Assessment Policy

A.Y 2021-2022

I. Introduction/Rationale

A TMTCS learner sees oneself as a unique achiever. While one achieves, one does not see oneself as above or under any hierarchy of achievers. One has his or her own unique potential to actualize and be happy that others achieve too. This is the philosophy that guides the TMTCS assessment policy. It believes that each learner is gifted uniquely based on the multiple intelligences principle.

As an integral part of the teaching-learning process, classroom assessment aims at identifying, analyzing, and interpreting quantitative and qualitative data about student performance. This data is used in the decision-making process of the school and in determining its vision's success as translated into classroom instruction and co-curricular experiences.

Assessment is useful to the entire TMTCS learning community. Students that are actively engaged in assessment become self-regulated, reflect on their progress, are able to set goals, and make decisions on how to achieve them. Teachers become more effective when they continually learn about what students know and can do. They reflect on their practice, adjust their teaching based on data, and offer timely, specific, and well-considered feedback to better support learning. Parents and legal guardians become more informed when they understand the learning goals their child is working towards and the progress their child is making. Pedagogical leaders use assessment as a tool to evaluate the depth of their curriculum and the effectiveness of their teaching. They make decisions about targeting resources and support to the most pressing priorities and professional development needs.

This policy embodies the culture, vision, and mission of the school. It adheres to the mandates of the Department of Education in the Philippines, as well as the IB philosophy. It is further guided by the following principles:
1. Inclusive Education. It considers the context of every learner – language, culture, and special needs
2. Holistic. It aims at developing the whole person. Its physical, mental, social, emotional, and psychological aspects.
3. Personalized and Agentic. The learners are guided in reflecting on their progress and how they progress (metacognition)
4. Emphasis on 21st Century skills
5. No child left behind

II. Types of Assessment

The two types of assessments are formative and summative.

2.1 Formative assessment is an *assessment for learning* and an *assessment as learning* (D.O. # s2015). As an assessment for learning, it helps the teacher make the needed adjustment in the instruction. On the other hand, it is an assessment of learning because it helps the learner see their own progress. This is done before, during, and after the instruction. A teacher checks the learners' prior knowledge about a lesson in order to know what the learners already know and to address possible misconceptions or misunderstandings. As the inquiry is ongoing, the teacher observes and monitors the learners' progress through an ongoing assessment. Tailoring and scaffolding are done as necessary, and feedback on their progress is given to learners. A formative assessment is also done at the end of the lesson to check if the objectives were met and signal that the learners are ready for a new lesson. **The results of formative assessments are not included in the computation of the quarterly grade**.

2.2 Summative assessments or *assessments of learning* are done at the end of a unit. It measures the content and performance standards of a learning area. This type of assessment is designed in such a way that it measures higher-order thinking skills (HOTS), particularly on how the learners' understanding can be applied in a different context (transfer of learning). The results of this kind of assessment are graded and reported. The components of summative assessment are **written work**, **performance tasks**, and **quarterly tests**. While there is no limit to the number, ideally there may be at least 3 or more written works and performance tasks in one grading period and only one quarterly test in every learning area. A written quarterly test is required in Languages (Mandarin, English, Filipino) Math, Science, and Araling Panlipunan (Social Studies).

Both formative and summative types of assessment are designed in such a way that it is aligned with the competencies and standards covered in the inquiry.

III. Assessment Tools and Strategies

3.1 Strategies

The choice of the strategies to be used should be designed in such a way that it is relevant to what is being assessed. Samples of these may include but are not limited to the following:

Formative	Summative
1. Check for prior knowledge Reflection, open-ended questions, and bellwork 2. On-going Observation and feedback, Socratic method, think-pair-share 3. Check for understanding (end of lesson quizzes, seatwork)	1. Written works – literary reviews, essays, journals, reflection and reaction papers, reports, data analysis surveys, project and action plans, business plans, academic writing, song and poem writing, situation analysis, fitness and health plan, product review 2. Performance Task – campaigns, case studies, multimedia productions portfolios, research, artworks, debates, interviews, integrated projects, role plays, speeches, storytelling, story reading, investigatory projects, problem posing and solving, use of measuring tools, concept mapping, entrepreneurial planning, experiments, skills demonstration, simulations, song interpretation, art exhibition, and bulletin board display 3. Quarterly Test (not done in an online learning delivery)

Teachers are keen on the progress of the learners as seen in the assessment results. Early intervention is given to students who may need them based on their performance. This is also communicated to the parents through the weekly summary notification in google classroom, email, and other messaging applications. During face-to-face classes, the results of assessments are written in the learners' diaries to be acknowledged/signed by the parents.

3.2 Assessment Tools

The choice of the tools to use should be designed in such a way that it is relevant to what is being assessed. Samples of these may include but are not limited to the following:

Rubrics - These are sets of criteria that are used to score or grade the students' outputs or performance. Descriptors tell what is expected of the learners. Rubrics usually contain evaluative criteria, quality definitions for those criteria at particular levels of achievement, and a scoring strategy. Rubrics can be done collaboratively with the students.

Checklists - It is a list of criteria that should be present in an output.

Benchmarks - This is a sample of a student's work that serves as the standard by which other samples are assessed. This can be used in conjunction with a rubric

Anecdotal Records - These are brief notes on the observations of students' performance daily. This also includes the IB Learner profile a student has shown within the day and the notable achievements they have accomplished.

