



APPROVED BY
Directive no 49
of the Head of School
of Miina Härma Gümnaasium
March 8, 2022

ASSESSMENT POLICY

Primary Years Programme

Assessment at Miina Härma Gümnaasium (MHG) is viewed as means to inform teaching and learning through

- a) a systematic gathering of evidence on student progress towards meeting the PYP, MYP and DP standards,
- b) analysis of that information and
- c) providing feedback.

The assessment policy explains the philosophy and practices related to assessment procedures.

MHG Assessment Policy is directly linked to our mission statement, which is:

Miina Härma Gümnaasium (MHG) is a student-centered school, which helps to develop a broad range of knowledge and skills through contemporary approaches to learning and opens up opportunities to make further choices both in the field of education and employment. MHG provides students with the confidence and agency to contribute to the development of Estonia and the world.

The policy is derived from the school's and IB's assessment philosophy and practices in consent with each other. The Assessment Policy for Miina Härma Gümnaasium IB Primary Years Programme has been based on the relevant documents published by the IBO:

- Assessment principles and practices—Quality assessments in a digital age, IBO, 2019 (updated 2021)
- Guidelines for developing a school assessment policy in the Diploma Programme, IBO, 2010
- Diploma Programme Assessment procedures, IBO, 2021
- Diploma Programme: From principles into practice, IBO, (For use from August 2015)
- IBO Subject Guides
- Learning and Teaching, IBO, 2018 (updated 2019)



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The assessment in MHG aims to:

- Support student progress by providing feedback, encourage and guide them towards focused learning, help in building positive self-esteem, and offer guidance in students' further educational choices;
- Inform teacher reflection on to what extent teaching supports student learning and progress, and the need for adjustments;
- Inform curriculum review;
- Provide the grounds for deciding on the level of expected learning outcomes achieved by the student in order to continue in the next grade.

General Principles of Assessment

1. Oral or written formative assessments are used to assess students' knowledge, skills and understandings. There is no need to pre-inform the student about formative assessment.
2. Summative assessment tasks (Mock exam, criterion assessment, summative test, project, essay, presentation, practical task etc) is used to compare the students' subject-specific knowledge, skills and understandings to the individual goals and expectations of the written curriculum.
3. The number of summative tasks, their schedule, format, and topics are announced by the teacher at the beginning of the study period.
4. The time of the summative assessment task is announced at least five days in advance and recorded in Stuudium (www.mhg.ope.ee) under the Assessments section.
5. Summative assessment tasks recorded under Assessments in Stuudium evaluate the knowledge and skills acquired over a longer period of time and expect students to review the material or conduct any other thorough preparations for the task. In general, the maximum number of summative tasks allowed in a week is no more than three and no more than one per school day.
6. It is not allowed to schedule a summative assessment task on a Monday following a school holiday.
7. The student has the right to see their own written work.
8. The information about grades is shared through Stuudium, by subject teachers, or homeroom teachers.
9. Sign "ND" in Stuudium marks the work not done/presented that needs to be presented at the time agreed with the teacher but no later than 10 working days from the appearance of the "ND" sign. The "ND" sign is removed after the completion of the task.
10. The sign "HW" in Stuudium stands for homework not completed/presented.



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11. The sign “!” in Stuudium represent a work completed at an unsatisfactory level. The task needs to be resubmitted within 10 working days from the appearance of the “!” sign. The “!” sign can also represent any other notice or observation that requires the student’s attention.

Reporting final grades and issuing report cards

12. Grades 1-4 receive printed report cards twice a year at the end of each semester; grades 5-9 receive printed report cards at the end of the school year; IB Diploma students receive their final diploma issued by the IB at the end of the second year.
13. In grades 1-4, narrative descriptors of learning goals are used to report student progress and shared twice a year.
14. In case it is not possible to issue a year grade, then the Teachers’ Council will decide the next steps to be taken in order to graduate the class.

Assessment Practices in IB Primary Years Programme

We believe the assessment is integral to all teaching and learning. It is central to the PYP to guide the students through the five essential elements of learning:

- the acquisition of knowledge,
- the understanding of concepts,
- the mastering of skills,
- the development of attitudes
- the decisions to take action.

The purpose of assessment is to give feedback about the student’s development, encourage and guide the student to study and be confident in their progress, guide the student’s self-esteem and help with future career choices. We also assess to guide the teacher’s actions in guiding and supporting the students in their learning process and to give basis to make decisions to transfer the student to the next grade level.

Assessment is an ongoing process of gathering data about students’ development, analyzing the information gathered and giving feedback to plan future teaching.

Each unit of inquiry will include both formative and summative assessment and will be deliberately planned (in the planners) to be fair, consistent and developmentally appropriate. Teachers are cognizant to make sure that all essential elements are assessed: knowledge, concepts, skills, attitudes and action. The purpose and means of assessment should be clearly explained to the children.



