



Abdul Kadir Molla International School

IB School code: 060139

Assessment Policy

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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 programs for 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.

Abdul Kadir Molla International School Mission Statement

Abdul Kadir Molla International School aims to attain intellectual rigor and high academic standard by developing the learners holistically as critical thinkers, caring individuals and lifelong learners to meet the needs of this rapidly changing and challenging world.

Abdul Kadir Molla International School Vision

Learners at Abdul Kadir Molla International School endeavor to create peaceful global community by their informed action. They have strong sense of shared responsibility and strive to make the world a better place to live.

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Assessment Philosophy

At Abdul Kadir Molla International School, our assessment policy is rooted in the belief that evaluating both the process and outcomes of inquiry-based learning is essential. We prioritize active involvement from students and teachers in assessing student growth, which is crucial for developing critical thinking and self-assessment skills. Our assessment practices not only acknowledge student achievements and needs but also guide the planning, teaching, and curriculum development process. By engaging parents and stakeholders in the assessment process, we ensure transparency and collaboration in our students' educational journeys. Through active participation in assessment and the application of constructive feedback, students are empowered to become self-regulated learners, capable of setting and achieving their learning objectives with confidence.

Assessment in the PYP Programme

The PYP is guided by the principles of assessment, as outlined in the IB approaches to teaching. While assessment methods may differ in the Middle and High School programmes, they are always varied and tailored to serve their specific purposes.

Our Responsibilities:

Central Role of Assessment: We recognize that assessment is integral to the PYP Programme's goal of effectively supporting our students in acquiring subject-specific knowledge and skills, understanding key concepts, and developing approaches to learning.

Assessment Capability: It is essential for both teachers and students to clearly understand the purpose of assessment, what is being evaluated, the criteria for success, and the methods used. This shared understanding is crucial for developing knowledge, conceptual understanding, and skills.

Diverse Learning Needs: We acknowledge that students have varied learning needs and styles. Our assessment practices are designed to be flexible and inclusive, employing a range of strategies to allow students to demonstrate their understanding and skills in multiple ways. This approach ensures that assessments accurately reflect each student's abilities and learning journey.

Constructive Feedback: We emphasize the importance of providing timely, specific, and actionable feedback to students based on assessment results. Such feedback helps students recognize their strengths and areas for improvement, empowering them to reflect on their learning progress, set goals, and plan their next steps.

Collaboration and Communication: Effective assessment practices rely on collaboration and communication among all stakeholders, including school leaders, teachers, students, and parents. Each member plays a vital role in fostering an environment where assessment is valued and used to enhance learning. This involves transparent sharing of assessment goals, strategies, and outcomes, as well as active

participation in discussions and the implementation of improvements to assessment practices.

Integrity and Fairness: All stakeholders are responsible for maintaining the integrity and confidentiality of the assessment processes to ensure fairness and equity for all students. Administrators oversee the implementation of the assessment policy and provide professional development opportunities for staff. Teachers are tasked with designing and conducting assessments that align with the curriculum and IB standards. Parents are encouraged to engage with assessment feedback and participate in parent-teacher conferences to support their children's learning.

Purpose of Assessment in the Primary Years Programme (PYP)

At Abdul Kadir Molla International School, assessment is a cornerstone of the educational experience, aligning with the IB philosophy that learning is a dynamic and reflective process. The purpose of assessment in the PYP is to systematically gather, analyze, reflect upon, and act on diverse pieces of evidence. This process provides valuable insights to students, families, and educators, revealing the depth of student learning at various stages and informing future teaching practices.

