



Escuela Lomas Altas

Assessment Policy

May 2018



Assessment Policy

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Assessment Policy

In Escuela Lomas Altas, assessment forms a holistic and active process in the education of students where the primary objective is to optimize the teaching/learning cycle. To this end, we take into account various aspects, which include the knowledge and ability necessary to create, apply and interpret the educational tools and their results.

The uppermost goal of this school is that of our students' well-being; hence, our assessment policy is based on finding ways that promote growth and understanding during the development of their early and primary years.

Assessment is the process by which student learning, attitude and effort, as judged through observation, self-assessment, testing, marking and any other method is interpreted. It should serve to inform students, parents and school authorities of the student's overall achievement. It should, in any of its forms, provide the details about a student's progress that grades alone cannot give. It should highlight specific strengths and weaknesses and point out areas for improvement.

Emphasis is placed on criteria that consider the student's performance according to clearly stated, identifiable standards and not in relation to his/her peers. The requirements of both the Mexican Department of Education (*SEP*) and the Primary Years Programme (PYP) of the International Baccalaureate (IB) are integrated.

Taking into account that the Latin root of the word "assessment" is "*assidere*" which means "to sit beside", we aim to accomplish in-depth understanding of our students' needs and it is our duty to help them overcome the difficulties that come their way. We manage to do so through predictable assessment criteria and above all, through reflection.

Principles

- Assessment criteria are linked to external bodies such as *Secretaría de Educación Pública* (SEP) and International Baccalaureate (IB).
- Assessment criteria are applied consistently.
- Grading criteria and equivalences should be known and understood by all members of the community.
- Grading criteria should be provided for all major assessment tasks.
- Achievement grades must take into account effort and attitude as well as academic performance.
- Achievement grades must be based on more than one assessment task and a variety of assessment techniques; reliance on only tests should be avoided.
- Achievement grades may not be affected as punishment.
- The approach to any of our assessment tools should be positive.
- Comments should always provide achievable goals and strategies for improvement
- Report comments should be consistent with grades.
- Marking should praise what is good and provide targets for improvement where appropriate.
- Marking should include a variety of methods – teacher, peer and self-marking.
- Self-assessment should be a fundamental component of the school's assessment procedures.



Taking into account that assessment is a fundamental factor in the process of teaching and learning and understanding the importance of summarizing and analyzing that information regarding the performance of the student, it is evident that the entire community of teachers and learners should form part of and understand the process.

Therefore we have addressed the following questions in order to have a clear perspective in our approach to assessment:

1. Why do we assess?
2. When do we assess?
3. What do we assess?
4. Who assesses?
5. How do we assess?
6. What tools do we use and how do we document that which is assessed?
7. When do we document that which we have assessed?
8. How do we communicate that which we have assessed?

1. Why do we assess?

- To provide evidence of student progress based on accepted criteria and endorsed by the whole teaching/learning community.
- Give value to the pursuit and achievement of the objectives and knowledge as defined in the curriculum and in the national programme (SEP).
- Encourage comprehension through the study of concepts and enduring understandings.
- Stimulate the development of values and attitudes that improve the learning process.
- Develop in each student the ability and skills that can be applied throughout their lives.
- Identify personal characteristics, interests and learning styles of each student.
- Design and implement support strategies for students who present individual needs.
- Offer sufficient and varied opportunities for students to benefit from the educational experience.
- Identify strengths and areas of opportunity during the teaching/learning process in order to be able to implement support strategies.
- Offer teachers and other support staff tools to enable the planning of successive stages in accordance with the information obtained, documented and analyzed from the assessments.
- Supply truthful information that contributes to the self-assessment of students and the academic self-assessment of the school.
- Offer a space for feedback to students and staff so that they may evaluate performance and teaching methodology.
- Offer reflection as an integral and essential facet of self and peer-evaluation.



We consider that assessment has different functions that can be defined as:

- Assessment of learning
- Assessment as learning
- Assessment for learning

➤ Assessment of Learning

Through this process, evidence of students' achievement can be provided to students, parents, and other educators. Assessments are summative and reflect students' knowledge of specific learning objectives at a given point in time.

