International Preparatory School
Assessment Policy

International Preparatory School Assessment Policy

Vision: Inspiring our learners to thrive in a world of change.

Mission: At IPS, we recognise the essential role language plays in our students ability to participate in our mission: Inspire, Empower, Lead

IB learners strive to be:

Inquirers
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout our lives.

Knowledgeable
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled
We act with integrity and honesty, with a strong sense of fairness and justice and with respect for the dignity and rights of people everywhere. We take responsibility for our own actions and their consequences.

Open-minded
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and are willing to grow from the experience.

Caring
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference to the lives of others and in the world around us

Risk-takers
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives - intellectual, physical and emotional balance - to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

This policy was written by:

Heidi Ashton - PYP coordinator, committee chair
Benita Kowlessur - French coordinator, French language teacher
Leena Ramgolam - Key stage 2 coordinator, Year 6 teacher
Joseph Ngeso - music teacher
Renee Vallet - Learning support coordinator, learning support teacher

Prior to adoption, this policy was shared and feedback sought from the following different representatives of school stakeholders:

1. Parent Advisory Committee on January 30, 2018
   ○ Mrs. Angela Luchman
   ○ Mrs. Liza Burgess
   ○ Mrs. Camilla Van Beuningen
   ○ Mrs. Lana Seelenbinder

2. IPS School Board on
   ○

3. IPS Middle Leadership Team on February 20, 2018
   ○ Bruce Ashton, Head of school
   ○ Nicky Bigaignon - Deputy head of school
   ○ Lucy Greig, KS1 coordinator
   ○ Benita Kowlessur, French language coordinator
   ○ Leena Ramgolam, KS2 coordinator
   ○ Renee Vallet, Learning support services coordinator
   ○ Jean Noel Yardin, Single subject coordinator

4. IPS teaching staff on November 3, 2017

Contents of this Policy:

1.0   THE PURPOSE OF THIS POLICY

The purpose of this document is to:

- share our school's philosophy on the purposes of assessment;
- outline the guiding principles behind the assessment approach used at IPS;
- explain how the reporting process facilitates communication between the student, parents and the school, and
- provide common definitions of terms involved in assessment.

It is not the purpose of this document to:

- provide practical strategies for the implementation of assessment in the classroom.

The contents of this document are based on thorough educational research, best practice and assessment workshops given by the International Baccalaureate Organisation (IB). In addition it fulfills accreditation requirements set by the Council for International Schools (CIS), as well as the standards and practices prescribed by the IB.

2.0 STATEMENT OF BELIEFS ABOUT ASSESSMENT

Assessment inspires us: Assessment is a complex and dynamic process that allows all members of the learning community to celebrate growth and encourages increasing investment in the learning process. Assessment can help motivate students to become better lifelong learners.

Assessment empowers us: Assessment enables students to reflect on their learning, identify where they need to take corrective action, and view their progress. When used properly, assessment builds student's self-efficacy and empowers them to take more ownership of their learning.

Assessment enables us to lead: Assessment is used to help the school evaluate the success of our programmes and respond effectively to our students' evolving needs. It ensures we are able to continue to provide a high-quality educational experience that provides students with the opportunities they need to make meaning from their learning experience, whether that learning happens within the school's walls or out in the wider community.

GUIDING PRINCIPLES OF ASSESSMENT AT IPS

At IPS, we believe that effective assessment:

- is primarily designed to improve student learning;
- involves the student in active reflection;
- is dynamic and ongoing and reflects what students know, can do and understand at a given point in time;
- should inform
  - students of where they need to go next in their learning;
  - teachers of where they need to go next in their planning and teaching;
  - parents of their child's learning and development; and
  - administrators in their evaluation of the school programs.
- accommodates the individual learning needs of the child;
- is complex and the assessment tools and strategies used should reflect that;
- is a very sensitive process and can influence students' self-efficacy and self-esteem;
- develops lifelong learners.

At IPS, we also believe that assessment should be:

- fair, valid, and reliable;
- accessible to all students;
- authentic to the task and meaningful to the students;
- significant, relevant, engaging, and challenging;
- a catalyst for future learning;
- connected to real life experiences whenever possible;
- purposeful and well-planned to suit the purpose;
- regularly and accurately reported to parents.