Our Commitment to Assessment

In the PYP, assessment is not merely a tool for measuring outcomes; it is an essential component of the learning journey. Our commitment to assessment is reflected in the following principles:

- **Supporting Learning:** Assessment is designed to support and encourage student learning by offering meaningful feedback throughout the learning process. This feedback is crucial for fostering student growth and guiding their academic journey.
- **Enhancing Teaching:** Assessment informs and enhances teaching practices, allowing educators to refine their approaches and respond to the diverse needs of their students.
- **Demonstrating Skills Across Disciplines:** Through carefully designed assessments, students are provided with opportunities to exhibit their ability to transfer skills across disciplines, particularly in projects like the personal project and interdisciplinary units.
- **Promoting Positive Attitudes:** We believe that assessment should cultivate positive attitudes toward learning, inspiring curiosity and a lifelong love of knowledge.
- **Deepening Understanding:** Assessment in the PYP is rooted in real-world contexts, encouraging students to develop a profound understanding of key concepts and to apply their learning in meaningful ways.
- **Fostering Critical and Creative Thinking:** Our assessments are designed to nurture critical and creative-thinking skills, empowering students to become innovative and reflective thinkers.

- Embracing International-Mindedness: Reflecting the global nature of the IB programme, our assessments are situated in a variety of cultural and linguistic contexts, promoting international-mindedness and respect for diversity.
- Aligning with IB Objectives: We ensure that our assessment practices are aligned with the IB's rigorous standards and objectives, maintaining the highest quality of education.
- Guiding Instruction: Assessment enables teachers to guide and enhance classroom instruction, creating a responsive and student-centered learning environment.
- Supporting Holistic Education: Finally, our assessment practices support the holistic nature of the PYP, recognizing the interconnectedness of knowledge, skills, and attitudes in the development of the whole child.

The Role of Assessment in the PYP

At Abdul Kadir Molla International School, assessment is seen as integral to all aspects of teaching and learning. It is central to the PYP's mission of guiding students through the essential elements of learning, which include:

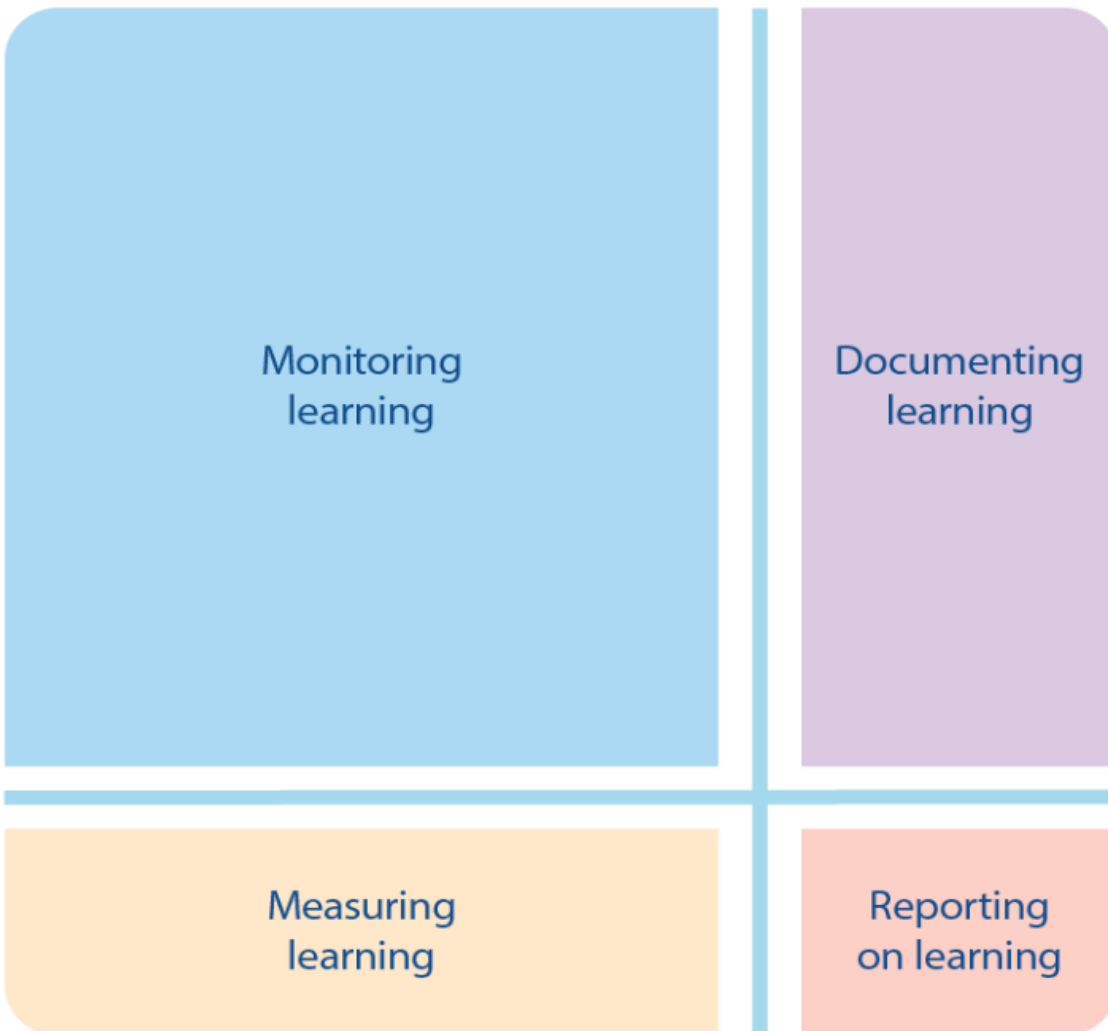
- Acquiring knowledge
- Understanding and applying concepts
- Mastering skills
- Developing the attributes of the IB Learner Profile
- Making informed decisions to take meaningful action

