



# VOSIQ INTERNATIONAL SCHOOL

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## Assessment policy

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## **Goals and Objectives of this Policy**

This Assessment Policy has been developed in partnership with all Vosiq International school community stakeholders. It recognizes the requirement of the school to regularly evaluate students and report the results of the assessment to students and their parents, as stated by the Law on Education of September 23, 2020, No. ZRU - 637 "On education". This Assessment Policy will be regularly reviewed.

The Vosiq International School and Kindergarten community is a multinational center for collaborative learning, where each student is instilled with an awareness of human dignity and uniqueness, as well as a desire to succeed through dedicated study and participation in various areas of school life.

This Assessment Policy will play a key role in ensuring that every student achieves their full potential in a learning environment that reflects a culture of partnership between teachers, parents, and students.

The goal of the policy is to provide a clear understanding of all assessment instruments at Vosiq International School and kindergarten to ensure that assessment is used as a tool to inform teaching and learning, plan, track student progress and raise academic standards, and help a child build self-confidence and healthy self-esteem.

## **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.

## **Vosiq International School Mission**

Vosiq International School and Kindergarten aim to ensure effective and high-quality education for children through inquiry, taking into account their individual characteristics, inclinations, and abilities, and to develop life-long learners who seek to improve the world through the application of knowledge, and reflection.

## **Assessment system in schools**

Since 2010 students have been assessed according to the system established and developed by the State Testing Center "Regulations on the rating system for monitoring the quality of students' knowledge." A holistic approach to assessing students' academic and interpersonal skills has also been integrated to inform learning and teaching.

## **Assessment Goals**

The purpose of assessment at Vosiq International is to improve student learning, provide information about student performance and help improve the effectiveness of curricula.

Assessment of student learning and development is an important component of the curriculum and helps ensure continued development and learning. Students are observed in a variety of situations and a wide range of assessment strategies are implemented. Through assessment, the learning community is always informed about learners' achievement and progress and we use assessment as a key tool in supporting decision-making.

## **Assessment structure**

We believe in an integrated assessment culture that involves monitoring, documenting, measuring, and reporting.

### **Monitoring learning**

At Vosiq school monitoring of learning is utilized to check the progress of learning against personal learning goals and success criteria. We use an array of strategies such as questioning, observation, reflection, peer-to-peer discussions, teacher-to-student discussions, and feedback to feed forward for the subsequent learning next steps. Open-ended tasks, written or oral assessments, and a learning portfolio are key tools we use for monitoring.

### **Documenting learning**

Documenting learning is a process that makes thinking about learning processes visible, meaningful, and shareable, it involves the compilation of learning evidence and displaying it in various formats. Documenting facilitates student-driven learning, helping students reflect on and articulate their own learning processes. It also helps teachers reflect on their own learning and classroom practice. At Vosiq we teachers and students

use different formats for documenting learning such as **journals, portfolios, rubrics exemplars, checklists, and anecdotal records.**

### **Measuring learning**

Methods of measuring student learning are frequently classified as formative or summative. Summative evaluations, which are used to assess student achievement, include tests, quizzes, projects, and other graded tasks. They are cumulative and frequently demonstrate what learners have learned at the conclusion of a unit or a grade year.

Any method by which students receive input and instructive feedback on their relative performance to aid in improvement daily during the course of a learning period is referred to as formative assessment. It usually takes the form of class-based written or oral exercises or tests, assignments, and homework.

### **What we assess**

There are four key areas that we assess our students to ensure that progressive learning is taking place. These are as follows:

- Knowledge - demonstration by the student of acquired knowledge.
- Understanding - the student really understands what he is talking about, realizes the knowledge gained, and reflects on it.
- Skills - the student is able to apply the acquired knowledge, demonstrating it through skills, is confident in his actions, and is able to share the acquired knowledge.
- Action - the student is able to act and apply the acquired knowledge not only in class but also in life, demonstrating the acquired skills.

### **Types of assessment**

Vosiq International School and Kindergarten use a number of formative and summative assessments that demonstrate and communicate student achievement.

**Summative assessment:** aims to give teachers, students, and parents a clear picture of the knowledge gained. The final assessment is the culmination of the learning and gives students the opportunity to demonstrate what they have learned. It can evaluate several elements at the same time: informs and leads to better

student learning and teaching; measures understanding of the central idea and encourages students to take action.

