

# AIA Assessment Policy 2021-2022



## **AIA Mission Statement**

Alexandria International Academy (AIA) thrives to develop socially responsible individuals open to exploring new ideas and concepts from a global platform while preserving their own principles and heritage.

AIA creates a challenging multicultural environment with inspirational educators from across the world and international education programs supported by a philosophy of interrelated learning curriculums.

These values and programs reinforced with parent involvement create a community of learning that develops knowledgeable individuals who are caring and accepting of others.

## **AIA Vision Statement**

To support the AIA mission:

- We strive to be a recognized center of educational excellence internationally through the International Baccalaureate (IB) Primary Years Programme (PYP), [www.ibo.org](http://www.ibo.org), honoring the quality of our instruction and our commitment to putting the best interests of our students first in all we do.
- We develop the skills and habits of mind that promote effective communication, creative thinking, critical and compassionate reasoning and enthusiastic learning.

## **AIA Philosophy**

- We believe that we are all leaders and learners.
- We believe that everyone has the capacity to learn and grow and that every person, with their various talents and perspectives, is valuable in helping us to understand our world and in making meaningful connections.
- We take a holistic child-centered approach to education and believe that a commitment to lifelong learning and working towards personal goals will help us to fulfill our potential.
- We adopt the International Baccalaureate Primary Years Programme standards and expectations for best educational pedagogical practices.
- We are committed to honesty, fairness and integrity. We respect ourselves, others and our environment; understanding that we are interdependent and accepting responsibility for our choices and actions
- We believe in supporting and encouraging others, serving our community and being responsible world citizens.

## **Multicultural Statement**

At AIA we wholeheartedly endorse the United Nation's policy relating to education for a multicultural society.

We therefore:

- Welcome cultural and linguistic diversity
- Reject and oppose racism and are concerned to promote equality of opportunity, racial justice and good relationships between all groups.

# AIA Assessment Policy 2021-2022



- All our children, parents and staff are treated with the same care and consideration irrespective of their sex, religion, race, nationality or ability.

## *IB Mission*

The International Baccalaureate (IB) 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 programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## *Purpose of Assessment at AIA*

At AIA, we believe the purpose of assessment is to communicate to our community areas of strength and needed growth through various types of authentic assessment. Parents gain information about their child's development in relation to grade level expectations. While teacher's regular assessments help gather information needed to guide instruction for continued learning. AIA focuses classroom time on instruction with formative assessment along the way, and summative assessment at the end of major concepts or skills. Differentiated assessment is used to accommodate the different learning styles of students. We believe that assessment provides essential information that is necessary for the best education of our students; however, we do not place heavy emphasis on benchmarking and standardized testing.

What is the main purpose of assessment at AIA? Why do we assess the way we do?	What action is taken to support our philosophy?	How is this achieved? How does it look like? (give examples)
To guide instruction and to inform teaching and learning in the classroom.	To inform the teaching and learning, assessment is frequent, ongoing, and varied. Therefore, lessons are adapted according to the needs of students' strengths and areas of growth.	Rubrics, checklists, benchmarks, exemplars, continuums, observations/discussions, questioning, quizzes, KWL, goal setting, summative assessment for each unit, feedback/ conferencing (e.g. writing), running records