Assessment Practices in the PYP Classroom

In our classrooms, assessment practices are thoughtfully designed to engage students in their own learning journey. These practices include:

- Encouraging self-reflection, allowing students to think critically about their progress.
- Facilitating peer and self-assessment, fostering a sense of responsibility and ownership over their learning.
- Collecting and analyzing evidence of understanding, ensuring a comprehensive view of each student's learning process.
- Documenting individual and group learning journeys, making learning visible and valued.
- Developing clear and transparent rubrics, providing students with a clear understanding of success criteria.
- Maintaining accurate and detailed records of assessment outcomes, supporting ongoing learning and development.

How do we assess?



Source: IB PYP: from Principal into practices – Learning and Teaching – Assessment: page number 76. resources.ibo.org/pyp

Monitoring Learning: Monitoring learning is a dynamic process integral to fostering a deep understanding of educational goals and success criteria. It involves active engagement in collaborative learning experiences with both peers and educators. This ongoing interaction allows for meaningful feedback that guides and enhances future learning pathways, reflecting the IB's commitment to fostering reflective and self-regulated learners.

Documenting Learning: Documenting learning at Abdul Kadir Molla International School is a thoughtful practice aimed at capturing and reflecting upon student progress. We employ a variety of formats—such as examples, checklists, rubrics, anecdotal records, and portfolios—to gather and record evidence of learning. This documentation serves to illuminate learning goals, inquiries, and the evolution of students' understanding, providing a comprehensive view of their educational journey.

Measuring Learning: Measuring learning provides a snapshot of student understanding at specific points in time. The assessment tools we utilize—diagnostic tests, revisit tests, and ongoing evaluations—offer valuable insights that contribute to a holistic view of student achievement. At Abdul Kadir Molla International School, these measurements are integral to gauging progress and informing instructional practices in alignment with IB principles of continuous assessment and growth.

Reporting on Learning: Reporting within our learning community reflects students' progress and achievements with clarity and transparency. At Abdul Kadir Molla International School, we provide indicators of achievement aligned with assessment criteria, including:

- **Student-Led Conferences:** Empower students to take an active role in reflecting on their learning and progress, fostering ownership and self-awareness.
- **Teacher-Parent Conferences:** Facilitate direct communication between teachers and parents to discuss student progress and collaboratively support their development.
- **Three-Way Conferences:** Engage students, parents, and teachers in a shared dialogue about learning goals, progress, and next steps, ensuring a comprehensive perspective on student achievement.

