of Bloom's taxonomy. Those include:

ASSESSMENT STRATEGIES AND TOOLS					
Assessment tools Assessment strategies	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
Observations	✓		✓	✓	✓
Performance assessments	✓	✓		✓	✓
Process-focused assessments	✓		✓	✓	✓
Selected responses		✓	✓		✓
Open-ended tasks	✓	✓		✓	

Approaches to Learning

The Approaches to Learning skills relate to the progress of learning as they are valuable evidence of how students behave, act and react in different everyday situations. They help the student and the school community to engage in order to reach better outcomes in diverse scenarios.

The IB has determined that there are five broad categories that make up the Approaches to Learning:

1. Research skills (formulating questions, being an inquirer, finding answers, observing, collecting, organizing, interpreting and presenting of material)

2. Communication skills (recording information, listening, viewing, active participation in class, give and accept feedback, provide clarity on assignments)

3. Thinking skills (problem solving, connecting subjects, generate ideas and consider alternatives, make logical, reasoned and ethical judgments, connect learning to real world situations, reflect on learning)

4. Social skills (collaboration, act with integrity, sense of fairness, tolerance, taking responsibility for actions, participate positively in collaboration, resolve conflicts, engage in service)

5. Self-management skills (organization of learning materials, time management, meeting deadlines, being prepared for learning, persistence, balance, striving for excellence, looking for ways to improve) Learners are expected to demonstrate strong ATL elements. These relate to the student's desire to be a better learner; if the motivation is there, the skills can be learned and used on a regular basis. Parents can be part of this process by encouraging their children to pay attention and practice those skills.



Features:

Primary Years Programme

A Portfolio is a collection of learners work representing a learner's learning journey over the course of a school year

The **purpose** of a Portfolio is to support learners in becoming active participants in their learning. By selecting appropriate pieces for inclusion, reflecting, and using the Portfolio to share their learning journey with their parents.

Each learner's Portfolio is to include the following elements:

- *Cover page with learner's name, grade, academic year, picture and school logo*
A section for the time period related to each Unit of Inquiry (UoI), containing:
- *A UOI cover sheet for each unit, provided by the teacher, including Central Idea, Lines of Inquiry, Learner*
Profile focus, Attitude and Approaches to Learning
- *A goal or goals set by the learners at the start of each unit.*
- *A corresponding reflection by the learners on those goals at the end of the unit*
- *10 to 20 pieces of work, selected by the learners, completed during the time period of the UoI, showing the learner's learning journey, and including at least 2 piece related to each of the following: UoI, English, Mathematics, Russian, Uzbek, Visual Art, Music, Information Computer Technology (ICT) and Physical Education (PE). (Physical Portfolio)*
- *The portfolio is in a physical and digital forms*
- *The learners' end-of-year reflection on their learning journey over the course of the school year*

No one except the learners may add notes or reflections to the Portfolio. Some pieces may contain teacher notes if these were already on the pieces before the learners selected them for inclusion;

Portfolios are created physically and also digitally on Toddle. The learners can access them as soon as they have the sufficient ICT skills.

Student-Led Conferences

The purpose of learners-Led Conferences is for learners to take ownership of their learning, and develop as independent, confident and reflective communicators, by facilitating conversations between themselves and their parents about their learning journey and individual growth.

Learners are the key leaders of Student-Led Conferences. They are involved in all stages of the process: preparation, implementation and evaluation, self-reflection; the level and type of involvement differs according to year level.

Teachers, including classroom and specialist teachers, take the role of backstage facilitators. They organize the conference environment with the children.

Parents are partners in learning when learners lead the conferences. Parents have the opportunity to focus on their child's learning and achievement in a one-on-one conversation.

Student-Led Conferences happen once a year in semester 2 of the academic year where the learners discuss their learning progress from their portfolio with their parents.

- *UoI (includes Social Studies and Sciences)*
- *Language Arts*
- *Mathematics*
- *Russian*
- *Uzbek*
- *Visual Arts*
- *Music*
- *Physical Education*

PYP Exhibition

At the end of the fifth grade, students participate in a culminating project of their learning at PYP School called the Exhibition in which they carry out an extended, in-depth, collaborative inquiry into a real-life problem or issue. Students collectively synthesize all of the essential elements of the PYP in ways that can be shared with the whole school community. The idea is that the Exhibition draws on all the things students have learned, the learner profiles they have developed, as well as the approaches to learning skills students have developed over their entire schooling experience. In order for the PYP Exhibition to be successful, it needs to be facilitated with the support of parents, students, and mentors. It also provides teachers with a powerful and authentic process for assessing students' understanding, knowledge, skills, and agency.

