



PREMJERS
international school

ASSESSMENT POLICY

Primary Years Programme (IB PYP)

Approved **August 2024**
Reviewed **August 2025**

INTRODUCTION

International School Premjers is an IB World School authorized to offer the IB Middle Years Programme (MYP) and the IB Diploma Programme (DP), and is a candidate school for the IB Primary Years Programme (PYP). The addition of the IB PYP to our educational offer allows for a coherent and successive educational experience for our students by providing a seamless transition from primary to secondary education, fostering continuity in learning, and ensuring the development of well-rounded, globally-minded individuals who are equipped with the skills and knowledge needed to excel in the IB Middle Years Programme (MYP) and beyond.

IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

INTERNATIONAL SCHOOL PREMJERS MISSION STATEMENT

At International School Premjers, we are committed to providing a comprehensive and rigorous secondary education that nurtures inquiring, knowledgeable, and compassionate young people.

Our mission is to help our students grow into lifelong learners who embrace intercultural understanding, reflect on themselves, and strive to create a more just and inclusive world.

Through academic excellence and personal development, we empower them to overcome challenges, respect diverse perspectives, and actively contribute to a humane and equitable global community.

VISION

We are able to contribute to the diversity and peace in the world as responsible global citizens equipped with good knowledge, showing care and compassion, promoting innovative ideas and committed to making a difference.

CORE VALUES

To envision and to accomplish the mission of our school, we have our core values:

- open-mindedness
- collaboration
- respect
- taking action
- appreciation

Assessment Philosophy

The assessment philosophy at International School Premjers emphasizes the holistic development of students who are active lifelong learners, focusing not only on academic achievements but also on the development of essential skills, attitudes, and knowledge. The assessment philosophy centers on continuous, authentic, and reflective learning. It is designed to support student growth, agency, and wellbeing, foster a holistic understanding of knowledge, and prepare students to be independent, globally-minded thinkers.

Purpose of Assessment

At International School Premjers, assessment is integral to the learning and teaching process. It plays a vital role in measuring student progress, identifying areas for improvement, and ensuring that our curriculum effectively caters to our diverse student body. This policy provides an overview of our assessment approach; encompassing the types of assessments we employ, the guiding principles that shape our assessment practices, and our commitment to providing meaningful feedback to students and parents.

Effective assessment that achieves this purpose provides valuable information to understand what constitutes learning and how to support it, and is meaningful to all members of the learning community.

Assessment for students:

- Contributes to the enhancement of student learning through diverse strategies and tools, including feedback and reflection.
- Helps students clarify learning goals and success criteria.
- Helps students build an understanding of what they need to improve.
- Helps students develop self-assessment skills.
- Allows students to demonstrate and share their learning and understanding with peers, teachers, and parents through the different opportunities given to them throughout the learning and teaching process.

Assessment for teachers and administrators:

- Determines the level of prior student knowledge and experience before moving on to new learning.
- Provides guidance and feedback for teachers and administrators to advance learners' performance and address their learning needs.
- Takes into consideration different learning styles, needs, and developmental abilities.
- Guides further planning, differentiation, instruction, and curriculum development.
- Allows the school to monitor student progress and the efficiency of the programme.

Assessment for parents and legal guardians:

- Communicates student progress and development.
- Clarifies the learning goals and expectations.

- Provides opportunities to support and celebrate student learning.
- Strengthens home – school partnerships.

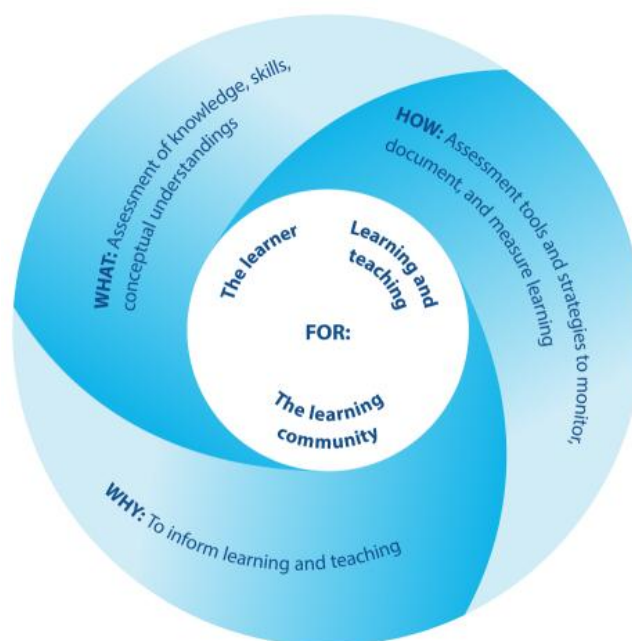


Fig.1 Assessment, *From Principles into Practice*, 2018

Dimensions of Assessment in the Primary Years Programme (PYP):

PYP assessment has four interrelated dimensions: monitoring, documenting, measuring, and reporting on learning. Each dimension has its function, importance, and value, all aiming to provide evidence to inform learning and teaching. Below is an overview of each dimension provided:

- **Monitoring:**

Purpose: Monitoring involves ongoing, formative assessment conducted by teachers to track individual student progress and understand their learning needs.