All PYP subjects are reported twice a year, providing a structured overview of student progress. Additionally, Unit of Inquiry (UOI) reports are prepared and sent to parents at the end of each unit, offering detailed insights into students' learning experiences and achievements within specific inquiries.

The Assessment of Essential Elements

At Abdul Kadir Molla International School, our assessment practices are rooted in the holistic development of children, both inside and outside the classroom. We focus on the five essential elements of the Primary Years Programme (PYP): understanding concepts, acquiring knowledge, mastering skills, developing learner attributes, and taking action. By emphasizing these elements, we ensure a comprehensive approach to learning and growth. These elements are assessed through various tasks within the Unit of Inquiry and other subject areas. The results are documented in each student's portfolio, which is accessible to parents. This approach allows all stakeholders to clearly understand the assessment criteria, the methods used, and what is being evaluated. Furthermore, gallery walks, student-led conferences, front desk programs, and bi-annual report cards offer parents ongoing opportunities to stay informed about their child's progress and the assessment of these essential elements.

When Do We Assess?

At Abdul Kadir Molla International School, we believe that assessment is a cornerstone of effective planning, teaching, and learning. It is essential in guiding students through the key elements of IB learning:

- **Conceptual Development**
- **Acquisition of Subject-Specific Knowledge and Skills**
- **Development of the Learner Profile**
- **Application of Approaches to Learning**

These components naturally lead to a desire to take action within and beyond any given unit of inquiry. Learning and teaching alongside peers and teachers, coupled with well-considered feedback, set the stage for continued progress in learning.

Assessment for Learning

Teachers continuously gauge what students know and can do through various assessment practices. They reflect on their methods, adjust their teaching based on data, and provide timely, specific feedback to support learning. These assessments, which may include diagnostic tests and both formal and informal evaluations, are conducted throughout the learning process to help modify teaching and improve student attainment.

Assessments are recorded across all units in pre-primary and primary grades and are used to provide ongoing feedback and support student growth. The results help teachers and students set learning targets and adapt teaching strategies. Tools for assessment in the classroom include:

- **Student Portfolios**
- **Three-Way Conferences**
- **Visible Thinking Routines**
- **Parent-Teacher Meetings**

These tools prepare students for summative assessments by identifying areas for improvement and reinforcing key concepts. Teachers use rubrics aligned with IB criteria to ensure consistency and clarity in assessment practices. This might involve:

- Providing multiple entry points
- Building a wide range of formative assessment techniques to develop a personalized learning profile for each student
- Diagnosing student needs
- Guiding and differentiating instruction
- Adjusting/revising instruction based on student progress
- Understanding students' thinking processes, and monitoring, documenting, measuring, and reporting learning.

Assessment as Learning

Students are encouraged to take an active role in their learning process, using lifelong tools and strategies to build their capacity as effective, self-regulated learners. By co-constructing success criteria and acting on constructive feedback, students reflect on their progress, set goals, and engage in decision-making to achieve their current and future goals. This might include:

- Providing multiple ways for students to share their learning
- Offering opportunities for reflection and adjustment in learning
- Encouraging reciprocal feedback in collaborative settings
- Developing a student's sense of self-efficacy
- Exercising student agency
- Building an assessment-capable culture within the learning community

Assessment of Learning

Assessment of learning allows students and teachers to measure the acquisition of knowledge, conceptual understanding, and skills. It is designed so students can demonstrate their learning in authentic contexts and apply it in new ways. This might include:

- Checking for mastery of skills and concepts
- Monitoring, documenting, measuring, and reporting learning

Recording and Documenting Learning

Assessment Strategies: How Do We Record?

At Abdul Kadir Molla International School, we observe all students frequently and systematically. Our approach varies from broad observations of the entire class to close-up observations of individual students or specific activities. These observations can be conducted either as a non-participant (observing from outside the group) or as a participant (observing from within the group).