Teachers provide:

- A variety of mechanisms for assessing the same outcomes
- A rationale for particular assessment of learning at a particular point in time
- Clear connections between assessments and learning objectives
- Processes that allow students to demonstrate their knowledge and skills

➤ Assessment as Learning

Through this process, students become advocates for their own learning through metacognition. Students reflect on their work and learning processes, and identify areas of strength and improvement.

Students can ask:

- What is the purpose of learning this concept or skill?
- What do I know about this topic?
- What strategies can I use to help myself?
- What are the criteria for improving my work?
- Have I accomplished the goals I set for myself?

To implement this process, teachers:

- Explicitly model and teach self-assessment skills and metacognitive strategies
- Provide plentiful opportunities for self-assessment
- Guide students in the process of setting their own goals
- Create a safe classroom environment where students receive support



➤ Assessment for Learning

Through this process, teachers are able to identify students' strengths, gaps, background knowledge, and misconceptions. Assessments are ongoing, diagnostic, formative and summative.

Information gathered from assessments can be used to:

- Plan and adjust classroom instruction
- Select and adapt materials and resources
- Identify particular learning needs of students or groups
- Create differentiated teaching strategies and learning opportunities
- Provide feedback to students

2. When do we assess?

Thinking precisely of "when" in time assessment could take place, there could be at least three moments within a unit of inquiry where these different forms of evaluation could be done. They are listed as follows.

- **Diagnostic**
- **Formative**
- **Summative**

In each of these types of assessment the focus of the purpose of assessment is different (SEE BELOW UNDER "WHAT DO WE ASSESS?").

Assessment takes place both formally as informally on a daily or a weekly basis. Teachers keep records of their observations and findings that are then reported. There are three periods of assessment during the year that are each intended to correspond to the completion of two units of inquiry.

In accordance with the Mexican Department of Education (SEP), all students in Escuela Lomas Altas are graded five times during the year, both by number and letter grades in all the disciplines and activities of the "*Programa de Estudios 2011*". These grades are documented every two months and the student must obtain passing grades in order to be promoted to the next grade.



The PYP Exhibition is regarded as the final unit of inquiry for sixth grade and it is also a form of summative assessment at the completion of the Primary Years Programme in our school.

3. What do we assess?

Each one of the methods hereafter described undertakes that:

- The content should be significant and pertinent and allow students to explore, investigate and learn taking previous experience and knowledge into account. (Knowledge)
- The important ideas will have pertinence and transcendence within each discipline. (Concepts)
- The development of the aptitudes students must demonstrate in order to achieve his/her goals in a world full of challenges is enhanced. (Skills)
- The willingness to exemplify the values, convictions and basic tenets of the school philosophy be evidenced. (Attitudes)
- Proof of enduring understanding and responsible behaviour is demonstrated. (Action)

Assessment of the students' performance will comply with the following characteristics:

- **Ongoing:** is accomplished in various phases, using varied assessment strategies such as: observation, conferences, small group work, anecdotal records, rubrics, checklists, KWL charts, tests (both oral and written), among others.
- **Holistic:** is accomplished by taking into account those characteristics of personality and singularity and those factors that occur in the learning process that influence the achievement of the students. It includes the development of students in areas such as identity, active living and interactions (as stated in the Personal, social and physical education scope and sequence, 2009).
- **Planning for assessment – Categories of classroom assessment.-**
1) Initial or Diagnostic.-

Student learning is promoted through planning and refining the teaching and learning process to meet individual or group needs. Assessing the students' prior knowledge and experience as well as monitoring their achievement during the teaching period will enable teachers to plan and refine their teaching accordingly. Teachers should bear in mind that a well-designed learning experience will provide data on students' knowledge, skills and conceptual understanding, and is consequently a vehicle for summative or formative assessment.¹

¹ IBO (2009). Making the PYP happen: A curriculum framework for international primary education

¹First published January 2007 Revised edition published December 2009. International Baccalaureate

¹First published January 2007 Revised edition published December 2009. International Baccalaureate



Diagnostic assessments - sometimes known as *pre-assessments* - typically precede instruction. Teachers use them to check students' prior knowledge and skill levels, identify student misconceptions, profile learners' interests, and reveal learning-style preferences. Diagnostic assessments provide information to assist teacher planning and guide differentiated instruction. Examples of diagnostic assessments include prior knowledge and skill checks and interest or learning preference surveys. Because pre-assessments serve diagnostic purposes, teachers normally don't grade the results.²