The exhibition represents a unique and significant opportunity for students to exhibit the attributes of the IB learner profile developed throughout their engagement with the PYP. It also provides the school community with a wonderful opportunity to celebrate the transition of learners to the next phase of their education.

Continuum

Primary Years Programme

In the PYP there are a set of descriptors that are used to identify the students' achievement levels in learning : Not Assessed, Not Acquired Yet, Approaching Expectations, Meeting Expectations. and Above Expectations.

Middle Years Programme

GENERAL PHILOSOPHY

The main priority of assessment in the MYP is that the assessment supports every learner in their educational journey. Assessment should be a natural part of everyday learning practices. Learners should understand how close their skills are to the target goal and be able to reflect upon their learning throughout the unit of study. Learners should be well aware of the learning outcomes for their year group in that subject area for that unit in order to make appropriate goals towards the improvement of their skills and knowledge. Assessment in the MYP can be fun, motivating, and rewarding.

MYP teachers use the educational objectives and learning outcomes in order to design effective and informative assessments. Assessments in the MYP classroom are authentic and practical. Learners will engage in assessment in a variety of ways in order to demonstrate understanding, learning, and growth throughout the unit. Teachers observe learners and analyze their production in order to support their growth and report on learners abilities against the learning outcomes.

Assessment in the MYP is:

- *Developed and conceived as an integral part of unit planning*
- *Designed to incorporate a variety of methods and to be relevant and motivate students, taking account of their different learning styles*
- *For assessing students across a broad range of concepts, attitudes, knowledge and Skills appropriate to their age and year level*
- *Criterion-related using the age-appropriate assessment criteria published in the MYP guides; these must be made clear to students at the beginning of any new unit*
- *For supporting and encouraging student learning*
- *For providing timely and constructive feedback to students*
- *Designed to allow differentiation depending upon the ability of the student*

The PYP and MYP considers three types of assessment in order to support every learner.

Assessment of learning is a more traditional approach to assessment where learners are participants in the assessment, but not highly involved. This type of assessment helps to reveal learners' levels of understanding. *(Summative assessment)*

Assessment as learning helps learners to focus on the metacognition of learning. Learners are actively involved in the monitoring and assessment of their learning. *(Formative assessment)*

Assessment for learning - learners are highly involved in this continuous assessment process. Detailed feedback from and discussions with the teacher are essential in order to improve learning and increase motivation. *(Formative assessment)*

Pre assessment Typically at the beginning of the academic unit, it can take a variety of formats using

different strategies. Examples: Know,Want,learned, How (KWLH chart), Pre/Post Questions

Formative assessment Is an ongoing process used by teachers and students during the entire academic unit. Examples: Observation, Classroom presentation, Journals

Summative assessment Is given periodically to determine at a particular point in time what students know and do not know. Example: End of unit test or End of term assessment

Middle Years Programme

(MYP) Specific Assessment Details

How Do We Assess?

- Assessment in the MYP follows a principle of norm referencing as opposed to peer referencing. This means that students are assessed against pre-set criteria and their grades are not moderated based on the work of other peers in their level. These criteria are called rubrics and are shared with students so that they may better understand the assessment process, monitor their own progress and effectively self regulate their learning habits to achieve them.
- The criteria may be modified to suit the work the student is working with. However, for the final assessment in Year 5, teachers must use unaltered IB criteria and descriptors, basing their assessment on a range of activities the student has done towards the end of the course. The descriptors help the student and the teacher to find the student's level of achievement for each criterion.

- Grades are determined one week before the written report is sent home to parents, towards the end of each of the two school semesters. Teachers determine the grades by examining all the accumulated assessment data, based on the best-fit approach. Teachers take into account students' personal histories and their progression of achievement over the semester. Teachers do not average the various marks the students have achieved throughout the semester but determine which level of achievement best reflects a student's end of semester achievement, knowledge, understanding, and skills.

When Do We Assess?

- Final assessment takes place at the end of the programme in order to determine the levels individual students have achieved in relation to the stated objectives for each subject group and for the personal project.
- Grades from 1 (lowest) and 7 (highest) are awarded to the students, for each subject and for the personal project, according to predefined grade boundaries based on the levels students have achieved.

How the final grade is achieved in the MYP grading system:

- *There is a set of objectives for each subject to match the assessment criteria.*
- *Every subject has four criteria with the same numerical bands of the criteria.*
- *Grading is based on the level of achievements for each criterion.*

The final achievement level for all the different criteria is based on the year's assessed formative and summative work and the teacher's professional judgment. The best-fit approach allows the teacher to select the achievement level that best describes the student's work.