*AIA Assessment Policy*  
2021-2022



<p>Assessment is ongoing with different forms to inform learning. We believe that the teaching/learning cycle starts with <i>assessment</i>, rather than teaching, because if you don't know what students already know and can do, you don't know where to start that teaching</p>	<p>Pre-assessment – finding out what students know</p> <p>Formative (informal and formal) - occurs through the learning process to check growth, correct misconceptions and guide next steps</p> <p>Summative (Assessment of learning) – evaluation at the culmination of learning where learners demonstrate their understanding of specific concepts, knowledge, and or skills</p>	<p>Benchmark tests, reading records, standardized tests, provocations, diagnostic phase tests</p> <p>Quizzes, exit cards, graphic organizers, journals, portfolio, conferences, listening activities</p> <p>Presentations, plays, tests, projects.</p>
<p>Each student is a complex individual with a wide range of existing abilities, skills, and knowledge.</p>	<p>We assess in many different areas and in many different ways.</p>	<p>We use a wide range of relevant and authentic performance data, formal and informal, standardized and non-standardized. Rather than use one type of test to plan our instruction.</p>
<p>Assessment shapes instruction.</p>	<p>Assessment for learning gives teachers the feedback they need to drive instruction and improve teaching.</p> <p>Teachers use phases of learning to support differentiated instruction.</p>	<p>Professional Learning Communities – assessing effectiveness of teaching and learning strategies</p> <p>Professional Development Workshops, work groups</p> <p>Diagnostic testing, exemplars</p>
<p>Quality assessment is both accurate and effective.</p>	<p>Assessment tasks have a clear purpose, clear targets, sound design, effectively communicated and involves students.</p> <p>Students use assessment criteria as a tool to guide their development and achievement.</p>	<p>Achievement standards are aligned with curriculum scope and sequence.</p> <p>Assessment tools such as rubrics, checklists, continuums clearly define the criteria.</p> <p>Student developed rubrics, task</p>

*AIA Assessment Policy  
2021-2022*



		specific clarification
No one assessment will meet all informational needs.	Differentiation  Assessments are varied.	Adapted assessments Open-ended tasks Assessment tasks incorporating different types of thinking: <ul style="list-style-type: none"> <li>● De Bono's Thinking Hats</li> <li>● Thinker Keys</li> <li>● Bloom's Revised Taxonomy</li> <li>● Multiple Intelligences</li> </ul> Webb's Theory of Knowledge
The learner actively uses assessment as part of the lifelong learning process.	Reflects on learning process (metacognition)  Communicates learning with others  Analyses for quality and growth  Responsible for their learning (student agency)  Assessment as learning	Self-assessment, peer assessment Portfolio Reflective Journals Continuums Goal setting Assemblies Exhibitions Student initiated action Community projects Student-led and three-way conferences
The teachers create an environment conducive to success for everyone.	Timely feedback  Observations  Clear communication of objectives  Assessments that will effectively measure evidence of learning objectives	Rubrics Anecdotal Records Descriptive Feedback
Assessments inform the extent to which we, as a community of learning, are meeting our standards towards reaching our overall vision.	School improvement plan  Encouraging consistency between subjects groups and grade levels in alignment with a common standard	Professional development  Standardized tests  Curriculum review

*AIA Assessment Policy  
2021-2022*



		Vertical and horizontal alignment of curriculum scope and sequence Round robin collaborative planning
Reporting assessment to our families supports our community of learning.	Report from the perspective of both the teacher and student  Ongoing reporting	Assemblies Report Cards Conferences Portfolios Exhibitions, presentations, roleplays Display boards Parents in the classroom Parent meetings, seminars, and workshops

***Assessment in the Classroom***

Assessments include different forms and tools that are designed to meet different purposes and various student’s needs. These include but are not limited to,

- *Pre-assessment:*

Knowledge of a student’s prior understanding should drive the instruction within the classroom. At AIA, a simple pre-assessment is given before each of the major concepts taught within our program. In that way, teachers can determine whether the student is not at grade level and content must be adjusted to teach foundational elements that might be missing, is at grade level in which case students are taught as the program directs, or if the student has already mastered the concept in which case the student is given either an advanced level of difficulty or taught through higher levels of thinking such as real world problem solving. Pre-assessment is done in each of our planners through oral discussion, use of KWL charts or other graphic organizers, concept maps, think pair share, or through a provocation activity.