3.0 PURPOSE OF ASSESSMENT AT IPS

At IPS, the primary purpose of assessment is to provide students with feedback on the learning process so that they can improve. It is used by students and their teachers to decide where the students are at in their learning, where they need to go, and how best to get there. This data then informs the teacher's planning so as to best support the needs of the learner. As the student engages in the next round of learning, the process is repeated, leading to on-going student growth.

Assessment is central to effectively guiding students through the acquisition of the five essential elements of the Primary Years Programme (PYP):

> **Knowledge:** Significant, relevant content that students explore and know about, taking into consideration their prior experience and understanding[1]. Knowledge outcomes form a foundation for inquiry learning and are rooted in subject disciplines.
>
> **Concepts:** Powerful ideas that have relevance within the subject areas but also transcend them and that students must explore and re-explore in order to develop a coherent, in-depth understanding. Concepts are abstract notions or ideas that allow us to organise information. An example of a concept is weather.
>
> **Approaches to learning:** Those capabilities that students need to demonstrate to succeed in a changing, challenging world, which may be disciplinary or transdisciplinary in nature. These approaches develop student self-efficacy and allow students to demonstrate independence and confidence in their learning.
>
> **Attitudes:** Dispositions that are expressions of fundamental values, beliefs and feelings about learning, the environment and people.
>
> **Action:** Demonstrations of deeper learning through responsible behaviour; a manifestation in practice of the other essential elements. Action is an expected outcome of inquiry initiated by the students in response to their learning. An example of action is choosing not to buy food sold in excessive packaging. Action can also be a choice not to act, such as not taking up smoking.

Assessment impacts on student's thoughts, emotions and behaviours and is a necessary component in developing self-efficacy. Self-efficacy is a student's beliefs in their ability to be successful in learning tasks and is constructed through their previous learning experiences[2]. Therefore, assessment is an essential component of developing lifelong learners[3].

Assessment is also used to inform parents about their child's learning progress.

---

[1] International Baccalaureate (2009). *Making the PYP Happen: a framework for international primary education*. [ebook] Cardiff: International Baccalaureate. pg ??

[2] Zimmerman, B. J., Bandura, A., & Martinez-Pons, M. (1992). Self-motivation for academic attainment: The role of self-efficacy beliefs and personal goal setting. *American Educational Research Journal, 29*(3), 663-676.

[3] Zimmerman, B.J. (2000). Self-Efficacy: An Essential Motive to Learn. *Contemporary Educational Psychology, 25*, 82-91.

4.0 ESSENTIAL COMPONENTS OF ASSESSMENT:

Assessment in the PYP is integral to the teaching and learning process. It is concerned with informing the student, teacher and parents about the process of student inquiry as well as the products. For this reason, three main types of assessments are used to gain an overall picture of student learning.

4.1 TYPES OF ASSESSMENT:

- **Assessment *of* Learning** – *Summative Assessment* – this type of assessment comes at the end of a task or grading period. The purpose of this type of assessment is to report on what students know, understand and can do at that point in time in reference to established curriculum outcomes and criteria. It is used primarily to provide evidence of achievement to parents, teachers, and students. Criteria for summative assessments need to be shared with students prior to the commencement of the summative task. Since summative assessments often contribute to important decisions that affect a student's future, it is essential that the assessment is valid and fair[4].

- **Assessment *for* Learning** – *Formative Assessment* – this type of assessment comes at the beginning of a new unit or topic and in the midst of the learning process. Assessment for learning attempts to make the student's learning visible to the teacher so the teacher can decide how best to support the student. Formative assessments used at the beginning of a unit or topic is a pre-assessment. The purpose of pre-assessment is to gauge a student's entry point and provide teachers with the information that they need to differentiate the topics and tasks to meet the needs of individual learners. The purpose of assessment in the midst of the learning process is to provide feedback to students and teachers so that they can modify their learning and teaching. It ensures that students are learning the necessary concepts, content and skills to reach the established curriculum outcomes measured in the summative assessments.