After having worked out the achievement levels for the different criteria for each subject, the achievement levels are added up to give a final criterion levels total. The teacher then applies the grade boundaries to determine the final grade for each specific subject.

IB regulations for the awarding of the MYP Certificate

A. MYP Certificate Candidates

The MYP Certificate is the highest award for the MYP and results in certification by the IB.

To be eligible for the MYP Certificate a candidate must participate in the final year of the programme (MYP Year 5), with recommended participation for two years and have obtained successful results by completing the on-screen examinations, one from each of the following groups: Language and Literature, Individuals and Societies, Science and Mathematics the on-screen examination for the interdisciplinary on-screen examination one ePortfolio for language acquisition at least one ePortfolio

from any of the following subject groups: arts, physical and health education, or design a personal project the school's requirements for service and action

- B.** For each subject, one from each of the minimum six subject groups, up to 7 points can be obtained. Additionally, the interdisciplinary assessment can contribute up to 7 points and the personal project another 7 points.
- C.** To achieve the MYP Certificate, a candidate must gain at least 28 points from six subject groups, interdisciplinary, and the personal project combined, out of a possible maximum of 56. An attainment of a final grade 3 or higher for the Personal Project, interdisciplinary, and each of the subject groups must be achieved, in order for the candidate to be eligible for the MYP Certificate.
- D.** A candidate who attempts the MYP Certificate but does not attain it will receive the MYP record of achievement. This document will record the final grade a candidate has achieved in each subject studied, and that service and action requirements have been met. It will not indicate assessments where no grade has been awarded. Similarly, there will be no indication the candidate has not achieved the MYP Certificate.

Service in Action *(Invento Grades 6 - 7)*

Service as action is learning by doing and experiencing which results in the benefit of others. Students are able to build authentic connections between what they learn in the classroom and what they encounter in the community. Students explore the community in its complexity as they gain personal insight and become more confident and responsible. Through service as action they become "actors" in the "real world".

Community Project MYP 3 *(Invento Grade 8)*

The Community Project is an essential component of the MYP program. During MYP 3, learners will develop, execute, and evaluate a project completed for the community. Learners will be expected to use their critical and creative thinking skills to perform this task.

e-Assessments in MYP 5 *(Invento Grade 10)*

At the culmination of the MYP program, learners will participate in the IB MYP eAssessment. This assessment allows learners to show their learning with an electronically completed multi-subject assessment that is externally moderated. This assessment reflects the core ideals of the MYP by focusing on inquiry, communication and critical thinking skills.

Personal Project MYP 5 *(Invento grade 10)*

The Personal Project is an opportunity for learners to showcase their competencies in the five main areas of approaches to learning (ATL): self-management, research, communication, critical and creative thinking, and collaboration by creating a self-determined report. The report will include a specified product or outcome, a process journal to demonstrate how the learning took place, and a final report that explains the project and its impact.

This report is first assessed by an in-school supervisor and then sent to the IB for external moderation. This report is distributed to learners at the end of each semester, but the marks are only finalized at the end of the academic year.

MYP Task Specific Clarification

Assessment tasks are accompanied with task specific clarification to clearly outline the expectations of the tasks and the achievement level descriptors. This allows the students to understand what they are required to do in order to achieve the maximum level.

MYP Assessment Criteria

- *Are task specific and made available to students prior to any formal assessment*
- *Have rubrics which focus on positive achievement*
- *Each criterion strand must be assessed a minimum of twice a year in each year of the MYP.*

MYP Assessment Standardization

Internal assessment standardization – Teams of educators are expected to standardize assessment tasks. This process involves multiple teachers making autonomous judgments against the same samples and then coming together to establish a consensus level of achievement. This practice is designed to create agreed-upon standards between MYP professionals across the school. According to the guide MYP: From principles into practice, “Standardization throughout the school year promotes consistency and builds common understandings about student achievement with respect to MYP objectives.” (83).

Reporting

The purpose of the report card is to formally share information with parents about learners’ academic and personal achievements. These reports will include individualized constructive comments reflecting their Approaches to Learning.

MYP Report Card

The MYP Report Card will focus on the learner's best fit based on the learning outcomes determined in each subject area by the IB. Teachers take into account students' personal histories and their progression of achievement over the semester. The report does not reflect various marks the students have achieved throughout the semester but determines which level of achievement best reflects a student's end of semester achievement, knowledge, understanding, and skills. Teachers will provide both numerical and narrative feedback.

Conferences

Parent-Teacher conferences occur twice per academic year.

The first conference is scheduled in Semester 1 to review the progress of each learner. In Semester 2, there is a second **parent-teacher** conference scheduled for Secondary School learners. Primary School holds **Student-Led** conferences in semester 1 and in semester 2.

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