The initial assessment affords the opportunity to determine the level of the students, both individually and as a group. This assessment can be administered at the beginning of the academic year or whenever a new concept or unit of inquiry is introduced. It allows for planning centred on the student and on differentiation and will give insight as to:

1. Developmental levels
2. Previous knowledge and skills (including language)
3. Socio-emotional background
4. Learning styles
5. Multiple intelligences

2. Formative.-

Formative assessments occur concurrently with instruction. These ongoing assessments provide specific feedback to teachers and students for the purpose of guiding teaching to improve learning. Formative assessments include both formal and informal methods, such as ungraded quizzes, oral questioning, teacher observations, draft work, *think-alouds*, student-constructed concept maps, learning logs, and portfolio reviews. Although teachers may record the results of formative assessments, we shouldn't factor these results into summative assessment and grading.³

Formative assessment 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 and teaching are directly linked and function purposefully together. Formative assessment aims to promote learning by giving regular and frequent feedback. This helps learners to improve knowledge and understanding, to foster enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success. There is evidence that increased use of formative assessment particularly helps those students who are low achievers to make significant improvements in their understanding.⁴

² Jay McTighe and Ken O'Connor, Seven Practices for Effective Learning, Summer 2006 | Volume 63 Best of Educational Leadership 2005-2006 Pages 13-19

³ Idem.

⁴ Idem. #1



3. Summative.-

Summative assessments summarize what students have learned at the conclusion of an instructional segment. These assessments tend to be evaluative, and teachers typically encapsulate and report assessment results as a score or a grade. Familiar examples of summative assessments include tests, performance tasks, final exams, culminating projects, and work portfolios. Evaluative assessments command the attention of students and parents because their results typically “count” and appear on report cards and transcripts. But by themselves, summative assessments are insufficient tools for maximizing learning. Waiting until the end of a teaching period to find out how well students have learned is simply too late.⁵

Summative assessment aims to give teachers and students a clear insight into students’ understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned. It can assess several elements simultaneously: it informs and improves student learning and the teaching process; it measures understanding of the central idea, and prompts students towards action.⁶

Summative assessment includes:

- Learner profile and school’s essential agreements
- Five essential elements of the PYP

Other important aspects we assess.-

➤ **Learner Profile**

As the learner profile is an inherent model in our school and part of our school’s atmosphere, it is consistently being addressed inside and outside the classroom. It is used in different displays and reported in the assessment report with the idea of promoting it as part of our school’s philosophy.

➤ **Attitudes**

More than formal assessment, the attitudes are modelled in everyday practice throughout the school. They are part of the unit planners, thus assessed in the process and outcome of each of the units.

➤ **Transdisciplinary Skills**

As well as ensuring that transdisciplinary skills are constantly being taught, practiced and modeled, they are formally assessed in the report card and in the unit planners.

➤ **Programme of Inquiry**

Frequent revisions of the school’s Programme of Inquiry occur during collaborative planning sessions particularly at the beginning of the school year. It is balanced both horizontally and vertically. Transdisciplinarity and concept-based learning are the goals.

⁵ Idem.

⁶ Idem. #1



➤ **Unit Planners**

The planners are readdressed at the beginning of each school year. They are frequently checked throughout the year by the teachers and PYP Coordinator in collaborative planning sessions.

They are also assessed by the completion of the reflection stages of the planner.

➤ **Assessment within the Units**

Each unit of inquiry includes initial, formative and summative assessment. These are previously planned by teachers. This could include different assessment tools. It is required that all assessment tools planned for the unit are designed previous to the development of the unit and attached to the planner.

The reason for starting units with some form of initial assessment is to afford the teachers the information required to implement a more constructivist approach in evaluating each student's entry level and be able to readdress their needs.

The purpose of formative assessment is that teachers must use it to redirect their planning for a more successful approach towards students' particular learning styles and interests. Summative assessment must be a demonstration of the comprehension of the planned enduring understandings.

The assessment within the Unit could be done in any of our two languages of instruction.

➤ **Exhibition.-**

An assessment tool was developed with the Exhibition's Guidelines. This is done once during the process of the Exhibition and once more at the end. This chart is filled out by all the members of the team working on that year's Exhibition.

