

ASSESSMENT POLICY FOR BEIJING ROYAL KINDERGARTEN (ENGLISH)



北京王府幼儿园
Beijing Royal Kindergarten

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1. Mission statement

Beijing Royal Kindergarten (BRK) becomes the candidate school for the Primary Years Program (PYP) of International Baccalaureate (IB) on January 16, 2017 and is aiming to receive authorization as an IB World School teaching the PYP. The IB Mission Statement below needs to become the overarching philosophy of the school.

"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 of international education and rigorous assessment.

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

(IB mission statement)

In alignment with the IB mission statement, Beijing Royal Kindergarten's mission statement is:

INTEGRATION OF CHINESE AND WESTERN EDUCATIONAL METHODS

At the heart of our kindergarten's philosophy is a traditional Chinese approach to nourishing each child's mind, body and spirit by imparting wisdom, healthy habits and moral values. A focus on holistic development includes cultivating global awareness, physical fitness, artistic appreciation, perseverance, agile mind and intellectual curiosity.

(The mission statement of Beijing Royal Kindergarten)

2. IB learner profile

BRK aims for its students to develop as global citizens by becoming:

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 life.
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 analyze 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 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 we 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 in 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 recognize our interdependence with other people and with the world in which we live others.
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.

3. What is assessment?

Assessment is integral to all learning and teaching. It involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do, and feel at different stages in the learning process. Students and teachers should be actively engaged in assessing the students' progress as part of the development of their wider critical-thinking and self-assessment skills.

The prime objective of assessment in the PYP is to provide feedback on the learning process. Teachers need to be mindful of the particular learning outcomes on which they intend to report, prior to selecting or designing the method of assessment. They need to employ techniques for assessing students work that take into account the diverse, complicated and sophisticated ways that individual students use to understand experience. Additionally, the PYP stresses the importance of both student and teacher self-assessment and reflection. BRK developed assessment procedures and methods of reporting that reflect the philosophy and objectives of the IB program.

4. Why do we assess?

We at BRK hold the belief that the learning and teaching process must start with assessment. The depth of our students' knowledge and understanding must be discovered before we decide to dive into teaching. Once we have evidence and information from our analysis we can properly refine and guide our teaching and planning to enrich student learning.

- **Provide feedback on the learning process-** By providing feedback to parents, teachers, and students can work collectively to create the most effective learning environment.
- **Promote continuous student learning and growth-** Learning is perpetual. Education evolves and students must maintain adaptability.
- **Set goals and plan for future student growth-** Collaboration is crucial in future growth. Teachers, students, and parents must work together to support the achievement of goals and plan.
- **Elevate the effectiveness of the learning program-** Information and evidence will provide a guide to form a more perfect program.
- **Celebrate student achievements-** Positive reinforcement is a great way to encourage students and make them aware and proud of their capabilities.

5. Principle of assessment

At BRK we believe that students learn best when planning is continually refined to meet students' needs. A well-designed lesson incorporates assessments to provide educators with data on students' knowledge, skills and conceptual understanding.

Effective assessments allows students to:	Effective assessments allows teachers to:	Effective assessments allows parents to:
<ul style="list-style-type: none"> - share their learning and understanding with others - demonstrate a range of knowledge, conceptual understanding and skills, as connected to the UOI - Demonstrate the IB learner profile attributes - use a variety of learning styles, multiple intelligences and abilities to express their understanding - know and understand in advance the criteria for producing a quality product or performance - participate in reflection, self- and peer-assessment - base their learning on real-life experiences that can lead to further inquiries - express different points of view and interpretations - analyze their learning and understand what needs to be improved 	<ul style="list-style-type: none"> - inform every stage of the teaching and learning process - plan in response to the 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's performance and progress - take into account a variety of learning styles, multiple intelligences and abilities including different cultural contexts - use scoring that is both analytical (separate scores for different aspects of the work) and holistic (single scores) 	<ul style="list-style-type: none"> - see evidence of student learning and development - develop an understanding of the students' progress - provide opportunities to support and celebrate student learning

When observing young learners, the teacher should record what the students say. By listening carefully to the dialogue between students, especially in dramatic play, the teacher can learn about their current interests, knowledge base, level of involvement and social skills. The teacher should share these observations with the students, with colleagues and with parents to know better the inner world of the students, analyze the interactions within a group, discover the student strengths and difficulties, and reflect on the effectiveness of the practices used to implement the program of inquiry and other classroom experiences.

