



Achieving Excellence Together

BAT PYP ASSESSMENT POLICY

ADVANCED FOR EDUCATION



**BRITISH ACADEMY
OF TUNIS**

PYP ASSESSMENT POLICY

2023/2024



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***BAT: British Academy of Tunis**

BAT Mission

British Academy of Tunis_Advanced For Education_ is engaged in preparing inquisitive, well-informed, caring, and internationally well-educated students who would be aware of a cross-cultural environment and very much tolerant of it as future global citizens.

We value intellectual curiosity and independent, critical, and creative thinking to promote learners' potential and maximize their growth. We train our learners to be compassionate, ethical, respectful of differing views, beliefs, and cultures, and responsible individuals who positively contribute to the well-being of global communities concerned with making a difference.

BAT Vision

Our vision at British Academy of Tunis is to foster a distinguished learning community committed to excellence, innovation, collaboration, life-learning, and tolerance. We inspire our students to become creative, caring, and compassionate members of a global society. It also involves educating all students to the highest levels of academic achievement to reach and expand their potential and prepare them to become productive and responsible students with solid ethics.

BAT Values

British Academy of Tunis_ Advanced For Education_ believes effective teaching and learning occur in a safe and structured educational environment. BAT practices a holistic approach to education where students, teachers, and families are unified in the educational best interests of all students. BAT's model for success incorporates the right for each student to become a reflective, well-informed, and open-minded inquirer with solid principles. Our values involve attributes representing a wide range of human capacities and responsibilities surpassing intellectual development and academic success. Our students are meant to be considerate, skilled communicators and potentially leading examples of future world citizens. All students, teachers, and staff members at the British Academy are treated with respect regardless of gender, age, race, religion, or nationality. We are a community, and we achieve excellence together.

BAT principles

- A – **ability** nurtured, flourishes
- C – **curiosity** fostered, grows
- H – **honesty** is the best practice, and our policy relies on it
- I – **integrity**, led by example
- E – **excellence** takes unending work
- V – **veracity** is the foundation of education
- E – **encouragement** is provided by all of us together

Assessment Philosophy Statement

At the British Academy of Tunis, we are dedicated to developing open-minded lifelong learners who collaborate to understand, celebrate, and impact our diverse school and the world's communities. We commit ourselves to creating an enriched learning environment through a challenging curriculum, intercultural lines of inquiry, and authentic assessment focused on the learner. We believe that assessment is vital to teaching and learning since it drives instruction. It is central to the goal of thoughtfully and effectively guiding children through the five essential elements of learning: understanding of concepts, acquisition of knowledge, mastery of skills, development of attitudes, and decision-making towards action. At BAT, constructive feedback, self-assessment, reflection, and peer review are powerful tools for developing student agency and self-regulated learners. Teachers and students at BAT collaborate to create criteria charts, set learning goals, plan and modify units of inquiry, and assess learning. We value the steps taken during the learning process as much as the outcome. We believe that assessment is essential in guiding our planning and teaching practices to help our students reach their full potential.

Purpose of Assessment

The ultimate purpose of assessment is evidently to evaluate learning and guide teaching. It provides meaningful feedback to students, parents, administrators, and teachers. Through various assessment types, all stakeholders gain information on how students are progressing within different content areas and how they are developing as inquirers and globally-minded citizens. Assessment is a helpful tool for teachers to evaluate the effectiveness and depth of the curriculum and to improve planning and instruction. The analysis of assessment information and data helps teachers best support the unique needs of students as it informs decisions made for differentiation within the classroom.

Assessment key benefits

Teachers assess students to:

- guide and support student learning
- teach them the benefits of monitoring their progress
- provide differentiated instruction based on their needs
- evaluate and strengthen the learning process and practices of educators
- assist in the evaluation of the Programme of Inquiry
- determine eligibility for special education or any other different ability services

Assessments will allow students to:

- demonstrate and share their learning and understanding
- set learning goals
- reflect on the development of the IB learner profile
- communicate their points of view and understanding
- build self-confidence
- monitor learning through the metacognitive process
- use prior knowledge to build on and guide the inquiry process
- engage in self and peer reflection
- take ownership of their learning

Assessments will allow teachers to:

- provide timely intervention for struggling students
- collaboratively reflect on student progress and needs
- differentiate instruction with clear outcomes for individual students
- provide constructive feedback
- report on student's conceptual development within units of inquiry
- co-construct learning goals with students
- learn to use data to inform and communicate practice
- report on the learner profile development for each student

Assessments will allow parents to:

- observe and track student progress and growth in their learning achievements
- intervene and provide support outside of school
- understand the student tasks and celebrate successes
- view essential elements of units of inquiry and how their child is progressing on the learning continuum

Implementation

Throughout our Programme of Inquiry, students are offered opportunities to share their conceptual understanding as they actively participate in the learning process. Students' learning is promoted through assessing prior knowledge and experiences, creating meaningful learning opportunities, regularly engaging in self-assessment and reflection, providing feedback to guide the following steps, collaborating with peers and offering peer assessment, promoting intercultural understanding, and encouraging student agency.

Data about student learning quality is gathered in a variety of ways:

- Student work samples
- Unit of Inquiry Reflection and Goal Setting Sheets
- Results of pre-assessments, formative assessments, and summative assessments
- Anecdotal Records (*brief notes teachers take as they observe learners*)
- IB Portfolios (*an intentional collection of a student's work that is selected based on reflection and agency*)
- Results of in-class assessments
- Student performance or development based on teacher-created or collaboratively created criteria charts, rubrics, and learning continuums
- Results of annual Assessments

Types of Assessment

Formal and informal assessments occur regularly to inform the instructional program. The various types of assessments used at BAT are explained below.