➤ **PYP Implementation**

Aside from the Self-study required for evaluation visits, a document with the Standards and Practices was designed to assess the school's practices, this in order to have a clear reflection of the school's true balance towards the accomplishment of the ongoing requirements of the PYP.

➤ **PYP Coordinator.-**

Throughout the year informal and constant conversations take place between the Head and the PYP Coordinator.

Assessment against job description is also a possibility.

➤ **Classroom**

Classrooms and displays coincide with the agreement of what our PYP classrooms should include. Periodical visits to the classroom by the PYP Coordinator take place in order to maintain the school's requirements for the classrooms, peer-assessment among teachers also takes place. (See attached document "Our PYP Classroom").

➤ **Teacher assessment and appraisal programme.-**

Teachers fill out a self-assessment form at the end of each school year. This with the idea of promoting reflection upon daily practices in order to improve them in any possible way. These reflections are shared with the Head, Principal and PYP Coordinator.

Assessment against job description is also a possibility.



The appraisal programme is designed by the pedagogical team every year. It is based on the Classroom Observation Checklist; public acknowledgement is given to teachers in our monthly staff meetings.

4. Who assesses?

Students, head teachers and specialists.-

During formative assessment, head teachers and specialists participate in frequently scheduled conferences in order to analyze the progress of students. The students assess their effort (self-assessment), they reflect on the process (metacognition) and evaluate their peers (peer-assessment).

It is of utmost importance that the teachers, in conjunction with the students, be fully apprised of the criteria of assessment that will be employed and that there be feedback sessions in order to analyze the results.

Self-assessment.-

Self-assessment is seen as a personal assessment obtained by realistic parameters and pre-established values. It must serve as a form of determining strengths and weaknesses of the person using it and it should also promote better teaching-learning practices.

It is carried out by each student in relation to his/her own learning process and allows for said student to recognize his/her own achievements and weaknesses; aids in the reflection on his/her individual and group behaviour.

Peer assessment.-

Peer assessment is developed reciprocally in conjunction by the students, critiquing the performance of each peer and of the group as a whole and allows for an open exchange of opinions. The teacher monitors the conversation ensuring that students neither overestimate nor underestimate their own nor a peer's performance. This promotes honesty and endorsement of the learner profile.

Report cards - Internal assessment.-

During the academic year, reports will be issued on three previously designated dates agreed upon by all members of staff involved in the implementation of the programme. These emailed reports will include assessment of:

- Nursery and Kinder 1: Language, Math, Gross Motor Skills, Fine Motor Skills, IB Unit of Inquiry and General Comments and IB Learner Profile.
- Kinder II, Kinder III and Pre-First: Units of Inquiry (Research Skills and Thinking Skills), Language & Communication Skills, Mathematics, Comments on Student Profile and/or Attitudes, Transdisciplinary Skills, Visual Arts, Music, Gross Motor Skills, Fine Motor Skills - Writing Program, Gym and Computer.
- Primary: Units of Inquiry, IB Learner Profile, Physical Education, Music, ICT, Spanish Library, English Library, Art, Drama, Art in Action, Communication Skills, Conflict resolution skills, Environmental awareness, Language Skills (Reading, Writing, Speaking, Listening), Work Habits and Social Attitudes, Mathematics.



- The signature card of these report cards does go home and is expected back in class every grading period.
- SEE SCHOOL'S REPORT CARDS PER GRADE.