Characteristics: It is continuous and takes place throughout the learning process. Teachers observe, listen, and engage with students to gauge their understanding, skills, and attitudes.

Methods: Monitoring may include informal observations, discussions, questioning, and reflection. Teachers use these insights to adapt their teaching strategies and provide timely support to students. This occurs daily through a variety of strategies.

- **Documenting:**

Purpose: Documenting captures evidence of student learning over time. It helps both students and teachers reflect on the learning journey.

Characteristics: It involves collecting and recording various artifacts, such as work samples, assessments, reflections, and multimedia, to showcase student progress.

Methods: Teachers and students may create portfolios, journals, digital collections, and other documentation to showcase growth and learning. This documentation serves as a rich resource for reflection and assessment.

- **Measuring:**

Purpose: Measuring assesses the extent to which students have met specific learning objectives or standards. It involves summative assessment to evaluate the outcomes of a unit or period of learning.

Characteristics: Measuring provides a snapshot of a student's achievement at a particular point in time. It often involves standardized assessments or rubrics.

Methods: Standardized tests, quizzes, projects, presentations, and other formal assessments are used to measure student performance against established criteria or standards.

- **Reporting:**

Purpose: Reporting communicates student progress and achievement to various stakeholders, including parents, students, and school communities.

Characteristics: It involves providing clear and meaningful feedback on student learning, including strengths and areas for improvement.

Methods: Reports may take various forms, such as written narratives, conferences, digital platforms, or traditional report cards. They often include qualitative descriptions of a student's development in addition to quantitative data.

What Is Assessed

In Primary Years Programme, the assessment process has three core aspects:

- **Knowledge:** facts, information, topics, disciplinary ideas;
- **Conceptual understandings:** big ideas and connections, lasting information;
- **Skills:** ATL (approaches to learning);
- **Learner Profile Attributes.**

Types of Assessment

We use a variety of assessment types to obtain a comprehensive understanding of each student's learning journey:

- **Formative Assessment:** Formative assessments are ongoing, classroom-based assessments used regularly to guide teaching and learning, to inform instruction and provide immediate feedback to students. These include quizzes, class discussions, observations, and teacher-student interactions.

- **Summative Assessment:** Summative assessments are conducted at the end of a unit or learning cycle to evaluate a student's overall understanding of the content. Summative tasks are planned in advance and aligned with unit goals. Examples include end-of-unit tests, projects, and presentations. Summative assessments provide a snapshot of a student's performance at a specific point in time.

- **Diagnostic Assessment:** Diagnostic assessments are used to identify a student's strengths, weaknesses and prior knowledge in specific areas in order to help teachers tailor instruction to meet individual student needs.

Assessment Tools

Assessment tools and strategies include, but are not limited to:

- **Rubrics:** an established set of criteria for rating learners in all areas. The descriptions of the outcomes will tell the assessor what characteristics to look for in the learners'

work, and how to rate this work on a pre-determined scale.

- **Exemplars:** sample pieces of learner's work that serve as a concrete standard against which other samples are judged.

- **Checklists:** are lists of information, data, attributes, and criteria that are either present or met in the presented work.

- **Anecdotal records:** are brief written notes based on observation of learners.

- **Continuums:** are visual representations of development stages of learning. They show a progression of achievement to identify where learners are in a process.

- **Portfolios:** Portfolios are more than a collection of learners' work. It is a strategy and a tool to record the learners' involvement in the learning process and their active mind work. It provides us with a clear picture of learners' progress and growth over a period of time. A portfolio will enable the learner along with the teacher, peers and parents to identify their strengths and progress as well as the areas that they need to work on. Each student has his own physical Portfolio, which is shared throughout the year with their parents.

- **Observations:** Observation is our main strategy for gathering information. It is used at all times, as it is quick, easy, and very effective, especially when it is done intentionally. Observation is ongoing and it includes making anecdotal records regularly.

- **Selected Responses:** This is a pre-determined information-gathering strategy that involves the one-dimensional exercise of measurement tasks such as quizzes and tests.

- **Performance Assessments:** This assessment strategy is goal-oriented with recognized criteria; these tasks provide authentic and important challenges and problems. Such tasks include many methods to solve a problem and no one correct answer. At the same time, they are usually multimodal and involve the use of many skills. The relevant tools to collect and record data from this strategy are the RAFTs (Role, Audience, Format, Topic) technique, videos, narrative records, and audio files.