- **Assessment *as* Learning** – *Peer and Self Assessment* – this type of assessment comes before, during and after the learning process. It is student driven and involves students helping to establish criteria, setting goals and assessing their own work as well as the work of their peers so that they can gain insight into their own learning. Assessment as learning acknowledges that learning is not a transfer of knowledge from one person to another but an active process which requires students to restructure their thinking as they encounter new ideas. It develops students' use of metacognition, or thinking about their own thinking, which is an essential component of learning how to learn.

---

[4] Western and Northern Canadian Protocol for Collaboration in Education (2006). Rethinking Classroom Assessment with Purpose in Mind. Available from https://www.wncp.ca/media/40539/rethink.pdf

Assessment is comprised of five interconnected areas:

- Planning - how assessment is used in the planning for teaching cycle
- Evidence - how teachers find out what students know, understand and can do
- Feedback - how students find out how to improve
- Recording - how assessment data is collected
- Evaluation - how teachers judge the evidence of learning that's been collected.

4. 2 PLANNING:

Planning for teaching in the PYP is concentrated around helping students understand central ideas - big ideas about how the world works - and summative and formative assessments are designed concurrently to ensure that there is an effective way for students to demonstrate their understanding of the central idea. Additionally teachers identify learning outcomes which support the central idea that students are expected to achieve over the course of the unit. Strategies are also selected to assess the student's achievement of these outcomes.

Questions teachers should consider when planning assessments are:

1. What is the purpose of the assessment? How will the data be used?
2. What central idea or learning objectives are being assessed?
3. What evidence of learning will be looked for?
4. How can the evidence be collected?
5. What experiences are being provided/ supported to help the students be successful with the assessment?
6. Will the assessment task demonstrate understanding?
7. Is the assessment reliable enough to allow sound conclusions to be drawn?
8. How will the assessment data be analysed and recorded?
9. How and when will feedback be given?
10. Is the assessment accessible to all students? What accommodations might be made?

4.3 EVIDENCE:

Teachers and students use a variety of strategies and tools to assess learning, to discover what has and has not been understood. To provide a balanced view of a student's learning, a combination of assessment strategies are used within an assessment period. Below is a list of commonly used assessment strategies.

- **Observations:** All students are observed often and regularly, with the teacher taking a focus varying from wide angle (for example, focusing on the whole class) to close up (for example, focusing on one student or one activity), and from non participant (observing from without) to participant (observing from within).

- **Performance assessments:** The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems. In these tasks,

there are numerous approaches to the problem and rarely only one correct response. They are usually multimodal and require the use of many skills. Audio, video and narrative records are often useful for this kind of assessment.

- **Process-focused assessments:** Students are observed often and regularly, and the observations are recorded by noting the typical as well as non-typical behaviours, collecting multiple observations to enhance reliability, and synthesising evidence from different contexts to increase validity. A system of note taking and record keeping is created that minimises writing and recording time. Checklists, inventories and narrative descriptions (such as learning logs) are common methods of collecting observations.

- **Selected responses:** Single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.

- **Open-ended tasks:** Situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution. The work, with the assessment criteria attached, could be included in a portfolio.

Some tools work more effectively for specific assessment strategies. Depending on how the student is demonstrating his/her learning, the student and/or teacher selects a tool that provides the clearest picture of what the student has achieved. Below is a list of commonly used assessment tools:

- **Rubrics:** An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.

- **Exemplars:** Samples of students' work that serve as concrete standards against which other samples are judged. Generally there is one benchmark for each achievement level in a scoring rubric and continuum.

- **Checklists:** These are lists of information, data, attributes or elements that should be present. A mark scheme is a type of checklist.

- **Anecdotal records:** Anecdotal records are brief written notes based on observations of students. These records are systematically compiled and organised.

- **Continuums:** These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.

- **Learning stories:** These are records of what a teacher has seen a child or group of children doing in an early childhood programme. The written story is usually focused on a specific incident or episode but it may also be a snapshot of a child's activities over a specific amount of time. It becomes a 'learning' story when the adult adds his/her interpretation of the child's competencies and dispositions toward learning (such as courage and curiosity, and perseverance). The learning story generally is formulated by the adult to highlight what the child can do and is doing rather than what they can't do.

