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LIS/ACAD/2019-20/002

### **PROCEDURES OF ASSESSMENT IN INTERNATIONAL KINDERGARTEN AT LAKSHYA**

- Our approach to assessment recognizes the importance of assessing the process of inquiry as well as the product of inquiry, and aims to integrate and support both. The teacher is expected to record the detail of inquiries initiated by students in order to look for an increase in the substance and depth of the inquiry.
- The assessment component in the school's curriculum can itself be subdivided into three closely related areas.
- Assessing — how we discover what the students know and have learned.
- Recording—how we choose to collect and analyze data.
- Reporting —how we choose to communicate information.

### **PRINCIPLES OF EFFECTIVE ASSESSMENT**

EFFECTIVE ASSESSMENT SHOULD:

- have criteria that are known and understood.
- cater for well known learning styles.
- be open ended.
- allow for various level of assessment.
- expect children to apply their learning.
- be in context.
- be authentic.
- challenge children to apply thinking to real life situation.
- challenge and extend thinking.
- include peer and self assessment.
- be a tool for learning.
- be ongoing.
- be formative and summative.

**EFFECTIVE ASSESSMENTS ALLOW TEACHERS TO:**

- inform every stage of the teaching and learning process.
- plan in response to student and teacher inquiries.
- develop criteria for producing a quality product or performance.
- gather evidence from which sound conclusions can be drawn.
- provide evidence that can be effectively reported and understood by the whole school community
- collaboratively review and reflect on student performance and progress.
- take into account a variety of learning styles, multiple intelligences and abilities including different cultural contexts.
- use scoring that is both analytical (separate scores for different aspects of the work) and holistic (single scores).

**Effective assessment should allow the children to:**

- participate actively in planning and creation of assessment.
- be aware of criteria for assessment and know what is expected.
- understand the purpose of an activity.
- apply their new understanding in variety of ways.
- demonstrate what they know, can do, understand and feel.
- help them identify their own strengths and weaknesses.
- promote reflection.
- provide them with information about their performance that will enable them to establish goals for improvement.
- experience success.

**EFFECTIVE ASSESSMENTS ALLOW PARENTS TO:**

- see evidence of student learning and development.
- develop an understanding of the student's progress.
- provide opportunities to support and celebrate student learning.

## TOOLS AND STRATEGIES

<b>Assessment Tools Definition</b>	
<b><i>Rubrics</i></b>	An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.
<b><i>Exemplars</i></b>	Samples of students' work that serve as concrete standards against which other samples are judged. Generally there is one benchmark for each achievement level in a scoring rubric. Each school is encouraged to set benchmarks that are appropriate and usable within their particular school context.
<b><i>Checklists</i></b>	These are lists of information, data, attributes or elements that should be present. A mark scheme is a type of checklist.
<b><i>Anecdotal records</i></b>	Anecdotal records are brief written notes based on observations of students. "Learning stories" are focused, extended observations that can be analysed later. These records need to be systematically compiled and organized.
<b><i>Continuums</i></b>	These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.

<b>Assessment Strategies Definition</b>	
<b><i>Observations</i></b>	All students are observed often and regularly, with the teacher taking a focus varying from wide angle (for example, focusing on the whole class) to close up (for example, focusing on one student or one activity), and from nonparticipant (observing from without) to participant (observing from within).
<b><i>Performance assessments</i></b>	The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem and rarely only one correct response. They are usually multimodal and require the use of many skills. Audio, video and narrative records are often useful for this kind of assessment.
<b><i>Process-focused assessments</i></b>	Students are observed often and regularly, and the observations are recorded by noting the typical as well as non-typical behaviours, collecting multiple observations to enhance reliability, and synthesizing evidence from different contexts to increase validity. A system of note taking and record keeping is created that minimizes writing and recording time. Checklists, inventories and narrative descriptions (such as learning logs) are common methods of collecting observations.
<b><i>Selected responses</i></b>	Single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.
<b><i>Open-ended tasks</i></b>	Situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution. The work, with the assessment criteria attached, could be included in a portfolio.

### Pattern of assessment which will be followed at Lakshya International School.

1. **Pre assessment:** Assessing the student's prior knowledge and experience as well as monitoring their achievement during the teaching period will enable teachers to plan and refine their teaching accordingly. A well designed learning experience will provide data on student's knowledge, skills and conceptual understanding and is consequently a vehicle for summative or formative assessment.
2. **Formative assessment:** It provides information that is used in order to plan the next stage in learning. It is interwoven with learning and helps teachers and students to find out what the students already know and can do. Formative assessment aims to promote learning by giving regular feedback. This helps learners to improve knowledge and understanding, to foster enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity of self assessment and to recognize the criteria for success. Increased use of formative assessment helps those who are low achievers to make significant improvement in their understanding.
3. **Summative assessment:** It aims to give teachers and students a clear understanding of students learning. Summative assessment is a culmination of the teaching and learning process, and gives the students the opportunities to demonstrate what has been learned. It can assess several elements simultaneously. It informs and improves students learning and the teaching process, it measures understanding of the central idea and promotes students towards action.

#### Assessment details :-

Subjects	Pre assessment	Formative assessment	Summative assessment	Tools for assessment	
World Around Us	1 per unit	3 per unit	1 per unit	Rubric	
<b>Languages</b>					
	<b>Listening and speaking</b>	<b>Viewing and presenting</b>	<b>Reading</b>	<b>Writing</b>	<b>Tool for assessment</b>
English	6 in a year	6 in a year	6 in a year	12 in a year	Rubric
Hindi	6 in a year	6 in a year	6 in a year	12 in a year	Rubric
Telugu	6 in a year	6 in a year	6 in a year	12 in a year	Rubric
<b>Mathematics</b>					
<b>Data handling</b>	<b>Number concept</b>	<b>Measurement</b>	<b>Shape and space</b>	<b>Pattern and function</b>	Tool for assessment
4 – 5 per unit	4 – 5 per unit	4 – 5 per unit	4 – 5 per unit	4 – 5 per unit	Rubric

Besides the major subject areas even the other subjects ( Art and craft, Dance, Music, Yoga, Karate, Swimming ) will be assessed twice in a year and the tool for assessment will be rubric.

#### Request for parent

Parents play a major role in Early Childhood Education. As home is our first school and parents are our first teachers so their responsibility is to encourage and motivate the children. During the inquiry process our children will be very curious to know about the units and they will pose many questions even at home, so its our responsibility to answer their questions and encourage them to ask more questions. We learn about various things by asking questions. Always promote the curiosity of children by encouraging them to ask questions.

Let us change our perspective about marks oriented examination and focus on skills based assessments. Let us encourage our children to become lifelong learners.