- **Open-Ended Tasks:** In this assessment strategy, students are presented with an incentive and asked to present an original response. The response might be a drawing, chart, or a display of clear assessment criteria, which will be attached to the different responses. Learners are free to produce varied responses, which allows individual learners to respond in ways that suit their learning style.

Exhibition

"The Exhibition" is an extended unit of inquiry presented at the end of the final year of the PYP (5th grade), it can be one of the six units of inquiry during the final year or may stand outside the Programme of Inquiry with a more flexible timeframe to support student inquiries and school contexts. Students engage in a collaborative form of learning and inquiry, they are provided with opportunities to investigate and suggest solutions for real-life situations. The Exhibition allows students to show what they have learned through the PYP and apply all the major qualities of the IB learner profile, a self-directed experience to empower students and allow them to own their learning.

Reporting and Recording

The school uses ManageBac as a primary tool to record and report on assessment outcomes. The reporting process is ongoing, students and their families receive teachers' feedback regularly for different subject areas, including reporting on skills and learner profile attributes. ManageBac generated reports are sent to parents/legal guardians twice a year: December – First Term Report and May – Final Report.

Conferences

- **Parent Teacher Conferences** are held in the 1st term (autumn). Parents and teachers meet to discuss student progress and achievements, learning goals or next steps, and to discuss the overall social and academic development of the student.
- **Student Led Conferences** occur in the 2nd term (spring). Students demonstrate agency by leading the conference as they share work samples, reflections, and their IB Portfolios with parents. Students identify their learning goals and next steps for where they need to improve, as well as their strengths and evidence of the development of the learner profile.

Grading System

For the Primary Years grades 1 - 5, International School Premjers uses the following descriptors to assess students' level of achievement.

Assessment Descriptors

EE	Exceeding Expectations	The student consistently performs above the expected learning outcomes for their grade level or programme. They demonstrate the advanced understanding, skill application, and engagement.
ME	Meeting Expectations	The student achieves the learning outcomes expected for their grade level or programme. They demonstrate appropriate understanding and skills for their age and development.
AE	Approaching Expectations	The student is making progress toward meeting the expected learning outcomes but has not yet fully achieved them. The student demonstrates partial understanding and skills, and further development is needed to reach the expected level.
BE	Below Expectations	The student's performance is below the expected learning outcomes for their grade level or programme. They may require additional support or interventions to meet learning goals.
NA	Not Applicable	The assessment criterion is not relevant or cannot be applied to the student's performance at that time.

Missed Assessments and Parent Notification

Students may miss an assessment due to approved school-related activities, illness, or family circumstances. In such cases, a note or communication from a parent or legal guardian is required. A new assessment date will be arranged in consultation with the teacher. For short absences, students are expected to complete the assessment within 3 - 5 school days of their return. For longer absences, an individual learning and assessment plan will be developed to support the student.

If an assessment is missed without parent or guardian notification, the student will still be required to demonstrate their learning. Repeated instances may result in parents or guardians being contacted.

Reassessment (Retaking an Assessment)

Reassessment provides students with an opportunity to reflect on feedback, strengthen their understanding, and demonstrate growth in learning.

Before a reassessment is permitted, students are required to review teacher feedback, complete any required reflections or corrections, and engage in additional learning as directed by the teacher.

Students are permitted one reassessment opportunity per summative assessment. Additional reassessment opportunities may be granted only in exceptional circumstances and at the discretion of the teacher.

A reassessment may take the form of the original task or an alternative task that assesses the same learning objectives.

Support for Students Not Yet Meeting Expectations

Students who consistently demonstrate performance at the Below Expectations (BE) level are provided with targeted support to promote progress and success. Support strategies may include differentiated instruction, adjusted timelines or assessment tasks, small-group or individual support, and collaboration with the Support Group. Where appropriate, additional language and social-emotional supports may also be implemented.

Identification of students requiring support is based on multiple sources of evidence and informed professional judgment. The focus of all support measures remains on student progress, inclusion, and wellbeing.

Policy Review

The PYP assessment policy is reviewed before the start of the school year with the teaching staff, administrators, and the Programme Coordinator. Feedback and input from all stakeholders guide the revision of the policy to best meet the needs of our school community. The assessment policy is located on our school website and shared with parents during the “Parents-Teachers’ Meeting” at the start of each school year.

Bibliography:

Assessment of Student Development and Learning in IB PYP Schools. IBO, 2015
Assessment principles and practices - Quality assessments in a digital age. IBO, 2018
General Regulations: Primary Years Programme. IBO, 2017
Making the PYP Happen: A Curriculum Framework for International Primary Education. IBO, 2010
PYP: From Principles into Practice. IBO, 2018
Programme Standards and Practices. IBO, 2014