6. What do we assess?

We here at Beijing Royal Kindergarten feel that assessment is an integral to all teaching and learning. It is central to the PYP goal of the thoughtfully and effectively guiding students through the five essential elements of learning. The prime objective of assessment in the PYP is to provide feedback on the learning process. **The acquisition of knowledge-** Significant, relevant content that we wish the students to explore and know about, considered their prior experience and understanding. **The understanding of concepts-** Powerful ideas that have relevance within the subject areas but also transcend them and those students must explore and re-explore in order to develop a coherent, in-depth understanding. **The mastering of skills-** Those capabilities that the students need to demonstrate to succeed in a changing, challenging world, which may be disciplinary or trans-disciplinary in nature. **The development of attitudes-** Dispositions that are expressions of fundamental values, beliefs and feelings about learning, the environment and people. **Decision to take action-** Demonstrations of deeper learning and responsible behavior through responsible action, a manifestation in practice of the other essential elements.

In BRK PYP structured inquiry is the only means by which meaning can be constructed and discovered. Accomplishing this is made by emphasis placed on the connections between subject-specific knowledge and trans-disciplinary skills and themes. The six themes- Who We Are, Where We Are in Place and Time, How We Express Ourselves, How the World Works, How We Organize Ourselves, How We Share the Planet- provide a focus for inquiry that are meaningful and of global significance, while literacy and numeracy provide the tools. BRK PYP teachers provide feedback on student's progress and performance in each of these areas.

Additionally, feedback should be provided on the attributes listed in the PYP Learner Profile: Inquirers, Communicators, Thinkers, Risk-takers, Knowledgeable, Principled, Caring, Open-minded, Balanced, Reflective. This profile serves to increase the children's awareness of, and sensitivity to, the experiences of others beyond the local or national community, thus promoting an understanding that there is a commonality of human experiences. Students will also be assessed in performance and progress in each of the following subject areas: Languages (Mandarin, English), Mathematics, Science, Social Studies, Physical Education, Visual Arts, Music, Communication and Technology, along with their social skills and work habits.

7. Who does the assessing?

Assessment must be done in a collaborative fashion. Each part is essential in learning what our students know, understand, feel and can do. This process is done in three parts.

Teachers

- **Observation-** Students must be observed often and regularly. Observation methods should be varied from close up to wide angle and from non-participant to participant.
- **Discussions-** During discussions students are able to express their ideas. Before UOI students will be prepared for the topic and the teachers have a general idea of what they know.
- **Conference-** Information must be shared between students, teachers, and parents. Conferences allow all parties to work collaboratively on the development of goals, progress assessment and numerous other beneficial topics. The following structures may be used (Teacher-Student, Teacher-Parent(s), Student-led, Three-way)
- **Questioning-** Assessment is essential in determining what students know, feel, understand and can do.

Students

- **Peer-assessment-** Students can reflect on their own knowledge through the assessment of their peers. They are encouraged to participate in the sharing of knowledge and understanding.
- **Demonstrations-** Students can demonstrate what they have learned. (Students should be able to provide evidence and physical proof that they comprehend all of the information that is being provided.)
- **Reflection-** Transformation involves reflection. Behavior and learning can be analyzed and improved once reflected upon.

Parents

- **Share in homework process-** Parents play a major role in the education of their children. When homework is issued, parents are encouraged to make notes and give feedback to teachers so the most effective strategies can be implemented for the student's well-being.

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- **Communicate action at home-** Behavior, tendencies, and demonstrations at home are important and should be communicated. With this information parents, teachers, and students can create and implement the most effective learning strategies.

8. How do we assess?

Assessment may include collecting evidence of learning over a period of time using a variety of assessment methods. The goals are to provide feedback for both the formative and summative outcomes. The following types of classroom assessment are used and deemed appropriate.

Assessment Type	Use
Pre-assessment	<ul style="list-style-type: none">- to assess all students on their prior knowledge and experience before embarking on new learning-Plan for teaching and learning
Formative Assessment	<ul style="list-style-type: none">- woven into the daily learning process- provides teachers and students with information about how the learning is developing- helps teachers plan the next stage of learning- In BRK PYP, formative assessments for the Units of Inquiry will be done in both English and Chinese
Summative Assessment	<ul style="list-style-type: none">- occurs at the end of a teaching and learning cycle- Students are given the opportunity to demonstrate what they have learned by applying their knowledge in new contexts.- In the PYP, summative assessment tasks are contextually relevant to the Unit's Central Idea and real life possibilities- tasks may be undertaken in either Mandarin and/or English as this is not a language assessment

Final Year Exhibition	<ul style="list-style-type: none"> - a public presentation of one or more works by one or more students - culminating experience for the IB Primary Years Program - requires students to synthesize their prior knowledge and to apply it in a self-directed manner - provides an authentic summative assessment for the PYP years - subject of the Exhibition is a student-selected, real-world problem that warrants extended investigation - is a celebration which unites students, teachers, and families in an activity representing the elements of PYP - includes connection to all 5 Essential elements and their components as well as the Learner Profile
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Assessment Types and Their Uses

Assessment strategies and tools form the basis of a comprehensive approach to assessment and represent BRK's answer to the question "How will we know what we have learned?"