5. How do we assess? (Strategies)

- Observation: each student will be observed when on individual tasks, when at centres, as part of a group as well as the group as a whole. It is important to encourage working collaboratively and the role of each one of the team members.
- Assessment of the process: the level of skills and comprehension of the students is observed in a real context, using checklists, rubrics, etc. We evaluate the process and development of skills rather than just the final product.
- Tests, Quizzes, Exams: Formative assessment has as its goal the evaluation of effort, acquisition or reinforcement of a specific block of knowledge; students may have warning of its implementation or not, depending on the purpose of the teacher.
- English reading and comprehension of all students from the age of 5 up to 6th grade is evaluated annually with the implementation of the Gates-McGinitie Reading Test which gives a grade equivalent for students; this score is related to the level of readiness as well as of proficiency in the use of English.
- Lomas Altas encourages teachers to use backward design⁷ in their planning methodology. This framework provides teachers with a model that begins with what teachers want students to know by the end of a unit (with a focus on enduring understandings), and proceeds by implementing the appropriate tools and experiences that will enable students to reach the desired goals. This process should include evidence that would enable students, teachers and parents to identify the students' learning progress through different stages of the learning process. Teachers are encouraged to give examples of evidence that the students have understood according to the six facets of understanding: can explain, interpret, apply, have perspective, can sympathize, have self-knowledge*.
- Emergent Literacy Assessment: Emergent literacy skills develop in different children at different rates. An emergent literacy assessment evaluates these particular skills over time. This can serve as both formative and summative assessment, and should follow the student until all skills have been mastered. It provides constructive and detailed information about incoming students.
- Running Records: Running Records are used to monitor student learning in reading. They provide representations of a student's oral reading abilities, identifying patterns of effective and ineffective strategy use. Through running records, teachers obtain information about student's fluency, accuracy, use of reading strategies, and information about student's self-monitoring tendencies, which can be used to find appropriate independent and instructional reading levels for the student. Running Records are completed often and can be used as formative or summative assessment. Running records provide teachers with constructive and detailed information about incoming students.

⁷ Wiggins, Grant P., and Jay McTighe. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 1998. Print.



- **Math Assessment:** Math standards are used to create a formal assessment that can be used as both formative and summative assessment. The tasks give insight into the processes students use to arrive at their conclusions. The assessment can follow the student or can be used at one particular time.
- **Class Grids:** Grids can be used to record observations of a specific task, skill, or a given period of time. There is space for each on the graphic organizer. If the teacher is observing a specific task or skill, the date and objective are listed above and the teacher records notes for each student specific to that task or skill. Teachers can also choose a particular day or time to make anecdotal observations on students (this could be at recess, while students are working at different centers, etc.). This assessment gives a written record of day-to-day observations that teachers make, but would not normally record.
- **Portfolio:** Documents that assess learning processes that include notes or comments written by the teacher and/or student explaining why that particular piece of work has been chosen. All documents must include the date in which they were done. (Refer to the portfolio policy for more details – APPENDIX 1)

- **Grading and marking system:**

- **Marking.-**

Marking of students' work is an obligatory duty for teachers. It has to be done on all pieces of students' work: notebooks, workbooks, essays, tests or any type of classwork and homework.

Primarily it has two objectives, one being the need for teachers to use daily work as a form of formative assessment in order to redirect their planning to achieve their students' success and the second being to create awareness in the child of his/her own learning process.

- **Grading.-**

Our grading system is the product of different evaluations that occur throughout the grading period and parents are informed on the report card.

The intention is to be very clear and subjective in order to give students more opportunities for success.

The different subject areas are assessed by the head teachers.

6. What tools do we use and how do we document that which is assessed? (Tools)

- **Performance tasks:** A final project, which could be a mock-up, a mobile, a skit, a PowerPoint presentation, among others, can be required which will afford the student the opportunity to demonstrate his/her mastery of the knowledge and skills achieved. It requires the integration of specific content, skills, aptitude and attitude to attain its objective.
- **Rubrics or matrices:** tools that are utilized to document the criteria selected to be taken into account in the development, presentation, etc., of an assignment established with specific, communicated levels of quality based on the type of project.



- Anecdotal records: documentation of actions or events initiated by the student which the teacher considers relevant and a good indicator of significant understanding.
- Checklists: with the use of this tool, the teacher can quickly identify the presence or absence of attitudes and skills and be able to evaluate the student's effort.
- Continuums: The graphic representations of the stages of development of the learning process of students that indicate their level of achievement and where they can identify their own process.
- Benchmarks: reference points or projects, pieces of work that serve as milestones or models in order to offer guidance to students at a certain point of their learning process.

7. When do we document that which we have assessed?

In keeping with our policy of ongoing assessment, the pertinent data and/or documentation are always up-to-date throughout the year with the objective of being in a position to make necessary changes to the planning process.

8. How do we communicate that which we have assessed?

- **Report Cards.-**

We have designed a report card that includes PYP requirements as well as grades on each discipline that takes place in school. Transdisciplinary skills and the learner's profile are also addressed on these report cards. They include both qualitative as well as quantitative assessment.