4.4 Feedback:

There are two ways for students to receive feedback on their learning, formally and informally.

Formal structures for sharing feedback are:

- ***Three way goal setting conferences:*** During the first term of the academic year, meetings are held between the student, parent, and teacher for students in Year 2 upwards, where goals for growth are established and agreed upon based upon formal and informal assessment data. For students in Year 1, only the parents and teacher meet.

- ***Portfolio viewing:*** In the first term of the school year, parents are invited in to see their child's developing portfolio of work. This is an opportunity for the student to take ownership of their work, explain their learning to their parents and discuss their improvement goals. It is also an opportunity for parents to provide constructive feedback to their child.

- ***Student led conferences:*** At the end of the second term, parents are invited to attend their child's student-led conference. During the conference, the student takes charge of demonstrating and explaining their learning to their parents. The purpose of the conference is to encourage students and parents to engage in open and honest dialogue about the child's learning.

Informal feedback is given regularly in all subject areas and in a variety of ways. Sometimes it is individualised to the student, at other times it is given to small groups or the whole class.

Feedback is an essential component in developing self-efficacy. Learners who come to understand how to improve their work and are successful in doing so, come to believe in their abilities to improve. This growth mindset is necessary for the development of lifelong learners, so it is imperative that feedback be designed with this in mind.

Effective feedback:

- Is timely. It is given when the student is still mindful of the learning goal and while there is still time to act on the feedback.

- Is given in appropriate amounts so as not to overwhelm the learner, but sufficient to let them know what they need to focus on.

- Is given in a variety of ways: orally, written, visually and through demonstration.

- Is focused on the work and on the process the student used, not on the student as an individual.

- Is based on explicit criteria that was shared with the student or in comparison with the student's past performance, but not in comparison to other students.

- Is descriptive and constructive and explains what and how the student could improve their work.

- Is clear to the student using vocabulary and concepts they understand and tailored to the developmental needs of the student.

- Is delivered with respect for the student and the work and positions the student as the agent for change.

- Is specific enough that students know what to do but not so specific that it is done for them.

4.5 RECORDING:

Recording student learning is an important element in building a complete picture of student's progress. At IPS we use a variety of different recording methods to give us a holistic view of the learner.

Documentation (anecdotal notes, photos, videos, checklists, learning stories):
The documentation of the evidence of student learning is an assessment strategy relevant to all students throughout the PYP, but may be particularly significant in the early years (3–5 years). Teachers use a range of methods to document student learning as a means of assessing student understanding. This may include, but is not limited to, videos, audio, photographs and graphic representations. Teachers may also use written records of student conversations, comments, explanations and hypotheses as well as annotated pieces of student work to form part of a student's portfolio.

The data gathered from this assessment method is used:
- by the teacher to identify the student's understandings so these can be reinforced and misconceptions can be challenged in subsequent sessions;
- to help the student "see" and reflect on his or her learning;
- to help parents understand what and how their child is learning;
- to build a clear picture of the student and his or her interests;
- to identify what and how the student is thinking and learning;
- to assess the effectiveness of the environment on the student's learning;
- to extend the student's learning.

For more information, please see Appendix 1.2

Portfolios:
A portfolio is a record of students' involvement in learning which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection. A portfolio is a celebration of an active mind at work. It provides a picture of each student's progress and development over a period of time both as individual and group learners. It enables students to reflect with teachers, parents, and peers in order to identify their strengths and growth as well as areas for improvement, and then to set individual goals and establish teaching and learning plans.

The data gathered from this assessment method is used to help:
- students, teachers, and parents understand how the student has engaged in the learning;
- students reflect on what they have learned and how they can improve their learning;
- teachers understand what the student has learned and determine next steps in conjunction with the student;
- students, teachers, and parents to understand how the student's learning is improving.

For more information, please see Appendix 1.1

Continuums: Teachers at IPS use continuums to assess student progress in language (oral language and written language) once a term and then moderate these continuums within their year or subject levels. Continuums display a continuous sequence of language skills which build upon each other over time and track the student's progress from an emergent user of the language to an independent user.

Reading and writing continuums: To monitor the development of students' reading and writing skills, samples of their work are collected each term and assessed against the continuums.