3.3 The Use of Portfolio

Each learner keeps a roadmap of his/her learning journey while in TMTCS. This is done in the form of a portfolio where reflections on their learning as well as the evidence are meaningfully compiled and organized. With their personal learning goals set, learners are guided to spend time regularly going over all their assessment papers. They are then guided to reflect on learning against the goals that they have set. Along with this, they will write a plan of action to do better. During this online learning mode, learners use the digital version of their portfolio.

To model the process, teachers will also keep their own portfolios and work on it together at the same time that the students work on their own portfolios.

The learners will be guided in such a way that their portfolio is reflective of self-knowledge, personalized learning goals, success criteria, reflection about the learning outcomes and, evidencing of soft skills (ATLs and Learner Profile attributes) developed through "forward by design"

3.4 The PYP Exhibition

In the final year of PYP, learners will demonstrate an understanding of the program through a culminating activity called exhibition. Through this culminating activity, the learners will make their own Unit of Inquiry capturing the essence of Transdisciplinary Learning. Subjects or topics are chosen within the Six Transdisciplinary themes and it is encouraged that learners will address real-life issues, local or global. This authentic, collaborative, student-initiated experience will be done for the first time at TMTCS in the school year 2021 - 2022.

IV. Computation and Reporting of Assessment

4.1 Reporting of Learner Progress Based on IB Standards

The primary objective of reporting assessment is to provide feedback to students, parents, and teachers on the learning process. It involves parents, students, and teachers working together to achieve learning goals.

In TMTCS, parents will receive a written report on student progress per quarter during a three-way conference in which parents, students, and teachers discuss progress, and strategies and set targets. This is also an opportunity to discuss the affective side of the learners which is supported by the Values Development and IB Learner Profile report based on the deliberation of the teachers. Toward the end of the conference, agreements and action plans on the learners' academic and holistic well-being are made between the teacher/s, parents, and students. Parent-Teacher Conference (PTC) reports are then submitted by the classroom teacher to the PYP coordinator and the principal.

Students' progress under the transdisciplinary units of inquiry is rated using a rubric for engagement and achievement. Engagement ratings indicate the level of engagement, effort, and involvement of the learner in the inquiry process. Achievement indicates the level of work that the student is currently producing and is based on all available data. It is rated on a scale of 1-7, where 7 is the highest, 1 is the lowest, and 4 is considered the passing level. N/S indicates that the student has not submitted the required work to achieve a rating. N/A indicates that the strand or learning outcomes have not yet been assessed.

4.2 Reporting of Learner Progress Mandated by National Standards

In compliance with the grading system mandated by the Department of Education, the succeeding section discusses the numerical reporting of learners' assessments from Kindergarten to Grade 10.

A standard class record is maintained by the teachers in the different learning areas throughout the school year. At the start of the school year, teachers are provided with a copy for each of their classes. They then encode the names of learners and the subject

where it is used. The said class record classifies the summative assessments into **written work**, **performance tasks**, and a **quarterly test**. Each component has a specific weight in the quarterly grade depending on the subject area. During this pandemic season where an online delivery model is being followed, the Quarterly Test component is removed and the weight is distributed to Written Work and Performance Tasks. This is to address the concerns about the integrity of having an online quarterly test.

Components	Languages (English, Filipino, Mandarin), Araling Panlipunan (Social Studies)	Science, Math	Music, Arts, PE and Health; Technology and Livelihood Education (ICT, Robotics, Entrepreneurship)
Written Work	30%	40%	20%
Performance Task	50%	40%	60%
Quarterly Test	20%	20%	20%

*Grade components during online/remote learning

Components	Languages (English, Filipino, Mandarin), Araling Panlipunan (Social Studies)	Science, Math	Music, Arts, PE, and Health; Technology and Livelihood Education (ICT, Robotics, Entrepreneurship)
Written Work	40%	50%	30%
Performance Task	60%	50%	70%

Raw scores in the assessments are summed up per component and converted into percentages. Weighted scores are then derived per component and summed up to get the initial grade. Finally, the initial grade is transmuted into a quarterly grade which is

then reflected in the learners' report card at the end of each quarter. At the end of the school year, all quarterly grades are averaged and reflected as whole numbers.

For learners with ages 3 to 4, a checklist of competencies (developmental report) is used and reported quarterly. Learners aged 5 (kindergarten) are given both a developmental and numerical grade. The rest of the grade levels are given numerical grades.

V. Promotion and retention

The reported grades as reflected in the learners' report cards are important in determining whether a learner has acquired the knowledge, skills, and competencies expected of him at a certain grade level so that he can move on to the next. A learner must have a final grade of at least 75% in all learning areas in order to be promoted to the next grade. Remedial classes and a re-test are given to learners who fail to meet the passing mark of 75% in not more than two (2) areas. If he passes the re-tests, he will be promoted to the next grade. Any learner with three (3) or more failing final grades will automatically repeat the grade level.

Attendance also plays a big role in the learners' promotion. A learner should not incur absences of more than the allowable 20% of the school days in a school year. In the event that a learner has been absent for more than 20% (average of 40 days), despite the home visits and warnings communicated to parents, the academic council composed of the principal, guidance officer, coordinator, and teachers will decide on corrective courses of action.

V1. Evaluating the Assessment Policy

The Assessment Policy will be reviewed annually every school year with the school community representatives to check the timeliness and effectiveness of this policy.

References:

DepEd Order 8, s.2015. *Policy Guidelines on Classroom Assessment for the K - 12 Basic Education Program*

DepEd Order 31, s.2020. *Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan*

International Baccalaureate Organisation, Making the PYP happen, 2009

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