

ASSESSMENT POLICY

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Report: October 2025

Review Committee

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School Vision:

To groom young people who will live for a purpose, learn to apply, lead with determination and leave a timeless legacy.

School Mission Statement:

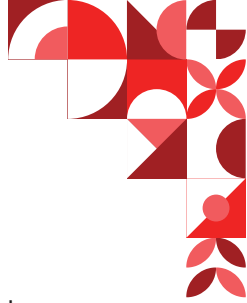
To integrate into teaching and learning, the goals for conservation and social justice; To develop civic virtues and emotional skills that can empower our acorns to be icons of personal and social change who will play leading roles in the transition to a sustainable future.



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.





Philosophy of Assessment:

At Silver Oaks, we believe in encouraging every child to 'live for a purpose, learn to apply, lead with determination and leave a timeless legacy.'

In the entire range of activities in the school, assessments also serve as essential tools in realizing this vision. Assessments are enabling and empowering experiences in which students learn to apply and lead themselves with determination.

Character first, competence next: In keeping with the school's inside out approach, through assessments we will also encourage integrity and trust.

Assessments are integral to teaching and learning and central to the goal of thoughtfully and effectively guiding students through the essential elements of learning.

A range of assessments will be planned to ensure positive engagement, relevance, significance and appropriate challenges.

School will ensure that measuring, reporting, feedback and feed forward processes will be positive and enabling engagements to make assessments as learning experiences.

It is school's responsibility to ensure that assessments are differentiated and inclusive to accommodate for varying learning paces and needs.

Agency in Assessment:

Agency means that students get opportunities to use their voice, make a choice and take ownership of their actions. Developing assessment capable learners means, building agency in students towards their assessments.

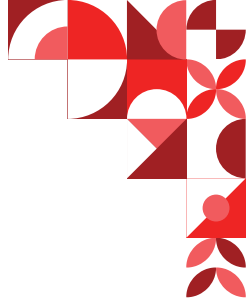
Feedback and Feedforward:

Feedback and Feedforward on knowledge, conceptual understandings and approaches to learning supports students moving towards their desired learning goals. Goals of all assessments are discussed in detail to groom learners into assessment capable learners. The iterative connection between goals, feedback and feedforward is key to groom assessment capable learners.

When giving feedback, teachers in the school focus on:

Feedback: How am I doing? Feedforward: Where to next?





Assessment Capabilities:

The assessment process is an ongoing conversation that promotes the continuum of growth.

Assessments should enable students as assessment capable learners and teachers as assessment capable practitioners.

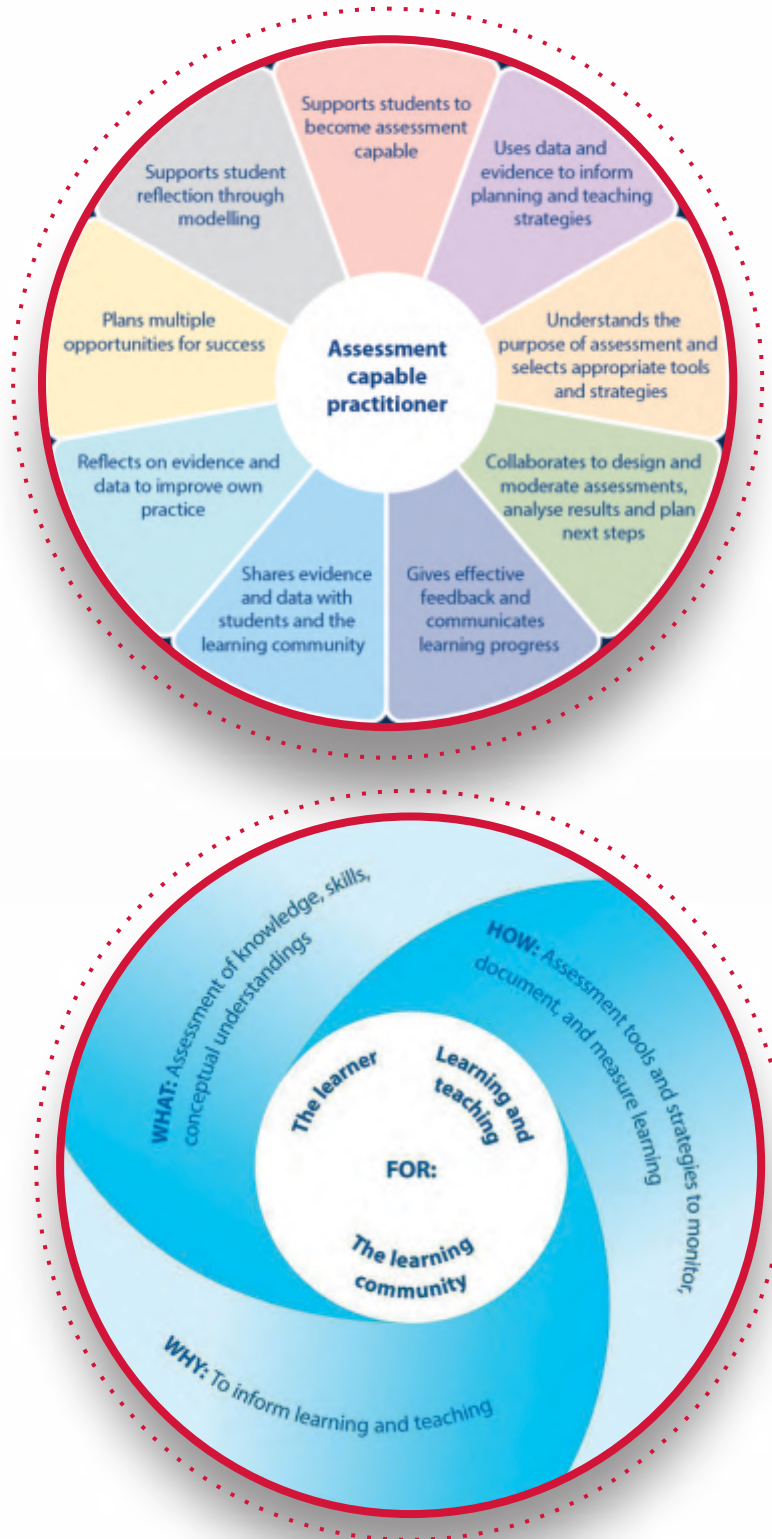
It requires the learning community to continuously and simultaneously reflect and ask questions about how we assess and what we assess.