Summative assessment allows teachers to evaluate both student learning and the impact of their own teaching at the end of a specific time period. This indicates the achievement of the curriculum objectives and is useful for informing teachers and learning in subsequent lessons. This type of assessment is communicated to parents and allows them to support their child's learning.

**Formative assessment:** provides information that is used in order to plan the next stage of learning. It is interwoven with learning and helps teachers and students to find out what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together. Formative assessment aims to promote learning by giving regular and frequent feedback during the learning of a unit. This helps learners to improve knowledge and understanding, foster enthusiasm for learning, engage in thoughtful reflection, develop the capacity for self-assessment, and recognize the criteria for success. There is evidence that increased use of formative assessment particularly helps those students who are low achievers to make significant improvements in their understanding.

Formative assessment is conducted by teachers every day in every lesson. This allows teachers to continuously evaluate student progress. This type of assessment is used to assess knowledge, skills, and understanding and is also used to identify gaps and misconceptions. This allows teachers to determine when students are having difficulty when they have consolidated knowledge, and when they are ready to move on.

Teachers can then provide appropriate support or empowerment as needed. The formative assessment methods we use include the use of questions and whole-class feedback. For learners, formative assessment helps to measure their knowledge and understanding against the purpose of the lesson and success criteria. They can then understand how they can improve their knowledge.

**Assessment in the classroom includes:**

- using representative examples of students' work or performance to provide information about student learning.
- collecting evidence of students' understanding and thinking.
- documenting the learning processes of groups and individuals.

- engaging students in reflecting on their learning.
- students assessing work produced by themselves and by others.
- developing clear rubrics.
- identifying exemplar student work.
- keeping records of to manage the learning process and determining prior knowledge before starting a new topic.
- In the process of studying a topic, in order to manage the learning process and be able to revise certain points if necessary.
- At the end of a topic, to check how well the students have understood the theme.

## Recording data

"Vosiq International" staff use a variety assessment strategies and approaches to collect information about student learning. They capture this information using various tools.

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



Teachers use a range of methods to document evidence of learning and student understanding. Sometimes this includes video, audio, photos, and graphics. Teachers also use written notes of standard conversations, comments, explanations, and hypotheses, as well as annotated pieces of student work that are part of the student's portfolio.

## **Tools and Strategies for Assessing Approaches to Learning (ATL)**

### **Observations**

All students' communication skills 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 nonparticipant (observing from without) to participant (observing from within).

### **Performance assessments**

We use performance-based assessments as a system of learning and assessing a student's knowledge through a display of skills. In this system, student performance is not measured by a multiple-choice test or quiz. Instead, students are given assignments that mimic real-world situations.

### **Process-focused assessments**

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. These observations are done during the process of doing any given task. Social skills, thinking skills, research skills, and communication skills can be assessed during the process that the students go through in completing the assessment (final product).

### **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.

### **Peer assessment and paired marking**

Students assess each other using checklists designed by them and the teacher (list of criteria), a rubric, or oral comments. Peer assessment provides a methodical learning process that enables students to comment on

and give feedback on each other's work. As well as giving them the tools to self-evaluate and enhance their own work, it aids students in developing lifelong skills in assessing and giving feedback to others. We value peer assessment because it empowers students to take responsibility for and manage their own learning and motivates students to engage with course material more deeply.

### **Self-assessment**

Students use criteria, rubrics, and reflection journals to reflect on their learning process and performance. Self-assessment provides students with an opportunity to self-evaluate or make judgments about their learning process and the products of learning.

### **Reporting**

Reporting on learning informs the learning community about how well the teaching and learning process is going. The progress and achievement of the student's learning, areas for growth, and improvement are done through reporting. Reporting at our school is done using a comprehensive report card that stipulates a wide range of skills learned in different subject areas as well as interpersonal skills. We also hold parent/teacher/student conferences to report learning.

Reporting to parents, students, and teachers is done through:

- conferences (parent-student-teacher; student-teacher and student-led)
- portfolio
- 4<sup>th</sup>-grade exhibition
- written reports twice a year

Three-way conferences (teacher - students - parents; students - teachers - invited guests) are official reporting sessions with the participation of both parents and students, which are held by the student (students) with the support of the teacher. Events are held at the end of each thematic month or transdisciplinary theme.