The strategies are the methods or approaches that teachers use when gathering information about a student's learning. Teachers record this information using a variety of tools, which are the instruments used to collect data.

When choosing appropriate strategies, it is important to take into consideration which tools are most applicable and relevant to that strategy. This helps to ensure that an effective assessment of the learning experience takes place.

Assessment tools Assessment strategies	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
Observations	✓		✓	✓	✓
Performance assessments	✓	✓		✓	✓
Process-focused assessments	✓		✓	✓	✓
Selected responses		✓	✓		✓
Open-ended tasks	✓	✓		✓	✓

Mapping of Assessment Strategies and Tools

Strategies	Use
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 without).
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 assessment	Students are observed often and regularly, and the observations are recorded by noting the typical as well as non-typical behaviors, collecting multiple observations to enhance reliability, and synthesizing evidence from different contexts to increase validity. A system of note taking and record keeping is created that minimizes 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.

Assessment Strategies

Tool	Use
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Rubrics	<ul style="list-style-type: none"> ✓ established sets of criteria used for scoring or rating students work in all areas of the curriculum ✓ uses descriptors that tell the student and the teacher what characteristics or signs to look for in the work and then how to rate that work on a predetermined scale ✓ can be developed by students as well as the teacher
Annotated Exemplars	<ul style="list-style-type: none"> ✓ are samples of students' work that serve as concrete standards against which other samples are judged ✓ can be used in conjunction with rubrics or continuum
Checklists	<ul style="list-style-type: none"> ✓ are a list of criteria that can be 'checked' off as they are met ✓ may include information, data, attributes or elements that should be present in the work
Anecdotal Records	<ul style="list-style-type: none"> ✓ are brief written notes based on observations of students
Continuum	<ul style="list-style-type: none"> ✓ are visual representations of developmental stages of learning ✓ identify a progression of achievement or identify where a student is in that process

Assessment Tools

9. Documentation through Portfolios

What are Portfolios?

A portfolio is a systematic and organized collection of a student's work that exhibits to others the direct evidence of a student's efforts, achievements, and progress in learning over a period of time. It is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection (IBO, 2007). The collection should involve the teacher and student in selection of its contents, and should include information about the performance criteria, the rubric or criteria for judging merit, and evidence of student self-reflection or evaluation. It should include representative work, providing a documentation of the learner's performance and a basis for evaluation of the student's progress. Portfolios may include, but not limited to, physical material, videos, CD-ROMs, photographs and reflective journals, etc.

How are Portfolios used?

The purpose of the portfolio is to reflect student's learning and growth. The portfolio highlights a student's internalized learning process. It is an excellent way for students to articulate their growth and share personal reflections about their learning in all areas of the curriculum.

During the year, teachers and students select pieces of work to be added to their portfolio and either the students write reflections or the teacher writes annotations about the work selected. The portfolio contains samples of all work a student has done during the year to show the progress he/she has made. Twice a year, as part of the student-led conferences, students share their portfolios with their parents.

An Essential Agreements for Portfolios Inclusions is written by the school to ensure certain inclusions occur and will be reviewed every 3 years. Examples of agreement content may include:

- the portfolio will reflect a student's growth over a period of time (the portfolio is a growth/process portfolio)
- the portfolio will show a holistic picture of the student from the followings: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes, and decision to take action
- portfolio pieces will be selected by the teacher or by the student with guidance from the teacher
- the student will complete a reflection for each selected piece
- all entries will be dated
- the student will reflect upon the portfolio itself and will share the portfolio with his/her parent(s) during the student-led conference
- portfolios will be sent home at the end of the school year
- Portfolios will include various pieces of evidence in each area of learning.

10. Analyzing Data and Updating Teaching Practice

- **Teachers analyzing assessment data**

In BRK PYP, Assessment will be a fixed agenda in teachers' weekly Collaborative Meetings / Grade Level Meetings. Teachers are expected to record student data and bring them for discussion and planning. This means that a collaborative meeting at the beginning of a unit may include teachers bringing students' pre-assessment results and going over common misconceptions or generalizations and then planning to address them. These evidences will be documented in the relevant unit planners, in Boxes 3 and 6. The same will apply to formative assessments, summative assessments and post assessments. If necessary, a collaborative document with other teachers from the same grade level can be made and attached to the relevant Unit Planners.

- **Students analyzing assessment data**

Based on students' learning goal for each unit and/or subject, BRK PYP students will work towards meeting these goals and collecting data as evidence. Students can then use these as guides when

reflecting on their progress after the completion of their summative assessments. Their goals, reflections and evidences can all be filed in their Portfolios.

11. Reporting

Reporting and allowing the flow of information between students, parents, and teachers will lead to a better understanding of students strengths and areas needing improvement.