There are three periods of assessment during the year that are each intended to correspond to the completion of two units of inquiry. The IB report card is the assessment tool where progress, achievements and comments are documented by all the participants in the teaching/learning process, from teachers to specialists, librarians, etc. These are emailed to the parents/tutors.

Each grade has a report card designed with each grade's specific needs. The Nursery and Pre-Kinder report cards include basically qualitative assessment based on teachers' observations. They report skills development, habit acquisition, language immersion, socialization and general learning issues particular of/to the early years. Specialist teachers also report their grades on the report card. They are proofread and authorized by the Head previous to their due date.

- **Parent-teacher conferences.-**

Once a year, usually just after the second trimester, there are individual parent-teacher conferences which are one-on-one in Kinder. In Primary, because of the bilingual programme, teachers of both English and Spanish are present and these are where the teacher can communicate with the family of each student to report areas of success, challenges and possible opportunities for improvement. During these conferences teachers share relevant information with the parents and it is always a good opportunity to come to new agreements. Feedback from the parents is strongly encouraged.



- **Meetings**

At our initial parent-teacher meetings at the beginning of every academic year where the programme for the year is briefly outlined, parents are encouraged to request a private meeting with a teacher, the principal, psychologist or any other staff member whenever there is an academic or social concern. In this same vein, parents may receive a request to attend a meeting with their child's teacher, the psychologist, principal, etc. whenever a member of staff, through the proper channels, requests such a meeting. The purpose is always to have frank, close communication between home and school.

Meetings with teachers and parents or meetings where the presence of the school psychologist is necessary are always a possibility throughout the school year. Appointments are given during the teachers' breaks. Minutes are written and signed during each meeting and kept in each child's file, this with the purpose of keeping track of the agreements and suggestions.

- **SEP evaluation**

Due to local government regulations a SEP (*Secretaría de Educación Pública*) report card has to be sent home five times during a school year, meaning every bimester. This report card has a 0 to 10 grading scale in which the lowest possible grade is 5 which means failing. According to these SEP regulations students are promoted when they receive a passing average.

Spanish teachers are responsible for these report cards. English here appears only as ESL.

Any student going to school in Mexico needs to receive one of these official report cards when incorporated to the SEP system.

- **Weekly, fortnightly reports or daily communication.-**

In some cases weekly reports are sent home in the Primary. Self-assessment by the student is included in these reports. Parents are supposed to read, sign and return them to school. This works as a way to keep parents informed between grading periods.

Daily communication, when necessary, is held with parents through the students' homework notebook. This happens as an ongoing viable channel of communication between home and school.



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APPENDIX 1.-

Portfolio Policy

What is a portfolio?

A purposeful collection of a student and teacher selected work that is designed to identify student growth and to provide a continuum for students to track their learning process and define their growth as a learner. The portfolio is also meant to provide data to parents, teachers and students on student progress for individual and teacher reflection as well as for data collection.

What is the purpose of our portfolios?

Portfolios are collections of children's work designed to celebrate student learning through the PYP, showing the holistic development of the child, success, growth, higher order thinking, creativity and reflection, both within and outside of the Program of Inquiry in all subject areas. Portfolios are used to communicate this development with parents and teachers throughout the year.

What does a portfolio look like?

Portfolio content at each grade level should include the following:

- A sample of a student's work where he or she has excelled showing improvement, learning or a better comprehension. One per unit and one for language, math, arts, physical education and technology.
- A student-generated reflection on the unit of inquiry, knowledge gained, understanding, and/or possible future investigations.
- PYP Learner Profile/Attitude - Reflections
- Evidence of literacy development, mathematical thinking, skills development.
- Comments indicating why the work was chosen. Students may choose any piece of work for the portfolio.
- A current year student photograph on the front page
- Portfolios are meant to be a collaborative production between teacher and student with the intention that students are able to take ownership of their portfolio.