We use a variety of methods to gather and record information about a student's learning, employing the following tools and strategies:

- **Selected Responses:** Students respond to single, one-dimensional exercises such as quizzes, assessments for learning, timelines, solo performances, and oral presentations.
- **Open-Ended Tasks:** Students express their responses to stimuli in various forms, including writing, talking, drawing, enacting, poems, and songs.
- **Performance-Based Tasks:** These tasks include role plays, presentations, demonstrations, research work, response challenges, and art and illustrations.
- **Process-Based Tasks:** Tasks that involve collecting, organizing, representing, and interpreting data, as well as projects and other extended inquiries.
- **Student Self-Assessment and Reflection:** Students assess their progress in knowledge, skills, and processes.
- **Peer Assessment:** Students play an active role in the assessment cycle, improving learning and building intrinsic motivation and self-responsibility.
- **Observations:** Teachers regularly observe individual and general class behavior, skills like reading and creative thinking, responses to instructions, and teamwork to ensure progress and success.

Performance-Based Assessments

Performance-based assessments are designed to achieve specific goals by providing clear criteria to measure progress. These assessments empower students by helping them understand and engage with the world around them. Examples include:

- Demonstrations (e.g., Science Fest, Sports, Art Exhibitions, Math Fest)
- Roleplays
- Story Illustrations

Process-Focused Assessments

We constantly observe students to identify their strengths, weaknesses, and areas for improvement. This self-awareness promotes growth and development. Examples include:

- Research Effectiveness
- Project Work
- Transdisciplinary Skills
- Behavioral Observations Over Time

Tools Used for Assessment

- **Rubrics:** Rubrics provide clear criteria for grading in different areas. Students and teachers sometimes co-create these rubrics, ensuring students understand expectations.
- **Checklists:** These provide lists of steps, concepts, or information that should be present in completed assessments.
- **Anecdotal Notes:** Records based on student observations, capturing moments of learning.
- **Sample Assessments:** Examples of completed assessments are used to show students what meets the defined objectives.

The Exhibition

In the final year of the PYP, students at Abdul Kadir Molla International School undertake an extended, collaborative inquiry known as the PYP Exhibition. The Exhibition is a student-driven project designed to:

- Demonstrate independence and responsibility in learning
- Explore multiple perspectives on topics
- Synthesize and apply previous learning
- Reflect on their PYP journey
- Assess student understanding authentically
- Showcase how learning can lead to action
- Unite the school community in a collaborative experience

Reporting Assessment Data

Effective reporting communicates what students know, understand, and can do. Reporting involves parents, students, and teachers as partners, reflecting the values of the school community. Various reporting methods include:

- **Parent Orientation Program (POP):** Parents receive information from classroom teachers about the curriculum and routines at the beginning of each term.
- **Written Progress Report Cards:** Assessment information is reported at the end of each unit, linking closely to the Units of Inquiry and including details about the Central Idea, Lines of Inquiry, Key Concepts, and Learner Profiles.
- **Parents Teacher Meeting (PTM):** Held twice a year, teachers provide feedback on student progress and guide parents on supporting their child's learning.
- **Teacher-Student Conference:** These informal conferences provide students with feedback to refine and develop their skills.
- **Student-Led Conference (SLC):** Students lead these formal reporting sessions to their parents, taking ownership of their learning and progress.
- **Joy of Learning (JOL):** A showcase where students present their learning to parents and teachers, connecting their knowledge to real-life applications through presentations and displays.

The Purpose of Portfolios

Portfolios are designed to celebrate a student's active learning journey, demonstrating success, growth, creativity, and reflection. They provide a picture of each student's progress over time, enabling reflection with teachers, parents, and peers to identify strengths, areas for improvement, and set goals.

