

PYP Assessment Policy

Sai Sishya International School Assessment Policy

At SSIS, we believe that the purpose of assessment is to communicate to students and parents the areas of strength and the areas of needed growth through various forms of assessment - formative, summative, and self-assessment and reflection. Parents also gain information concerning their child's progress against grade level expectations. Regular assessments also provide teachers with valuable information about what students understand well, when additional instruction is necessary, when reteaching is necessary, and what are the next steps.

Formative assessments happen during the school day and are an assessment that happens during instruction and/or immediately after instruction. The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their instruction and by students to improve their learning. (Carnegie Mellon University, 2019).

Formative assessments help to inform teaching. Parents may recognize this as classwork, but it can have many forms - verbal, physical, drawing or other forms - that may not result in a physical production from the student. During those times when students are asked to show their understanding with traditional pencil and paper, it is important for students to show understanding in the time given. Formative assessments are an important part of the learning process and lead toward summative assessments. Any learning completed at home may not be considered a true formative assessment. Please encourage your child to do his or her best in using their time at school well. Students and parents can expect formative assessments to happen continuously during the school year. Teachers use anecdotal notes, checklists, classwork, quizzes, worksheets, verbal discussions and many other means. Formative assessments for lines of inquiry may take place during a discussion or activity related to the learning. Therefore, it is always important for your child to always try his or her very best!

Summative Assessments can also have many forms. Students take paper-based tests, but they also show their understanding of a concept or unit through the culmination of projects, presentations, and performances. Summative assessments measure the student's progress, understanding, ability to apply understanding, ability to analyze, ability to evaluate, and the ability to create new understanding in major concepts or units of inquiry. The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. (Carnegie Mellon University, 2019) For reading, SSIS uses RAZ to record a student's reading ability and comprehension which is then evaluated by the teacher. Then the teacher can analyze each student's performance. Writing is also assessed at various points throughout the year to measure each student's writing in terms of comprehension, purpose/organization, evidence/development/elaboration, and conventions. Rubric categories are dependent on grade level expectations. Math is assessed via mid-module and end-of-module tests. The units of inquiry (UOIs) are also assessed for understanding

through written, oral, performance, or other means that show a student's understanding and creation of new knowledge and understanding.

Self-Assessments and Reflection are important opportunities for students to develop their metacognitive skills. These are opportunities for students to think about their learning and how they show their understanding. Sometimes learning goes smoothly and students can think about why has this happened. Sometimes learning a specific concept is difficult and students may struggle. Thinking about how to overcome a struggle is an equally important process for students to experience. Students have various opportunities for self-assessment, the two most important are student-led conferences during each semester. The student-led portion of conferences gives students a unique opportunity to discuss and inform their parents about what they have learned, what they want to improve upon, and what were their successes.

Major Assessments at Each Grade Level

Year	Assessment Type	When
K3	Language Continuum Math Continuum ELA Checklist Mathematics Checklist	End of semester 2 End of semester 2 Ongoing Ongoing (Mid and End of Module Sem 2)
K4	Language Continuum Math Continuum ELA Checklist Mathematics Checklist	End of semester 2 End of semester 2 Ongoing Ongoing (Mid and End of Module)
K5	Language Continuum Math Continuum ELA Checklist Mathematics Checklist Reading Inventory	End of semester 2 End of semester 2 Ongoing Ongoing (Mid and End of Module) July
G1	Language Continuum Math Continuum ELA Checklist Mathematics Checklist Reading Inventory Writing	End of semester 2 End of semester 2 Ongoing Ongoing (Mid and End-of-Module) August, December, July December, July
G2	Language Continuum Math Continuum ELA Checklist Mathematics Checklist Reading Inventory Writing	End of semester 2 End of semester 2 Ongoing Ongoing (Mid and End-of-Module) August, December, July December, July

G3	Language Continuum Math Continuum ELA Checklist Mathematics Checklist Reading Inventory Writing	End of semester 2 End of semester 2 Ongoing Ongoing (Mid and End-of-Module) August, December, July December, July
G4	Language Continuum Math Continuum ELA Checklist Mathematics Checklist Reading Inventory Writing	End of semester 2 End of semester 2 Ongoing Ongoing (Mid and End-of-Module) August, December, July December, July
G5	Language Continuum Math Continuum ELA Checklist Mathematics Checklist Reading Inventory Writing	End of semester 2 End of semester 2 Ongoing Ongoing (Mid and End-of-Module) August, December, July December, July

October/2022-23

Bibliography

Carnegie Mellon University. (2019, October 2). Formative vs Summative Assessment - Eberly Center - Carnegie Mellon University. Retrieved from <https://www.cmu.edu/teaching/assessment/basics/formative-summative.html>.

Great Minds, eureka-math.org. (2015). A story of ratios: A curriculum overview for grades 6-8. Geat Minds. Great Minds, eureka-math.org. (2015). A story of units: A curricullum overview for grades P-5.

Great Minds. International Bacculaureate Organization. (2009). Primary Years Programme: Language scope and sequence. Cardiff, Wales, UK: Peterson House.

International Bacculaureate Organization. (2009). Primary Years Programme: Mathematics scope and sequence. Cardiff, Wales: International Bacculaureate Organization.

National Governors Association Center for Best Practices and Council of Chief State School Officers. (2010). Common Core State Standards for Mathematics. National Governors Association Center for Best Practices and Council of Chief State School Officers.