

**AUSTRALIAN INTERNATIONAL ACADEMY (KELLYVILLE CAMPUS)**

**(IB) PRIMARY YEARS PROGRAM**

**ASSESSMENT, REPORTING AND RECORD KEEPING GUIDELINES**

**(Revised November 2015)**

**Our Philosophy**

**AIA VISION STATEMENT**

The vision of the Academy is to have graduates who are well prepared and self motivated to advance Australia and participate effectively as world citizens with Muslim values.

**IBO MISSION STATEMENT**

“The International Baccalaureate Organisation 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.”

**RATIONALE**

Assessment is integral to all teaching and learning. It is central to the PYP’s goal of thoughtfully and effectively guiding children through the five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of attitudes and the decision to take responsible action. Assessment is a process concerned with gathering information about student competencies. Its focus is not only on what has been achieved by students, but also on how they have gone about their learning. Assessment is also used as a tool to inform students and parents how the student has progressed in relation to his/her previous performance. Furthermore, information from assessment is used to improve classroom teaching and learning.

**THE PURPOSES OF ASSESSMENT**

The purposes of assessment are to promote student learning, to provide information about student learning and to contribute to the efficacy of the programme.

1. Student learning is promoted through:

* Assessing the children’s prior knowledge and experience brought to the topic or task (Pre-Assessment)
* Planning the teaching and learning in order to meet individual or group needs
* Building a profile of children’s understanding and skills
* Engaging children in self-assessment and peer assessment to reflect on their learning

2. Information about student learning is provided by:

* Examples of children’s work or performance
* Statistics based on explicit benchmarks and/or rubrics
* Assessment results i.e. portfolios

3. Programme evaluation uses a variety of student assessments to:

* Assess students’ performance in relation to the general and specific expectations of the programme (examples, SMART DATA, PM Benchmarks)
* Assess group performance in relation to other classes or groups both internally and externally.

**THE PRINCIPLES OF ASSESSMENT**

Effective assessments allow the child to:

* Have criteria that are known and understood in advance
* Analyse their learning and understand what needs to be improved
* Demonstrate the range of their conceptual understandings, their knowledge and their skills
* Synthesize and apply their learning, not merely recall facts
* Base their learning on real-life experiences that can lead to other questions to ask or problems to solve
* Focus on producing a quality product or performance
* Highlight their strengths and demonstrate mastery
* Express different points of view and interpretations
* Promote reflection, self- and peer-evaluation

**WHAT TO ASSESS**

The PYP provides the opportunity for learners to construct meaning, principally through structured inquiry, and emphasizes the connections between subject- specific knowledge and transdisciplinary skills and themes, through the programme of inquiry. Each unit of inquiry covers all Key Learning Areas, English, Mathematics, Science & Technology, History & Geography, Creative Arts and PD/H/PE. During each unit of inquiry, students are also assessed against **NSW Board of Studies stage outcomes**. **Feedback** is given on student progress and performance in each of these areas. \