Contents of Student Portfolios include:

- Student-generated reflections on each Unit of Inquiry
- General reflections on the Unit, including knowledge gained and future inquiries
- Responses to work from the Unit, linked to Transdisciplinary Themes and Central Ideas
- Learner Profile/Attitude reflections
- Evidence of development in literacy, math, art, PE, and Islamic studies
- Student-initiated actions
- Excerpts from journals
- Goal-setting sheets
- Portfolio conference records
- A current year photograph on the front cover

Portfolio Management Guidelines ensure that portfolios are student-managed with teacher guidance, allowing students to take ownership of their portfolios. Teachers support students in selecting and maintaining their portfolio content, which is stored in ring binders that follow students from grade to grade.

Professional Learning to Support Good Practice

Professional learning is essential for educators to grow and implement best practices in the classroom. Teachers at Abdul Kadir Molla International School explore, participate in, and provide professional learning to ensure a concurrent understanding of instructional implications based on the latest research.

Connections to other IB Policies

The assessment policy is linked to the admission, academic integrity, inclusion, and language policies to ensure every student's learning and growth. The policies align to provide accommodations for students with special educational needs and to promote integrity, inclusivity, and original work in assessments.

Review and Updates

Drafting and Reviewing the Policy:

The review and update of the Assessment Policy is carried out by the Steering Committee, which includes key stakeholders such as the School Counselor, the Reviewing Committee, and the entire IBDP team. To ensure that our assessment practices remain effective and relevant, the policy undergoes an annual inquiry-action-reflection cycle. This process is guided by the following reflective questions:

1. What successes have we achieved in our assessment practices over the past year?
2. What challenges have arisen, and how can we address them?
3. How has feedback from stakeholders influenced our assessment policy?

Review Process:

1. **Data Collection:** Surveys and feedback sessions are conducted with the Reviewing Committee and the entire IBDP team to gather insights on successes, challenges, and other pertinent areas related to assessment practices.
2. **Feedback Integration:** Suggestions for overcoming challenges and improving the policy are collected and analyzed.
3. **Policy Alignment:** We ensure that the revised policy aligns with other existing policies and frameworks to avoid any conflicts.
4. **Stakeholder Impact:** We evaluate how stakeholder feedback has been integrated into the policy, preserving valuable perspectives while avoiding unnecessary changes.

Actionable Changes:

Based on the reflections and feedback, actionable changes to the assessment policy are identified and implemented. These changes are monitored and reviewed in the next cycle to assess their impact and make further adjustments as needed.

This systematic approach ensures that our assessment policy continually evolves to meet the needs of our students and educational goals effectively.

Review Committee

- **Asnaha Farheen:** Head of Primary and PYP Coordinator
- **Mst. Fahmida Khan:** PYP Grade Level Supervisor
- **Tanbir Haider:** PYP Homeroom Teacher
- **Noreen Aslam Iranee:** PYP Homeroom Teacher
- **Kamrunnahar Chowdhury:** Specialist Teacher, Information and Communication Technology
- **Faria Sharmin:** PYP Homeroom Teacher
- **Umme Mahbuba:** PYP Homeroom Teacher

Next Review Date: 11 Jul 2025

Conclusion

At Abdul Kadir Molla International School, our assessment policy is centered on fostering a reflective, inclusive, and student-centered learning environment. We view assessment as a continuous process integral to both teaching and learning, aimed at supporting each student's growth and understanding. Aligned with the IB philosophy, our diverse assessment methods are designed to empower students to become self-regulated learners, capable of applying their knowledge and skills in real-world contexts. Through collaboration among teachers, students, parents, and administrators, we ensure the integrity and effectiveness of our assessment practices, continually refining them to meet the evolving needs of our learning community and uphold the holistic development of our students.

Relevant Support Materials and Resources

Key resources include:

- **From Principles to Practice:** Learning and Teaching, The Learner, The Learning Community
- **IB Standards and Practices**
- **IB and PYP Sections on the School Website**
- **Abdul Kadir Molla International School PYP Assessment Policy** (Adopted April 2019-20)
- **IB Online Materials via My IB and Programme Resource Center**
- **IB Training Documents and Virtual Resources**