- *Formative assessment: (Assessment for Learning)*

Formative assessment helps inform the learning process. This is done constantly throughout the year. When regular and frequent feedback is given, this helps the learner to improve knowledge and understanding to foster enthusiasm for learning, engage in thoughtful reflection, develop the capacity for self-assessment and recognise the criteria for success e.g. examples of students’ work, keeping records of test/task results. This can be accomplished by use of running records, anecdotal notes, checklists, completion

## *AIA Assessment Policy 2021-2022*



of simple graphic organizers or, in some cases, quizzes. It can also be accomplished through regular student reflection, both oral and written. Grade levels may also utilize common formative assessments in reading, writing, word study and math.

- *Summative assessment: (Assessment of Learning)*

Summative assessment is used at the end of a period of instruction e.g. a unit to assess the level of a child's understanding. It informs and improves students' learning and the teaching process; it measures understanding of the central idea and prompts students towards action. The assessment tools would be rubrics or exemplars.

It includes summative assessments focused on the central idea of each planner. They also include the end of concept tests for our math program. A full reading inventory through Fountas and Pinnell is used to assess fluency, comprehension and spelling. Within the writing program, we utilize summative assessment tools to identify student growth in content and conventions.

- *Self-Assessment and Reflection:*

Self-Assessment and reflection to assess the process of learning, it asks, were there better ways to learn? How well did activities work? e.g the reflection on UOI, checklists, anecdotal records. Opportunities for self-assessment and reflection are given on a regular basis in classrooms. Official report cards go home twice a year. Three-way conferences and student-led conferences are also carried out and include a student reflection on the learner profile attributes. Teachers then reflect on the student's reflection, and parents reflect on both of these reflections. Self-assessments are a part of the student's portfolio.

### *Assessment and the Programme of Inquiry:*

- *Unit of Inquiry*

**Purpose:**

To facilitate transdisciplinary learning by uniting multiple disciplines into common themes, allowing students to inquire into the interconnected nature of knowledge with a measurable/assessed result.

This informs the teachers of the degree to which students can construct knowledge from related concepts across subject groups. Students holistically construct knowledge in a meaningful and relevant way to their personal development by employing and reflecting upon the curriculum in its entirety, including Approaches to Learning (ATLs) and the Learner Profile.

Assessment through the UOI revolves around both formative and summative assessment. Common formative assessment tasks are developed by teams to assess

*AIA Assessment Policy*  
*2021-2022*



student learning related to the lines of inquiry. Common summative assessments are developed by teams to assess student learning and understanding of the central idea. These tasks, particularly the summative itself, are not necessarily complex activities, but simple assessments to answer the question, “does the student understand the concepts within the central idea?” These can include simple question and answer formats, oral responses, graphic organizers, and at times presentations. They also can be modified to address specific student modalities and/or individual needs. Teachers work in teams to decide the criteria needed to determine the student’s knowledge of the concept, then devise a task for students to do, as well as a tool for evaluation. This often includes a type of rubric which can be used in advance by students to understand the criteria and can be used to assess and give a type of “grade” or anecdotal summary.

Students in 5th grade participate in Exhibition, the culminating experience of the PYP. Students are expected to demonstrate all aspects of the Learner Profile, participate in an in-depth collaborative inquiry, and take action based on learning.

**Strategies:**

Informal/formal formative assessments related to the lines of inquiry and approaches to learning, open-ended task selection choices, process assessment, formative quizzes, observation, performance assessments, selected responses, exhibitions, portfolio,

**Tools:**

Rubrics, exemplars, checklists, anecdotal records, continuums, criteria, peer assessment/feedback

- *Stand-Alone Units*

**Purpose**

The purpose of assessment in the stand-alone unit is to measure the conceptual understanding of a subject area, acquisition of knowledge as it relates to a specific discipline, and the development of approaches to learning. It also informs the teacher and students of areas of student growth.