The data gathered from this assessment is used:
- by the teacher to identify the student's reading and writing skills and determine next steps for instruction,
- to inform teachers and parents of the student's development as s/he acquires increasing competency in reading and writing.

French as an Additional Language continuums: To monitor the development of students who are acquiring French as an additional language, their progress is assessed using a continuum for speaking and listening, reading, and writing, as developmentally appropriate. Please see the IPS Language Policy for additional information.

The data gathered from this assessment is used:,
- by the teacher to identify the student's level of skill and determine next steps for instruction,
- to inform teachers and parents of the student's development as s/he acquires French, and
- to determine when a child is ready to move into a different level of French language instruction.

English as an Additional Language (EAL) continuums: To monitor the development of students who are acquiring English as an additional language, their progress is assessed using an EAL continuum for speaking and listening. Please see the IPS Language Policy for additional information.

The data gathered from this assessment is used:
- to determine the level of EAL support a student may need,
- to inform teachers and parents of the student's development as s/he acquires English, and
- to determine when a child is ready to exit the EAL programme.

5. EVALUATION:

Evaluation of learning requires teachers to make judgements based on objective evidence, such as established criteria, and subjective evidence drawn from the teacher's professional judgment and experience.

IPS uses a continuum to describe student achievement towards established learning outcomes. These are called progress grades.

Progress Grades:	
EX	**Expanding**: The student understands and uses knowledge, skills, and concepts competently, confidently and independently. The student is making connections in a broader context.
C	**Consolidating**: The student understands and uses knowledge, skills, and concepts most of the time, and is able to correctly apply them.
D	**Developing**: The student has a basic understanding of the knowledge, skills, and concepts and is learning to apply them. The student may require additional support.
EM	**Emerging**: The student is beginning to use the knowledge, skills and concepts. Considerable support is required at this stage.

Additionally, the school assesses the level of effort a child displays during learning engagements. This is most frequently observed in how well and consistently a student applies feedback on his/her learning. Effort grades are given to students from Year 1 upwards.

Effort Grades:	
A	**Always**: The student shows outstanding effort in this area. The student is self-motivated and regularly goes beyond expectations to improve.
U	**Usually**: The student consistently shows effort in this area. The student uses feedback and actively attempts to improve.
S	**Sometimes**: The student occasionally shows effort in this area; the student responds to feedback and may attempt to improve.
R	**Rarely**: The student seldom shows effort and appears to have little interest in this area.

Evaluation of the school's programme:

IPS uses a combination of standardised, formal, and informal assessments to learn about our students, our teaching practices, and our school's academic programme. The International Standardised Assessment program is designed especially for students in international schools from Year 4 to Form 4 (aged 8 to 14). It is based on the internationally endorsed reading and mathematical literacy frameworks of the OECD's programme for International Student Assessment (PISA). At IPS, all students in Year 4 through Year 6 are assessed in the second term using this standardised test.

The data gathered from this assessment is used:
1. to help assess the effectiveness of the school's academic programme,
2. to provide teachers with information about their student's strengths and weaknesses as a group, which provides insight into teaching practices, and
3. to provide parents with a snapshot of how their child is doing at that point in time against a comparable cohort.

5.0 REPORTING TO PARENTS

IPS offers parents a variety of ways to learn about their child's progress in school.

- **Settling in conferences:** For students in Nursery and Reception, parents and teachers meet in the first term to provide parents feedback on how their child has settled into the classroom and school routines, as well as an opportunity to discuss any learning needs.

- **Parent-teacher meetings:** Parents may request a meeting with their child's teachers at any time during the school year to discuss concerns or be updated on their child's learning.

- **Sharing learning exhibitions:** At each year level there is one of unit of inquiry which requires the participation of an audience to make the experience complete, to allow the students to develop and display important learning skills, and to share a final product. The sharing happens towards the end of the unit so as to convey the understanding gained by the students.

- **The PYP Exhibition:** Students in Year 6 participate in a culminating student-led small group project which requires them to demonstrate engagement with the five essential elements of the PYP: knowledge, concepts, approaches to learning, attitudes, and action. It is a summative assessment activity that marks the end of the students' time in the PYP and celebrates their readiness for middle school. The exhibition is shared with the entire school community and is an opportunity for students to exhibit the learner profile while engaging in responsible action.