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Assessment and Feedback

Formative Assessment is interwoven within each unit of inquiry. Pre-assessment is considered a form of formative assessment and will determine a students' prior knowledge to plan the next stage of learning within the context of the lines of inquiry. The tools and strategies of formative assessment can be but are not limited to:

- Rubrics
- Checklists
- Benchmarks/exemplars
- Observations/discussions
- Exhibitions of student work
- Drama and role-plays
- Creative writing in different forms
- Group work
- Debates
- Tests and quizzes

Summative Assessment takes place at the end of each unit of inquiry and is an opportunity for students to demonstrate what has been learned highlighting the knowledge, concepts and skills acquired through the unit of inquiry. Summative assessments may include one or any combination of the following:

- acquisition of data,
- synthesis of information,
- application of knowledge and process.

Evaluation methods to measure proficiency may be through performance-based assessments, student-initiated action or through selected-response items.

Those involved in evaluating student responses, products or performances may include any one or combination of the following; teacher(s), student(s), parents/community members, expert judges

Feedback methods may be in one or any combination of the following:

- numerical score,
- developmental proficiency scale,
- narrative report,
- checklist,
- verbal report/conference,
- rubrics.

Student-generated reflections will take place at the end of each unit. They may be any of the following:



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- A general reflection on the unit of inquiry, including knowledge and understanding gained about the central idea and possible future investigations
- A response to a piece of work from the unit of inquiry

Teacher assessment/reflection of each unit will occur after a unit of inquiry is taught. As a grade-level team, teachers will revise the unit of inquiry by adding reflection about student learning, assessment methods and future suggestions to the last section of the planner.

Learner Profile

Purpose: While at Miina Härma Gümnaasium all participants in the learning process are expected to model the attributes of the Learner Profile. The aim of the Learner Profile for students is to self-reflect and set goals on their development of the attributes. The learner profile attitudes are reflected through each unit of inquiry and summative feedback about the learner profile attributes is given at the end of each unit of inquiry by the student. Students, parents, teachers and school administration are expected to model the Learner Profile while at Miina Härma Gümnaasium. Students are held accountable to show evidence of modelling and understanding the characteristics of all profile attributes through behavior, writing reflections and unit stipulations.

Reporting and Evidencing Learning

Student Portfolios

Purpose: The purpose of a student portfolio is to help students reflect on their learning, to show growth over time and to show the development of the whole child both inside and outside of the Programme of Inquiry in all subject areas. The portfolio allows all those involved in the learning process to see a true picture of the child. It may also serve to help the teacher reflect, assess and teach. The portfolio can be a hard copy or in a digital format (Seesaw etc.)

Contents of Student Portfolios:

- Examples of student work that is showing the understanding and the knowledge acquired during the unit of inquiry,
- At least one student-generated reflection for each unit from our POI or a student's response to a piece of work from the unit of inquiry



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- PYP Learner Profile Reflections at the end of each unit of inquiry
- Evidence of Development – the teachers give examples of students' development by adding subject-specific work samples

Report Cards

Two times a year student in MHG get summative report cards that reflect their progress in different subject areas. These report cards follow the criteria of the Estonian National Curriculum and present are presented as descriptions of the learning outcomes.

District/State Assessments

As with all assessments at MHG, formative assessment will be ongoing to inform instruction and student progress and is reported regularly to the students and their parents.

In Grade 3, all the schools following the Estonian National Curriculum have to take a Level Test in Math and Estonian as a mother tongue that includes all the subject-specific outcomes set by the National Curriculum of Estonia. Students whose mother tongue and language of instruction are not Estonian do not have to take these national Level Tests.

Conferences

Philosophy: The primary function of reporting student progress is to establish, encourage and maintain communication between the home and school, the child and parent/ guardian, and the learner and teacher. The type of fall conference offered is determined by grade level. Special accommodations may be needed to suit individual family needs.

Student-Teacher-Parent meetings:

- This is an opportunity to establish a relationship with parent(s) and students.
- One goal is for the teacher to learn about the student from the parent to guide instruction.
- Another goal is for the teacher to share evidence of student learning growth (compared to themselves and grade-level expectations or standards) with the parents.
- Goals and concerns for the year to come are developed and addressed.
- There can be both formal and informal student-parent-teacher meetings during the school year.



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Parent-Teacher meetings:

The aim of these meetings is to share general information about the PYP and the aims of the school year. Meetings held toward the end of the school year are aimed at giving feedback and reflections about the school year and setting new goals for the following year.

Teacher /Student Conferences: On-going

- Student feedback is critical for differentiation and individual growth
- On-going informal conferencing can guide instruction.
- To help students with self-reflection by modelling and discussion.

Communicating online

Other ways to report the student progress in Miina Härma Gümnaasium includes **the Studium** which is a web-based environment that enables the teachers to communicate with the students and their parents, mark grades and give feedback about the student progress as well as set up virtual learning environments for individual and group work. In addition to this, the class blogs may be used as well to share the students' progress in their learning and give feedback to parents and students.

Roles and responsibilities for implementing, evaluating and reviewing the assessment policy

The assessment policy is reviewed annually by the Pedagogical Leadership Team and confirmed by the Teachers' Council.'