Strategy	Tools	Examples
<ul style="list-style-type: none"><li>• observation</li></ul>	Rubrics, checklists, anecdotal notes, continuums	reading/writing conferencing One-on-one conferences, questioning, student participation

*AIA Assessment Policy  
2021-2022*



<ul style="list-style-type: none"> <li>• process-focused assessment</li> </ul>	Continuum Rubrics, exemplars, anecdotal records, continuums	Spelling inventories Learning logs, writing process, exhibition binder, community service journal,
<ul style="list-style-type: none"> <li>• performance assessment</li> </ul>	Rubrics	Presentations, assemblies, videos, infographics, plays, projects, exit cards, phase tests
<ul style="list-style-type: none"> <li>• Selected Responses</li> </ul>	Exemplars, checklists, continuums	Tests, quizzes, summaries, listening activities
<ul style="list-style-type: none"> <li>• Open-ended tasks</li> </ul>	Rubrics, exemplars, anecdotal records, continuums	Problems solving, action

- *The Learner Profile*

**Purpose:**

The learner profile attributes aim to develop responsible, internationally minded individuals. The learner profile is a set of ten attributes that are at the heart of the IB philosophy to help all members of the community respect themselves, others and the world around them.

**Strategies:**

Observations, process-focused assessments

**Tools:**

Anecdotal records, self and peer assessment, rubrics, checklists

- *Portfolios*

**Purpose:**

The portfolio is an authentic documentation of students' learning. It allows students to celebrate their knowledge by sharing a collection of their work. It is a document that can help assess students' progress and achievement over time. Students have the agency to select pieces of their work that demonstrate their development of knowledge, conceptual understanding, learner profiles attributes, attitudes and approaches to learning. The portfolio provides space for students to reflect on their strengths, the areas they wish to further develop and to set measurable goals to work on.



## AIA Assessment Policy 2021-2022



Portfolios are not only an assessment process and tool but also a way for learners to share their learning with their families, teachers and other members of the learning community.

### **Strategies:**

Process focused assessment, Open-ended task, Performance assessment, observations

### **Tool:**

- E-Portfolios
- Student binders

### **Content of student portfolio:**

1. Introduction to the UOI
2. Student's prior-knowledge
3. Student's reflection linked to key concepts
4. Student's reflection linked to learner profile attributes
5. ATLs
6. Special subjects in connection to the UOI
7. Student's general reflection and goal setting
8. Teacher's feedback

- [Benchmark Internal Assessments](#)

### **Purpose:**

AIA's benchmark assessments are fixed assessments to measure student progress with respect to grade-level standards in language arts and mathematics. They measure the learner's growth between fixed points in time and identify concepts and skills that need further development. Benchmark assessments inform teacher planning including instructional techniques and academic support.

Type	Standards being measured	Frequency
Fountas & Pinnell Reading Records	Reading accuracy, fluency, and comprehension	September, January, June and at other times a year as needed by the classroom teacher
Raz-Kids A to Z	Reading accuracy, fluency, and comprehension	September, January, June and at other times a year as needed by the classroom teacher

*AIA Assessment Policy  
2021-2022*



Reading Comprehension (Scholastic) G3-5	Comprehension strategies	September, January, June
Traits of Writing - Rubric and Exemplars	Writing - Traits of Writing	September, January and as a classroom assessment tool throughout the year
Math – Oxford PYP – Pre-tests and Post-tests	Mathematics	September, January, June and throughout the year
Internal French Language Assessment based on the Council of Europe's Common European Framework of Reference for Languages (CEFRL).	Listening, speaking, reading and writing	Juin P1 - A1 primaire P2 – A1 primaire P3 – A1 primaire P4 – A1 junior P5 – A1 junior
Arabic - Writing	Writing	September and June
Arabic Exams	Reading, Writing, Grammar	January, June

***Formal Assessment:***

As with all assessment at AIA, formative assessment will be on-going to inform instruction and student progress. The chart below lists summative formal assessment measures consistent in all schools following

- *Standardised Testing*

**Purpose:**

By measuring students' progress and ability level in different areas against an external standard, AIA can provide information for the outside world of the academic standards being achieved. These can provide reassurance to parents as they provide a reliable measure of their child's and the school's performance. They can also help prospective parents to make informed decisions about the school. Most standardised tests provide diagnostic feedback, thus informing teachers of where a child needs additional support and where a child has particular strengths.

