

GERMAN EMBASSY SCHOOL TEHRAN

INTERNATIONAL SECTION

PYP ASSESSMENT POLICY

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Introduction

“Assessment” can mean any of the different ways in which student achievement can be gathered and evaluated. (IBO Assessment Principles and Practices-quality assessments in a digital age, 2021). It is the gathering and analysis of information about student performance. It identifies what students know, understand, can do and feel at various stages in the learning process.

In the German Embassy School Tehran- International Section, we believe assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning:

- the acquisition of knowledge
- the understanding of concepts
- the mastering of skills
- the development of Learner Profile attributes
- the decisions to take action

The school’s approach to assessment recognizes the importance of assessing the process as well as the products of teaching and learning. The main aim of assessment is to provide feedback on the learning process and the development of the five essential elements to inform further learning. The assessment component in the school’s curriculum can itself be subdivided into three closely related areas.

- Assessing – how we discover what the students know and have learned
- Recording – how we choose to collect and analyze data
- Reporting – how we choose to communicate information

Beliefs and Values

- Every student is a unique individual with a broad spectrum of abilities, skills and knowledge.
- Assessment shall consider a wide range of relevant performance information, formal and informal, formative and summative.
- Assessment shall be based on valid standards such as grade level expectations and/or appropriate reference groups.
- Assessment shall be systematically linked to analyses of teacher and school performance and instructional improvement.
- Assessment data shall be communicated to students, parents, and community on a timely basis.
- The teaching/learning cycle begins with assessment which is on-going.
- Assessments should be as authentic as possible.
- Students are evaluated and not judged, therefore we do not use marking or grading in the traditional sense, rather we collect data to recognize the student’s knowledge and understanding.



Purpose of Assessment

The purposes of assessment are the following:

To promote student learning and growth by:

- Assessing prior knowledge
- Planning the learning process to meet individual or group needs
- Making decisions about subsequent teaching and learning practices
- Engaging students in assessment and reflection on their learning
- Celebrating what students can do

To provide information on student learning by:

- Assessing a student's acquisition of knowledge, concepts, skills, and Learner Profile attributes
- Collecting examples of work, performance and action being taken
- Interpreting statistics based on standards, benchmarks and /or rubrics
- Studying and analyzing results
- Utilizing a variety of tools and strategies

To contribute to the effectiveness of the program by:

- Matching student performance to the school's standards and expectations
- Comparing results of different classes or groups
- Informing stakeholders: students, parents, teachers, etc.
- Reviewing the curriculum and instructional practices in light of students' performance.

Characteristics of effective assessments

The following criteria for effective assessments are applicable to both formative and summative assessment. Effective assessments allow students to:

- Share their learning and understanding with others
- Demonstrate a range of knowledge, conceptual understanding and skills
- Use a variety of learning styles, multiple intelligences and abilities to express their understanding
- Know and understand in advance the criteria for producing quality work
- Participate in reflection, self-assessment and peer assessment
- Base their learning on real-life experiences that can lead to future inquiries
- Analyze their learning and understand what needs to be improved
- Allow children to synthesize and apply their learning
- Express different points of view and interpretation



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Effective assessments allow teachers to:

- Inform every stage of the teaching and learning process
- Plan in response to student and teacher inquiries
- Develop criteria for producing a quality product or performance
- Gather evidence from which sound conclusions can be drawn
- Provide evidence that can be effectively reported and understood by the whole school community
- Collaboratively review and reflect on student performance and progress
- Take into account a variety of learning styles, multiple intelligences and abilities including different cultural contexts
- Analyze assessment data in order to evaluate and modify the program
- Identify what is worth knowing and assess it

Effective assessments allow parents to:

- See evidence of student learning and development
- Develop an understanding of the student's progress
- Provide opportunities to support and celebrate student learning

Types of Assessment

Assessment of students should be formative and summative.

Formative Assessment provides information that is used in order to plan the next stage in learning. It is interwoven with learning and helps teachers and students to find out what the students already know and can do. Formative assessment aims to promote learning by giving regular and frequent feedback. This helps learners to improve knowledge and understanding, to foster enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success.

Summative Assessment aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process and gives the students opportunities to demonstrate what has been learned.

Strategies and Tools for Assessment

Strategies:

- **Observations:** All students are observed regularly with a focus on the individual, the group, and/or the whole class.
- **Performance Assessments:** Students are presented with a task that represents the kind of challenges that adults face in the world beyond the classroom. It requires using a repertoire of knowledge and skills to accomplish a goal or solve an open-ended problem. In addition, it entails the thoughtful application of knowledge rather than recalling facts. It has an



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identified purpose or audience, involves a realistic scenario, it has established criteria and requires developing an authentic product or performance.

- **Transdisciplinary Skills Assessments (Approaches to Learning: Research, Thinking, Communication, Self-Management and Social Skills):** The focus is on the process and skill application rather than on the product. These skills are regularly observed in real contexts using checklists and anecdotal records.
- **Open-Ended Assessments:** Students are presented with a challenge and asked to provide an original response.
- **Selected Response Assessments (Tests/Quizzes):** These single-occasion assessments provide a snapshot of students' specific knowledge.
- **Portfolios:** An ongoing, purposeful collection is composed of selected student work and is designed to demonstrate growth, creativity, and reflection.

Tools:

- **Anecdotal Records:** Anecdotal records are used to record specific observations of individual student behaviors, skills and attitudes. They are brief, written notes based on observations of students. These records need to be systematically compiled and organized.
- **Exemplars:** These are samples of student's work that serve as concrete standards against which other examples are judged.
- **Checklists:** These are lists of information, data, attributes or elements that should be present.
- **Continuums:** These are visual presentations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.
- **Rubrics:** Rubrics are established sets of criteria used for scoring or rating student's tests, portfolios or performances. The descriptors tell the student and the assessor what characteristics or signs to look for and how to rate that work on a predetermined scale. Rubrics can be developed by students as well as teachers.

Reporting

Reporting on assessment at the German Embassy School Tehran- International Section includes communicating what students know, understand and can do. Reporting involves parents, students and teachers as partners and is honest, comprehensive and understandable to all parties.

Reporting to parents, students and teachers occurs through:

- Parent- Teacher Conferences, held twice a year
- The written report; twice a year
- Portfolio (on Seesaw)
- The Exhibition: once a year in Class 5

Review Cycle

This document will be reviewed biannually.



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