Developing assessment capability to support learning is necessary to make the “tacit knowledge that is hidden” within the learner transparent, explicit and available”.





Figure AS02: Assessment-capable teacher



The what, how and why of assessments are critically reflected in the context of learners, learning and teaching and the learning community.





Assessments are about 'evidencing learning'

School will consider all the four areas of evidencing : Monitoring, Documenting, Measuring and Reporting.

What do we Monitor:

- Self management skills on a daily basis.
- Social skills, during Group learning or activities.
- Individual learning in class or home work.
- Thinking skills at all times and in all occasions.
- Inquiry skills.
- Reflections.
- Knowledge development
- Conceptual understanding.
- Responses during discussions.
- Performance over a period of time.
- Class work and home work.
- Reading, writing, comprehension and listening skills.
- Mathematical skills.
- Performance in assessments.
- Varying learning needs.
- Skill development in Arts and PE.

What do we document !

Most of the above in physical or digital formats.

- Group work and individual work
- Written work, digital work, journal entries, checklists, rubrics, thinking routines, independent inquiries, differentiated work, exceptional work will be documented.
- Learning goals identified in units or single subjects will be documented during the learning journey.
- SOLS.

Digital documentation is done digitally through google classrooms and drive.
Physical documentation in journals and portfolios.

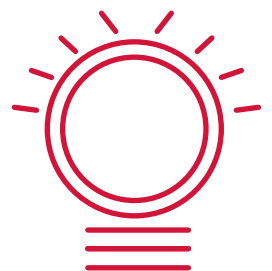




How will we measure :

The school believes in the efficacy of assessment and adopts the following types of assessments:

Type of assessment	Measuring scale
Pre-assessments	Rubric- Success criteria and benchmarks
Assessments of Inquiries	KUD approach with success criteria established through rubric or benchmarks
Formative assessments in Single Subjects	Benchmarks
Term end assessments - twice in a school year	Rubric- Success criteria and benchmarks
Student Led Conferences	Parent Feedback and Feedforward
SOLS Ongoing self/peer/teacher and parent assessment on Learner profile, ATLs, School Cultures and philosophy	Benchmarks
Physical Education Arts Sports	Benchmarks





What, when and how do we report:

Types of reporting:

- Updates: To communicate to the parents about the learning goals of an inquiry and the single subjects during this period.

Formal Reports:

- SOLS: Reporting on Learner profile and ATLs using benchmarks is done once a month for parents to assess the child. (physical copy)
- Inquiry reports: Units of inquiry reports using the KUD approach are shared through portfolios (physical copies) and on the school communication platform which is accessible to parents. (soft copies)
- FAs: Formative Assessment Reports on Single Subjects through school's ERP.
- Term End Reports: Term 1 and Term 2 assessments in single subjects are reported through School's ERP. At the end of the year, a Graduation report (physical copy) will be given comprising of the Formative Assessments, Term 1 & 2 conducted in single subjects.
- Report on PE, Arts and other activities: Physical Education teachers maintain records of all students and their skill level in the planned activities. At the end of term 2, a formal report will be made available on school's ERP for parents. Students will be informed and educated on their skill development from time to time during the school year. This is maintained as continuum document for monitoring the development through the years.

Ongoing Reports:

- Portfolios : Students' portfolios show the development of PYP elements of learning in the units of inquiry in the form of images and evidence of students in the process of constructing meaning. Portfolios are sent twice a month for parents and students to reflect on students' progress and achievement in the context of the units of inquiry.





Conferences & Exhibitions:

- Exhibitions of learning progressions are common to all grades. These will be conducted once in a year. Post verification, The PYP exhibition will be a formal presentation of all PYP learning.
- Student led Conferences/exhibitions – SLCs involve partnership between parent and student, where students lead the conference and share their process of learning with parents.

Formal Parent Teacher Meets:

- Parent teacher meetings – PTMs are conducted 3 to 4 times in a year, where teachers give information to parents about the students' progress, development and needs, answer parents' questions, and address their concerns.

NOTE: All reports are discussed with students in the class and where need be, confidentially with students as a feedback and feed forward.