1. Diagnostic Assessment

Diagnostic assessment is used prior to instruction to determine the student's prior knowledge, strengths, misconceptions, skills, and learning styles. The information obtained helps teachers discover what students already know and is used to adjust instruction to meet specific student needs and guide future learning.

Diagnostic assessment can be achieved through various practices and techniques:

- KWL Charts (*What do you **K**now? What do you **W**ant to know? What did you **L**earn?*)
- Class Discussions
- School Created Benchmark Placement tests in English Language and Math
- Surveys (completed by students and parents)
- Visible Learning Strategies (*a method in which a learner utilizes graphs, charts, maps, and diagrams*)
- Classroom Observations
- Standardized tests and observations by School Psychological Services or Speech/Hearing Therapist **(when needed)**

2. Formative Assessment

Formative assessment is frequently used throughout the learning process to find gaps in learning, identify specific struggles, and determine the next steps. These structured and unstructured assessments provide continuous feedback on the learning process and plan the next stage of learning.

Formative Assessment practices can take different ways:

- Anecdotal and conference notes
- Student reflection and goal setting
- Classroom observation
- Constructed responses
- Informal/formal quizzes and tests
- Graphic Organizers
- Rubrics: student and teacher-created

- Peer review
- Portfolios: reflecting on growth over time
- Progress Monitoring assessments (*ongoing assessment*)
- Visible Learning Strategies (*a method in which a learner utilizes graphs, charts, maps, and diagrams*)
- Everyday class performance
- Reflection and goal-setting sheets for the attributes of the Learner Profile and the Transdisciplinary Skills: IB portfolios

3. Summative Assessment

Summative assessment is used to measure the acquisition of information, basic skills, and progress toward major concepts within the six transdisciplinary themes, as well as the transfer of what is learned to new situations. Through these assessments, students are given varied opportunities to demonstrate their learning.

Summative Assessment practices can include:

- Student reflection and goal setting: notebooks, logs, exit slips
- Student and teacher created exemplars and rubrics
- End of Unit/Module Tests
- IB Unit Planner Summative Assessments allow students to demonstrate their understanding of the central idea. Students are encouraged to express that understanding using varying learning styles, multiple intelligences, and abilities. The summative assessment task provides opportunities for the student to apply what is learned to a new situation and to demonstrate and reflect.

4. 5th Grade Exhibition

The fifth-grade students will participate in the PYP Exhibition. It will be a student-initiated, self-directed, and collaborative experience where the learners will demonstrate their understanding of the five essential elements of the program: Knowledge, Skills, Concepts, Attitudes, and Action. This culminating experience will give students the opportunity to exhibit the learner profile, engage in collaborative and in-depth inquiry, and model agency and collaboration. The exhibition will provide an authentic summative assessment of each student's entire PYP journey.

Reporting and Communication

Recognizing student achievement and communicating this with the BAT community is something we value and occurs in several ways.

1- IB Portfolios

PYP teachers have the opportunity to start a digital IB portfolio as soon as they get familiar with it and involve the students in its use. The teachers develop these portfolios throughout their PYP journey to assess and record student learning over time. Digital portfolios have a section for each of the six transdisciplinary themes for each grade level.

IB Portfolios will:

- include student reflections from each unit of inquiry in each grade level
- include student work samples and/or videos that demonstrate conceptual understanding of the central idea and/or specified lines of inquiry
- include student reflection on their demonstration of the learner profile
- be used as a tool in student-led conferences
- be used as an indicator of conceptual understanding over time

2- Written Reports

- IB Portfolios /or Progress Reports are shared with parents at the midpoint of each term (upon request). They communicate whether students are making adequate progress toward meeting grade-level standards and how they are developing transdisciplinary skills within the Programme of Inquiry.
- Academic Report Cards are completed and communicated three times a year at the end of each term. These summative reports for the current academic year share student achievement in meeting grade-level standards using a percentage-based grading scale that the school uses as per international grading system practices. Starting from the coming school year, 2023-2024, a new IB-based grading scale of 1 - 7 demonstrating transdisciplinary skills (Communication, Social Skills, Thinking Skills, Self-Management, and Research Skills) will be applied. Teachers will then provide written comments on student performance and development.
- For the first year (2023-2024), parents will be provided with Progress Reports

comprising both grading system scales (BAT scale & IB scale) for them to be familiarized with the new IB scale.

3- Conferences

- Parent/Teacher Conferences are held at the end of each term. Parents and teachers meet to discuss student progress and achievement, goals, or next steps.
- Student-led conferences will occur starting from the third term of the 2023 - 2024 school year. Students will demonstrate agency by leading the conference by sharing work samples, reflections, and their IB Portfolios with parents. Students will identify their goals and next steps for where they need to improve, as well as their strengths and evidence of the development of the learner profile.

Policy Review

The PYP assessment policy is reviewed once a year. It is reviewed with the teaching staff, administrators, program coordinators, and parents during professional development before the start of the school year. Feedback and input from all stakeholders guide the revision of the policy to meet the needs of our school community best. This assessment policy is also reviewed through its governance structure once every five years during the charter renewal cycle.