

# Assessment Policy

Daegu Dukin Elementary School

## Mission Statement

Our school develops high agency learners and citizens who contribute to developing the global community by promoting world peace through inquiring, caring minds, and respect for diverse cultures.

## Vision

The Future Begins with You, Learning for a Better World

## 1. Why do we assess?

The main purpose of assessment is to gather, analyze, and interpret students' data and make informed and consistent decisions to improve learning and teaching. Daegu Dukin Elementary School (DDES) recognizes the importance of assessing the process of learning and providing constructive feedback for improving student learning and deeper understanding. It contributes to the development of the essential elements to inform further learning.

### Effective assessments allow:

- students to become effective, self-regulated learners when they are actively engaged in assessment and act on constructive feedback.
- teachers to be more effective when they continually learn about what students know and can do.
- parents and legal guardians to be more informed when they understand the learning goals their child is working towards, and the progress their child is making.
- the school to build more impactful learning communities when they use assessment as a tool to evaluate the depth of their curriculum and the effectiveness of their teaching.

## **2. What do we assess?**

DDES prepares students to become internationally minded citizens. Teachers plan diverse opportunities for students to develop knowledge, conceptual understandings, and skills to support self-regulatory learning.

**At DDES teacher, self and peer assessment will reflect and align to:**

### **Inquiry**

- How students demonstrate and develop subject knowledge
- How students apply their conceptual understandings to further their inquiries successfully
- How students demonstrate and develop the approaches to learning
- Students' inquiry over time—observing for depth and breadth
- How student demonstrate both independence and an ability to learn collaboratively
- Students' awareness that authentic challenges require solutions based on the integration of knowledge that spans and connects different subjects

### **Disciplines**

- Korean(Listening, Speaking, Reading, Writing, Grammar, Literature)
- Morality/ Social studies
- Mathematics
- Science
- Health and Physical Education
- Music
- The Arts (Visual and Performing)
- English (Listening, Speaking, Reading, Writing)

### **Approaches to Learning**

- Thinking skills
- Research skills
- Communication skills
- Self-management skills
- Social skills

## **IB Learner profile attributes**

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk takers
- Balanced
- Reflective

## **3. How to assess**

The teaching staff at DDES use and develop a range of assessment tools. Teachers select from a number of assessment tools, reflecting student needs and skills.

The criteria for the assessment should be given to students at the beginning of the inquiry and should be documented throughout the PYP planning process.

Teachers utilize:

- Pre-assessments, Formative, and Summative
- Rubrics
- Checklists
- Portfolios
- Observations/discussions
- Assessment records tracked by teachers
- Reflections are viewed as a vital and integral part of the PYP program.

## **Monitoring Learning**

Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria. It occurs daily through a variety of strategies; observation, inquisition, reflection, discussing learning with peers and teachers, and constructed feedback to progress forward through the next phases of learning Tools

used for monitoring included open-ended tasks, written or oral assessments, and the learning portfolio.

## **Documenting Learning**

Learning is documented and compiled to show growth throughout the learning process. Documentation can be physical or digital, and can be displayed or recorded in a variety of media forms. Documentation of learning is shared with others to make learning visible and apparent. It reveals insight into learning and provides opportunities to reconnect with learning goals and success criteria. DDES documentation of learning and evaluation are managed as follows:

- Various online platforms such as Google classroom, Padlet, Google photo, are used to manage and maintain the learning process.
- NEIS(National Education Information System) is utilized to maintain records and manage learning outcomes.
- The supplemental learning program such as Khan academy, Smart Edmore, underachiever learning log ensures learning for the students with low achievement.

## **Measuring Student Learning**

Measuring student learning outcomes aims to capture what a student has learned at a particular point in time. When measurement tools are used, administrators and teachers are encouraged to carefully consider:

- how to minimize the impact of testing on student well-being
- how to effectively use data points to add to the comprehensive view of student learning.

The following evaluations are conducted to measure learning:

- Diagnosis and evaluation of basic education: Identify weak areas in reading, writing and arithmetic in order to improve teaching and learning methods. We use standardized achievement tests developed by the local school district.<sup>1</sup>

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<sup>1</sup> **Diagnostic Assessment:** Students of DDES(2nd to 6th grade) take a paper examination in March, administered by the Daegu Metropolitan Office of Education. The purpose of the test are 1) to understand the level of students' current learning skills, and 2)to provide basic data to improve teaching and learning process.

- Formative assessment and summative assessment: DDES evaluate students' achievement levels in terms of their learning goals in class to support student growth.
  - Formative assessment: provide information that is used in order to plan the next stage in learning. It 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.
  - Summative assessment: aims to give teachers and students a clear insight into students' understanding. It gives the students opportunities to demonstrate what they have learned.
- Evaluation on UOI: Teachers and students collaborate to develop learning goals and success criteria. Through careful observation of the inquiry process, teachers monitor students' ability to make connections across subjects and to apply skills to construct new knowledge.

## **Reporting Learning**

Reporting on learning informs the learning community and reflects the question "How well are we doing?" It describes the progress and achievement of the students' learning and contributes to the efficacy of the program.

The report is process-focused and is based on observation, peer-evaluation, self-evaluation etc. At DDES Reporting Learning includes; Written report, PTM(Parents-Teachers Meeting), Students-led Conference and Portfolio. We have two assessment committees; grade level and school level. Both two assessment committees ensure that the learning report promotes objectivity, fairness and reliability in assessment. There are three UOI written reports every semester after completion of each UOI. Overall student records based on NEIS are provided in February, the last month of the grade year.

The following points should be noted when reporting on learning.

- Students' assessment information shall be shared regularly with students and parents for feedback.
- NEIS(National Education Information System), portfolios, PTM and student- led conferences may be included in the assessment.
- The written report includes students' portfolios and documents on the online platform. Using various materials, the learning process and outcomes are effectively shared and communicated with the learning community.

## **References**

2021. DDES Education Plan

Korean National Curriculum(revised in 2015)

Enhanced PYP ; Learning and teaching (December 2018)

Enhanced PYP ; The learner (December 2018)

Enhanced PYP ; The learning community (December 2018)