Method of Reporting

Use

Conferences	<i>Teacher-Student Conferences</i> <ul style="list-style-type: none"> ✓ To discuss information, ideas, strategies and understandings ✓ Incorporated into the regular classroom routines ✓ Meant to provide support to the student while they progress through the learning cycle ✓ Allow students to reflect on their own work and to make decisions regarding their portfolios.
	<i>Teacher-Parent Conferences</i> <ul style="list-style-type: none"> ✓ Formal conferences which may include any, some or all teachers who support the student with their learning ✓ Parents may provide their perspective about their child's progress and needs ✓ Teachers may take this opportunity to answer parents' questions, address their concerns and help define the parent's role in the learning process ✓ Class teacher-parent conference happens once a month, the whole kindergarten's parents conference the first usually being in September at the start of the new academic year
	<i>Student-Led Conferences</i> <ul style="list-style-type: none"> ✓ Formal conferences between students and their parents ✓ Students will, with the support and guidance of the teacher, select the work to be discussed ✓ Students reflect on their progress and share their goals, inviting their parents to share the responsibility of achieving their goals ✓ Usually happens once a year.
	<i>Three-way Conferences</i>

	<ul style="list-style-type: none"> ✓ Involve the student, parents and teachers. ✓ Students discuss their learning and understanding with their parents and teacher, who are responsible for supporting the students through the process. ✓ The students, parents and the teacher collaborate to establish and identify the student's strength and areas for improvement. ✓ The teacher is an integral part of the process and takes notes of the discussion, which may then be used in written report.
Celebration of Learning	<ul style="list-style-type: none"> ✓ Grade level teams and specialists may target specific work to share with parents in a celebration of learning ✓ May take place at any time, as many times as desired, throughout the year ✓ In BRK PYP, students will be expected to present an Exhibition of their learning, linked to one of the Units of Inquiry.
The Written Report	<p>At BRK, two written Report Cards are sent to parents; in December and in June, to report back on student progress. In classes, head teacher, Chinese teacher, teacher assistant, environmental teacher and foreign teacher will complete a booklet.</p> <p>These reports on the learner profile, skills, Units of Inquiry, languages and all other specialist subjects. A Progress Report is given to parents during the teacher-parent conferences at the end of semesters.</p>

In BRK PYP, teachers will organize a student-led conference, a three-way conference and a teacher-parent conference to demonstrate the students' learning and development at the end of every Unit of Inquiry (UOI). During this time, parents can expect to walk over to their child's table and hear all about his/her (and their group's) Summative Assessment presentation and of anything else they may have learned that unit in all subjects. As each grade may have a different timeline, these student-led conferences may occur at different times throughout the year.

At the end of every semester, the teachers and school may arrange for a more formal Celebration of Learning and student-led conferences. This may include an agenda of performances related to the UOI and a student-led conference followed by a scheduled teacher-parent conference with the head teachers and subject-specialist teachers. Head teachers will be expected to handover students' written report to their parents during this

time and discuss their child's progress and achievements thus far. Either before or after their conference with the head teachers, parents may choose to speak to the different subject-specialist teachers who teach their children.

Note: During any time of the year, both teachers and parents can request a conference to discuss the progress, or lack of the student. All head teacher, teacher Assistant must be present at these conferences. Environmental teachers can be asked to join as needed.

12. BRK Reporting policy

Dear Parents,

Beijing Royal Kindergarten is currently working to become an IB world school and carrying out PYP courses. We hope to help parents to have a better understanding of what their children did during the PYP course. The report will show what students know, understand, can do, and feel at different stages in the learning process. These results depend on the IB PYP standards and practices coupled with our kindergarten's assessment policy. We carry out a written reporting policy. BRK will write two reports to the parents in an academic year, which means once a semester. At the end of the semester, parents will receive a written report, which is about the status of their child's development from their class teachers.

The written reports include feedback on the IB learner profile (which permits teachers to report in other ways, for example, the Students portfolio), the essential elements (knowledge, concepts, trans-disciplinary skills, attitudes, and actions), and the knowledge section, which is reflected in the PYP subject areas. In the report, we pay more attention to the children's Harvest and Goal.

The written report of BRK reflects what the school community values, comprehensive, honest, fair, credible and easy to understand. The written report involves parents, students and teachers as partners. In addition, our kindergarten also supports conferences to be a form of reporting. (Teacher-student, teacher-parent(s), student-led and three-way)

13. Assessment policy review

The BRK PYP Assessment Policy will be reviewed by all IB staff at the beginning of each academic year. Students and parents will be surveyed as the policy continues to serve the needs of our school and district. It is the responsibility of the PYP Coordinator to ensure the success of the Assessment Policy Review.

14. Reference & bibliography

Making the PYP Happen, 2009, Peterson House, Cardiff, Wales, UK.

Guidelines for Assessment Policy Review