- **Report cards:** Reports are the most concrete and visible way schools communicate with parents. At IPS, written reports are issued twice a year. The first report is written in

December and the final report is issued in June. The design of the report has been carefully considered to give parents the information they need to support and celebrate their child's progress. The report appraises students against the IPS curriculum benchmarks for the year level and students' own developmental readiness to learn.

6.0 ASSESSMENT ACCOMMODATIONS FOR STUDENTS

Assessment of EAL students: A student's language level will be taken into consideration in assessing and reporting.

Assessment of students with Special Educational Needs: Any student with a diagnosed learning difficulty should be entitled to accommodations in an assessment situation. Please refer to the IPS Learning Support Handbook for more information.

References:
Brookhart, S.M. (2017). *How to Give Effective Feedback to Your Students, 2nd ed*, ASCD.

International Baccalaureate (2009). *Making the PYP happen: a curriculum framework for international primary education*, Cardiff, Wales: IB Publishing.

Western and Northern Canadian Protocol for Collaboration in Education (2006). *Rethinking Classroom Assessment with Purpose in Mind*. Available from https://www.wncp.ca/media/40539/rethink.pdf

 Zimmerman, B.J. (2000). Self-Efficacy: An Essential Motive to Learn. *Contemporary Educational Psychology, 25*, 82-91.

Zimmerman, B. J., Bandura, A., & Martinez-Pons, M. (1992). Self-motivation for academic attainment: The role of self-efficacy beliefs and personal goal setting. *American Educational Research Journal, 29*(3), 663-676.

Other PYP assessment policies consulted:
- Aga Khan Academy, Nairobi
- Bavarian International School
- International School of Phnom Pehn

Appendix 1.0

IPS Student Portfolios

A portfolio is a record of students' involvement in learning which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection. A portfolio is a celebration of an active mind at work. It provides a picture of each student's progress and development over a period of time both as individual and group learners. It enables students to reflect with teachers, parents, and peers in order to identify their strengths and growth as well as areas for improvement, and then to set individual goals and establish teaching and learning plans.

"How Will We Know What We Have Learned? The Assessed Curriculum." *Making the PYP Happen: A Curriculum Framework for International Primary Education*. Cardiff: International Baccalaureate Organization, 2009. 47-50. Print.

Our portfolios show:
- *How* we have learned
- *What* we have learned
- How our learning is *improving*

We all have a responsibility in developing our portfolios.

As **students** we need to:
- choose work that shows *how* and *what* we have learned,
- choose work that shows how our learning is getting better, and
- explain why the work we have chosen is important to include.

Our **teachers** have a responsibility in developing our portfolios.
They need to:
- help us choose work that shows *how* and *what* we have learned,
- help us create tags so that we can explain why we have included different pieces, and
- help us use our portfolios to reflect on our learning and set useful goals.

Family members and friends who look at our portfolios have a responsibility to us.
They need to:
- ask questions about *how* we learned and *what* we learned,
- tell us the good things they notice about our work, and
- support us and celebrate what we have accomplished.

I.P.S. Portfolio Essential Agreement

Role of the portfolio
● Reflects the children's growth and development over time ● Reflects the growth of the whole child (cognitive, physical, social, emotional) ● Used as a vehicle for reflection and goal-setting ● Collection of student work

Criteria for selecting pieces of work
● Shows process of learning ● Has value for the student ● Work the child is proud of ● Shows the child's growth ● Must articulate *what* the student is learning ● Must articulate *how* the student is learning ● Must include student and teacher generated work ● No blackline masters (BLMs)

Who will select the pieces of work
● Student in collaboration with teacher ● All teachers of the students have a responsibility to build the portfolio

What will accompany the selected pieces of work
All samples will be tagged and will include: ● Reflection and/or justification of choice (student, teacher if child is too young) ● Learning objective(s) ● Description of task (as needed) ● Evidence of teacher voice where appropriate ● Date completed ● Whether work was completed independently, with a group, or with guidance (optional) ● Photographs of a student selecting their work (optional)