## AIA Assessment Policy 2021-2022



### **Strategy:**

AIA aims to encourage lifelong learners who are open to exploring new concepts and ideas. It is, therefore, not the objective of the school to focus on external standardised testing. Through transdisciplinary inquiry based learning, the aim is for students to understand the connections between different subject areas. At the same time, they should reach a required level of achievement in the core subject areas of language and mathematics. The external standardised tests will provide evidence of whether the school is meeting this goal.

French Language DELF exams (optional)	Reading, Writing, Speaking Listening	French Section P4/P5 - A2 primaire
Arabic Egyptian Government Exams	Reading, Writing, National Studies, Religion	Based on Government calendar (usually between April and June)

### **Reporting:**

Reporting of learning comes through a variety of forms to provide a holistic understanding of the learner's development.

- *Conferences*

AIA hosts two conferences, which are each held once a year. The three-way conference is held half way through the first term and the student-led conference is held half-way through the second term.

### **Purpose and Opportunities:**

AIA's conferences are an opportunity for students, family, and teachers to come together and support the child's learning. The child shares their academic and social strengths and areas of growth with their family and teacher.

AIA's conferences support our vision of a community of learners that include families, students, and the faculty at AIA. It also supports the learner's agency and self-direction while providing them with community support and encouragement.

*AIA Assessment Policy*  
2021-2022



*a. Three-Way Conference*

The learner discusses their strengths and areas of growth. They share their academic and social goals (related to the Learner Profile). Together, with their teacher and parent, they identify what support they need to help them achieve their goals.

Before the Three-Way Conference			
Student's Role	Teacher's Role	Family's Role	Leadership Role
<ul style="list-style-type: none"> <li>● Self-reflection and self-assessment to reflect on learning and the opportunity to reflect on areas of growth.</li> <li>● Select evidence to be able to discuss strengths and areas of growth.</li> <li>● Create an academic and social goal to share at the conference.</li> <li>● Practice presenting their work.</li> </ul>	<ul style="list-style-type: none"> <li>● Share the purpose of the conference.</li> <li>● Encourage reflection.</li> <li>● Support student preparation for the conference.</li> <li>● Prepare classroom to receive families.</li> </ul>	<ul style="list-style-type: none"> <li>● Talk to their child about the conference.</li> </ul>	<ul style="list-style-type: none"> <li>● Reviewing the purpose, goals and expectations of the conference with staff</li> <li>● Give support and guidance to individual teachers</li> </ul>
During the Three-Way Conference			
Student's Role	Teacher's Role	Family's Role	Leadership Role
<ul style="list-style-type: none"> <li>● Share the purpose of the conference.</li> <li>● Encourage reflection.</li> <li>● Support student preparation for the conference.</li> <li>● Prepare classroom to receive families.</li> </ul>	<ul style="list-style-type: none"> <li>● Help everyone feel comfortable.</li> <li>● Listen and ask questions to support and guide the learner.</li> <li>● Document the conference.</li> </ul>	<ul style="list-style-type: none"> <li>● Respect time.</li> <li>● Listen and ask questions that support the child.</li> <li>● Reflect on ways to support the child achieving their goals.</li> </ul>	<ul style="list-style-type: none"> <li>● Monitoring the process.</li> <li>● Be available to answer any concerns or questions from families and/or staff.</li> </ul>
After the Three-Way Conference			
Student's Role	Teacher's Role	Family's Role	Leadership Role