- Teachers should provide opportunities, advise and assist students in learning how to authentically select items that demonstrate key learning and conceptual understandings.
- Portfolios should be easily accessible to students.
- Students should understand the purpose of their portfolio, the process used to compile it, and to be able to explain why specific materials are in their portfolios.
- Portfolio content should not be limited to written work.
- We encourage a wide variety of learning opportunities as well as different presentation strategies, such as drawing, graphic organizers, photos, multimedia and the portfolio should reflect this.
- Portfolios are stored in binders supplied by the school as well as digitized and available in an electronic archive stored in the school's server.
- It supports the grades in the report card as well as the qualitative assessment.
- Works as an assessment for the teaching-learning process
- These documents should reflect student's effort
- Celebrate achievement, observe if student has overcome difficulties (having assessed strengths and weaknesses)
- It allows peer-assessment and self-assessment
- Head teachers are responsible for the portfolios of their grade (s).
- Specialist Teachers and Teacher Aides are responsible for contributing with
- evidence that could support the understanding of the student's learning
- process.



Política de portafolios

¿Qué es un portafolio?

Es una recopilación de trabajos seleccionados por estudiantes y maestros y está diseñado para identificar y demostrar el progreso del estudiante y proporcionar un continuo para que los estudiantes y padres de familia sigan su proceso de aprendizaje y comprendan mejor el desempeño de los estudiantes. El portafolio también sirve como reflexión individual y del docente y para la recopilación de datos.

¿Cuál es el propósito de un portafolio?

Los portafolios están diseñados para celebrar el aprendizaje de los alumnos a través del PEP, mostrando el desarrollo holístico del niño, sus éxitos, desarrollo de pensamiento crítico, creatividad y reflexión, tanto dentro como fuera del Programa de Investigación en todas las materias. Los portafolios se utilizan para comunicar este desarrollo a padres y maestros durante todo el año.

¿Cómo es un portafolio?

El contenido de en cada grado debe incluir lo siguiente:

- Una muestra del trabajo de un alumno en el que se ha destacado mostrando mejoras, aprendizaje o una mejor comprensión.
- Una por unidad y otra para lenguaje, matemáticas, artes, educación física y tecnología.
- Una reflexión generada por los estudiantes sobre la unidad de investigación, el conocimiento adquirido, la comprensión y / o posibles investigaciones futuras.
- PEP Perfil del estudiante / Actitudes - Reflexión
- Evidencia de desarrollo de lectoescritura, pensamiento matemático, desarrollo de habilidades.
- Comentarios que indican por qué se eligió el trabajo. Los estudiantes pueden elegir cualquier pieza de trabajo para el portafolio.
- Una foto de estudiante del año actual en la primera página
- Los portafolios deberán ser una producción colaborativa entre maestros y estudiantes con la intención de que los estudiantes puedan apropiarse de su cartera.



- Los docentes deben brindar oportunidades, asesorar y ayudar a los estudiantes a aprender a seleccionar de forma auténtica elementos que demuestren un aprendizaje clave y una comprensión conceptual.
- Los portafolios deben ser de fácil acceso para los estudiantes.
- Los estudiantes deben comprender el propósito de las carteras, el proceso utilizado para compilarlas, y ser capaces de explicar por qué los materiales específicos están en sus portafolios.
- El contenido del portafolio no debe limitarse al trabajo escrito.
- Fomentar una amplia variedad de oportunidades de aprendizaje, así como diferentes estrategias de presentación, como dibujos, organizadores gráficos, fotos, multimedia y la carpeta debe reflejar esto.
- Los portafolios se almacenan en carpetas proporcionadas por la escuela, se digitalizan y están disponibles en un archivo electrónico almacenado en el servidor de la escuela
- Apoyo a calificación alfa-numérica o cualitativa
- Evaluación de los métodos de enseñanza y aprendizaje
- Es una herramienta de evaluación formativa
- Deben celebrar logros en dónde se hayan superado dificultades (mediante previa detección de fortalezas y debilidades)
- Coevaluaciones y autoevaluaciones
- La maestra de grupo es responsable del portafolio.
- Los profesores especialistas y maestras auxiliares son responsables de contribuir con evidencias que crean pueden ayudar a explicar de mejor manera el proceso de aprendizaje del alumno.



APPENDIX 2.-

SUPPORTING DOCUMENTS .-

- Sample assessment tools
- Self-assessment tools
- Digital portfolio
- Report card - database
- PYP Planners Chart
- Standards and practices checklist
- Learner Profile Chart
- Attitude Chart
- Transdisciplinary Skills Chart
- PYP Classroom Checklist / Observation Checklist
- SEP report card
- Exhibition Guidelines / COEP