### **Portfolio**

A child's portfolio is a collection of his or her work showing reflection and growth, creativity and engagement. Portfolios must reflect student learning within the PYP, demonstrating the child's development, both inside

and outside the Inquiry Program in all subject areas. Portfolios are used by students to communicate this development to parents, teachers, and peers throughout the year.

Portfolios are collected and managed by students under the guidance of a teacher so that students can take responsibility for their own learning. The ratio of "teacher-selected" to "student-selected" content in a portfolio depends on the age and maturity of the students. Teachers should help students learn how to thoughtfully choose which items to include/keep in their portfolios, and provide students with the opportunity to thoughtfully remove items as well.

The portfolio should be easily accessible to students. Students should understand the purpose of portfolios, the process used to compile them, and be able to explain why particular items are in the portfolio. Portfolio content doesn't have to be limited to written work. It can be drawings, photos, voice recording, video and multimedia.

Portfolios are stored in plastic folders for display in the classroom. Students will take their portfolios home at the end of each term and return them at the start of the next term, except at the end of the year when portfolios will be kept at home.

Portfolio content at each year level should include the following:

For a quarter

- a general reflection on the section of the study, including the knowledge and understanding gained, as well as possible future research
- student's response to part of the work from the research section

### **PYP Exhibition**

Year 4 students demonstrate their understanding of the program by participating in an exhibition. The exhibition is held in partnership with the teaching community and attracts staff from across the school. Exhibitions are assessed using the guidelines below;

- Central idea: Learners should be able to organize their inquiry into a global problem or opportunity and show that they comprehend the main concept.

- Conceptual understanding: Learners should be able to develop lines of inquiry and leading questions that will allow them to continue their investigation and support their main concept.
- Action: Learners should be able to describe the course of action they will take to affect social justice, lifestyle choices, involvement, advocacy, or social enterprise.
- Learner Profile: Learners use the language of the learner profile within their written work. Learners plan for and exemplify the attributes of the Learner Profile as identified by self, peers, and teacher, throughout the exhibition.
- Approaches to learning: Learners can identify and reflect on chosen ATLs and can demonstrate progress through work presented at the Exhibition i.e reflection, research, action, celebration of learning (Faria Education Group).

### **Written reports**

Written reports contain a final grade based on the State Curriculum Performance Standards, as well as grades and comments about the inquiry program. A written report is provided to parents twice a year. The report contains a score for each area of study in the national curriculum and a detailed general comment from the class teacher.

One of the main goals of PYP and the school is to ensure that students from different cultures, as well as children with special educational needs, are adequately supported so that they have an equal opportunity to demonstrate a level of academic achievement and can express themselves to the fullest. The PYP aims to ensure that assessments are inclusive.

### **Differentiation**

Differentiated assessment is an ongoing process through which teachers gather data before, during, and after instruction from multiple sources to identify learners' needs and strengths. We believe that students are differentiated in their knowledge and skills. They differ in the ways and speeds at which they process new learning and connect it to prior knowledge and understanding. They also differ in the ways they most effectively demonstrate their progress. A number of strategies we use for differentiation include;

- Use of a variety of learning materials and resources (including technology)

- Creating instructional activities that utilize students’ strengths and learning preferences such as videos, articles, and direct instruction, and giving students an opportunity to take in information in multiple ways.
- Creating a positive, student-centered learning environment.
- Giving students a choice in learning and assessment activities.
- Individual projects

## **Connection to other policies**

### **Assessment and honesty**

To ensure that assessments are reliable, credible, and secure. Our teachers avoid instances of cheating by setting up an accountable assessment process that involves individual monitoring during tests and exams and use effective tools to check and certify the authenticity of students’ work. We ensure that teachers report any malpractice committed by a student to the immediate supervisor or members of the pedagogical leadership timely. When assessing students, teachers are committed to rating or marking students’ work without favoritism as an honesty and integrity obligation. For more information on honesty, please see the Academic honesty policy.

### **Assessment and Language**

To promote linguistic diversity, when designing assessments, teachers take cognizance of the diversities within the classroom, allowing students to use their language or explanation patterns to derive responses. During the assessment, relevant language skills like grammar, spelling, and vocabulary are clearly highlighted for effective communication and this helps learners develop skills in a more equitable way. Linguistic scores are one of the ways, which can guide the teaching process, identifying students at risk of falling behind, or requiring additional language support. For more information on assessing language, please see the Language policy.