## AIA Assessment Policy 2021-2022



<ul style="list-style-type: none"><li>• Work towards achieving goals.</li><li>• Reflect on how they are developing.</li><li>• Report on progress.</li></ul>	<ul style="list-style-type: none"><li>• Written report on the conference in general. (clear indication of the student's progress in developing the qualities of the learner profile).</li><li>• Bring record of conference to be documented in PYP files (and then returned for reference.)</li><li>• Monitor progress.</li></ul>	<ul style="list-style-type: none"><li>• Approval and written consent of the conference proceedings.</li><li>• Reflect and share with the child on how well they talked about their learning.</li><li>• Support child's growth and goal achievement.</li></ul>	<ul style="list-style-type: none"><li>• Analyzing, reflecting and taking action.</li><li>• Meeting with staff to reflect and analyze students goals and parents concerns.</li><li>• Taking appropriate action</li></ul>
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In Early Years and Early Primary, the teacher supports the child by helping the learners choose the learning experiences to share. At AIA, we encourage our early primary teachers to share ideas on how to best support our students to discuss their learning with their families. Some have successfully framed the conference around **two stars** (areas of strength) **and a wish** (an area of growth), for this age group to help learners successfully discuss their learning in an age appropriate way.

### *b. Student-led Conference*

The student-led conferences involve the student and the parents. The students are responsible for leading the conference, and also take responsibility for their learning by sharing the process with their parents.

#### **Objectives:**

1. To offer a concrete and meaningful dimension of assessment focused on the learning process.
2. To involve parents as partners in their child's learning.
3. For students to be the centre of the report process and to shift the focus of attention to learning.
4. For students to use and demonstrate the transdisciplinary skills that they are learning in a real and significant context.
5. To directly involve our single subject specialist teachers in the report process and give greater significance and importance to their subject areas by helping parents

## *AIA Assessment Policy 2021-2022*



to understand a little more about the learning that takes place in each of these subject areas.

- *Report Cards*

The AIA team of committed professionals have worked on developing a reporting system that is specifically developed to highlight developmental learning goals and provide useful feedback on student development in a timely manner. To this end the school will issue formal reports in February and June. Mid-term reports (October and March) may be distributed at the teacher's discretion.

Each report will detail the level of development in specifically targeted areas.

We believe that all learners go through stages of development in their learning and that these are dependent upon many factors such as prior experience, motivation, language comprehension and specific learning profiles.

In learning anything new, we believe that the learner moves naturally through several stages of development, from initial exposure to the point at which they can ultimately choose and apply the skill or understanding in a real and appropriate situation.

### *PYP general levels of achievement*

1	<b>Not Meeting the Standard</b> The student is not meeting grade level standards and expectations. Additional instruction, practice and support is necessary to move toward grade level standards and expectations.
2	<b>Progressing Toward the Standard</b> The student is progressing toward grade level standards and expectations. Performance varies in consistency with regard to accuracy and quality. Student requires additional practice and support to move toward grade level standards and expectations.
3	<b>Meeting the Standard</b> The student consistently meets grade level standards and expectations. Performance is characterized by the

*AIA Assessment Policy*  
*2021-2022*



	ability to apply skills with accuracy, quality with minimal assistance. This is the level of achievement that is developmentally appropriate.
4	<b>Exceeding the Standard</b> The student consistently exceeds grade level standards and expectations. Performance is characterized by the ability to apply the skills with consistent accuracy, independence and a high-level of quality.

**Note:** Descriptors should not be considered as marks or percentages.

- *Assemblies*

Assemblies are held to actively demonstrate student learning based on their learning, and provide evidence of this learning to parents, guests, teachers, and students themselves as they engage in the opportunity for meaningful demonstration of learning and reflection. Assemblies consolidate the entire process of learning from preparation to execution. Through assemblies all participants and the audience recognize student learning/achievement, driving motivation, interest, and participation. Motivation, interest and participation are also inspired through an atmosphere with song, dance, colour and display.

***Assessment policy review process:***

Following a full review by teachers, students, parents and the Pedagogical Leadership team and the Board, this policy has been updated in November 2021. Policies will be reviewed by a committee of members to ensure its relevance, consistency and that all members of the community have a clear understanding of the policy. The assessment policy is reviewed and updated every year during the first school term from August till September.

The next review will be in August 2022.