When and how portfolios are to be used
When ● at the end of every unit ● parent teacher interviews ● report writing ● student-led conferences ● hand over meetings ● parent meetings ● on-going

How

- to show progress throughout the year
- as a reflection of their learning
- to see evidence of what a child has done
- to show progression across the years (from time they start at the school until they leave) - cull three to four samples at the end of the year to pass up to next year

Where the portfolios will be housed
- In the classroom, in an area that is accessible to the students, teachers, and parents

Who has access to the portfolios
- Teachers (classroom, assistant, single subject)
- Students
- Parents of the child to whom the portfolio belongs
- Administration (Head of School, Deputy Head of School, Curriculum Coordinator)

Who the portfolio ultimately belongs to
- The child

How the portfolios will move with students
- Cull and moves up to the next grade, all through the primary school.
- Leaves with the child when s/he leaves the school.

The format will the portfolio take

- Physical book for all
- Electronic samples can be included as appropriate

What should be included in the portfolio and what can be removed

- Some yearly evidence in all areas taught (UOI, languages (all), math, student characteristics, single subject)
- Student generated work, no teacher generated worksheets or blackline masters.

Classroom teachers assist students in selecting:
- 1-2 samples of evidence of learning from each **unit of inquiry**
- 1-2 samples of evidence of learning about **mathematics from each term,** so all strands are represented by the end of the year
- 1-2 strands of evidence of learning about **English language from each term,** so all strands are represented by the end of the year (reading, writing, listening, speaking, viewing, presenting)

Single subject teachers assist students in selecting:

- 1 sample per year for stand alone units (PE, Art, Music, ICT) and 1-2 samples for integrated units. They are welcome to contribute more.
- 1 sample per unit of inquiry (French)
- SEN and EAL have a responsibility to contribute to the student's portfolio, as appropriate, and during their time with the student.

Appendix 2.0
Guidelines for Documentation Panels and Displays

Rationale
Documentation panels, display boards, and classroom environments serve to communicate who we are as a school and what is valued in our community.

We believe that documentation panels, display boards and the classroom environment are an integral part of **student learning**, and:
- Communicate ideas and information
- Stimulate observation, inquiry and investigation
- Reflect, challenge, extend and change students' existing understandings
- Show appreciation of student interests and achievements
- Encourage interaction between students, teachers and parents

We believe that documentation panels and display boards and the classroom environment should express:
- That student learning is valued and celebrated
- The school's mission (Inspire, Empower, Lead) and language of the PYP
- Evidence of thinking and learning in action
- Visible learning that is supported by documentation
- The international nature and diversity of our community
- Children's ownership
- Information sharing that provokes further inquiry and questions
- Reflect a range of learning styles and a balanced view of the curriculum through a mixture of individual and collaborative work

Types of display
- *Stimulus* such as real objects that promote exploration of concepts, content or skills
- *Collections* that promote learning of a concept through pictures or artifacts
- *Investigation* of various materials that promote learning of a concept or skill
- *Art, environments and models* that promote creativity and imagination
- *Presentations* that celebrate achievements and promote confidence in the students

Aesthetics
We believe common principles guide an aesthetically pleasing presentation of student learning; and therefore documentation panels, display boards and the classroom environment should represent the following ideals:
- A clear purpose and displayed at eye level for the students to maximise interaction with it
- Uniformity, balance and order to create harmony and beauty
- Neutral backgrounds can enhance and accentuate student work (however, no background is necessary throughout many of our learning environments – so go green!)
- Time and care must be taken to plan and prepare the items for display, mounting of pieces and borders should be considered
- Quality over quantity – less can be more – not every child's thinking process/work needs to be displayed every time
- Headings, questions, labels describing process, documentation and reflections should attract attention
- Be varied in style and content, utilising a range of media

- Only staples/push pins on pinboards, and blue tac on all other surfaces, are used to display work

Maintenance

We believe regular maintenance demonstrates we value students' learning; therefore:
- Boards are to be changed at least every time a unit changes (i.e. unit of inquiry, math unit etc.) and should reflect current learning
- Coordinators will negotiate shared boards (rota)
- Boards are regularly checked to ensure it is not in disrepair
- Every part of a display (including staples) is removed when a display is dismantled.