
NSES Assessment Policy

● Assessment Philosophy

Nam Sung Elementary School has established an assessment policy that reflects the IB PYP assessment philosophy in the direction of assessment in the national curriculum based on its vision statement of developing global citizens who respect each other and change the world through creative inquiry and challenge. Assessment in NSES is the most important educational process for students to successfully achieve their educational goals. It is a continuous and integrated process in which students and teachers collaborate to set learning goals and monitor, document, measure, and report the process of learning that develops the acquisition of knowledge and skills, conceptual understanding, and approaches to learning. Assessment in NSES supports students and teachers in giving and receiving ongoing feedback and growing as self-directed learners through reflection.

● Purpose of Assessment

At NSES, assessment is an integral part of the school curriculum and recognizes all important elements of teaching and learning. Students' learning progress is monitored, recorded, measured, and reported according to the standards and practices of the PYP program.

In NSES, the purpose of assessment is to support student learning and extend student learning by developing positive attitudes toward learning, facilitating the acquisition of knowledge and skills, and constructing conceptual understanding. It also provides meaningful data to determine and adjust the effectiveness of teaching and learning and to support the holistic growth of students.

Students: Develop into self-regulated learners who continually reflect on and improve their learning through participation in various assessments and analysis of assessment results. They continue to try in their quest to reach their learning goals.

Teachers: Use various assessment strategies to understand student learning outcomes and challenges, provide personalized feedback or feedforward to students, and grow their expertise in curriculum and pedagogy through continuous reflection.

Parents: Understand student growth through assessment results feedback and share academic results with the school to establish student guidance at home and support students as they grow into independent learners.

The learning community checks the level of effectiveness of the school's curriculum implementation by continuously sharing and exchanging evaluation results; it can also improve the quality of school education and draw improvements for problems encountered in curriculum implementation.

● **Assessment Principle**

Assessment in NSES is transparent throughout the learning process. NSES assessment is based on three principles: an integrated assessment, an assessment to support learning, and an assessment to ensure differentiated instruction.

Integrated Assessment: Apply various assessment methods, including monitoring, recording, measuring, and reporting, as appropriate to the learning content as the curriculum progresses. Students and teachers collaborate to design learning objectives, plan learning activities, and effectively design the process of acquiring knowledge and skills and developing conceptual understanding to reach learning goals.

Assessment to support learning: Conducted during the learning process to determine the student achievement level and promote the desire to learn. Students and teachers give and receive feedback on an ongoing basis to ensure that students are making progress. Students, parents, and teachers share assessment results. Based on the assessment results, next steps are planned, and gaps are filled.

Assessment to ensure differentiated instruction: Determine assessment criteria, methods, and content, considering students' various characteristics (language, physical characteristics, religion, cognitive abilities, etc.), and conduct assessments according to their developmental stages.

● **Process of assessment**

Assessment is a process of planning, assessment, feedback and reporting results (home sharing), supplemented and improved by ongoing research in teaching and learning.

Assessment planning: Students and teachers collaborate to develop an assessment plan that reflects the IB PYP assessment philosophy based on the National Curriculum (KNC) performance standards, the PYP subject scope and sequence document, and the Cambridge International Education (CIE) performance standards. Students and teachers collaborate to plan assessment objectives, assessment methods, and timing based on learning content and inquiry activities and to ensure that the process of learning is linked to assessment.

Assessments administration: Assessments are conducted in various forms during the learning process (pre-assessment, formative assessment, summative assessment). Assessment results are evidence of students' change and growth in the teaching and learning process.

Results feedback and reporting (home sharing): Teachers provide students with feedback and reports of assessment results to reward their inquiry. This provides students opportunities for growth, reflection on learning outcomes, and opportunities for improvement and remediation. NSES notifies parents of the results of UOI unit assessments and reflections six times a year and informs them of their students' assessments through the end-of-year report card. Parents are informed of the results of various assessments to understand their child better and provide support at home to improve self-regulated learning.

● What to assess

Assessment in NSES provides a range of learning opportunities that develop students' knowledge, conceptual understanding, and skills at all stages of learning. Learning objectives are based on the National Curriculum (KNC), PYP subject scope and sequence document, and the Cambridge English Language Standards. Learner profiles are not assessed, and feedback on students' learner profile development may be given as part of the learning process. The school will support students in actively reflecting on their learner profile continuously.

● How to assess

NES uses various assessment tools and strategies to provide students with information about their learning and feedback to improve learning.

Monitoring Learning

To determine student achievement in learning, teachers use various tools, including rubrics, checklists, anecdotal notes, and narratives, to comprehensively observe all aspects of inquiry and provide feedback. Students receive various learning information and feedback materials to improve their learning.

Documenting Learning

- Learning journals and portfolios: Share the various outcome of students' inquiries, provide feedback in various forms, and organize them into portfolios.
- Online platforms: Evidence of learning is collected using online and offline mediums and made accessible to teachers, students, and parents at any time.

Measuring Learning

We collect and analyze data to determine the quality and success of learning through pre-assessment, formative, and summative assessments related to the content of the inquiry process. Teachers utilize various strategies appropriate to the purpose of the inquiry, including observation, portfolios, narrative and essay assessments, and self-and peer assessments.

- Diagnostic Assessment: This is used to identify the extent of students' awareness of previously learned content and their current level, reorganize the content of teaching and learning guidance, and improve learning methods. Teachers could use questionnaires developed by the Busan Metropolitan Office of Education or the Ministry of Education in Korea.
- Formative assessments are administered during a unit of inquiry or a single subject lesson in order to identify the expected level of student achievement. Teachers use these assessments to provide immediate feedback and support student growth.
- Summative assessment: Conducted at the end of the program to demonstrate and report on student's learning.

Reporting Learning

Reporting learning provides information about how much students have improved and grown in their academic performance. NES reports learning outcomes as follows

- Reports: NES Unit of Inquiry Assessments and Reflections six times per year
Formal report card once per year.
- Parent/teacher/student conferences: shared during parent counseling week and on an as-needed basis
- Giving and receiving feedback.

Teachers play an important role in providing feedback to students on their knowledge, conceptual understanding, and learning processes. This feedback helps

students to reflect on their own inquiry and make changes to their learning strategies, leading to growth and increased success. Peer feedback is also beneficial, as it allows for interactive communication and helps students develop their assessment capabilities. Reporting on learning outcomes can help parents gain a better understanding of their children's progress and can encourage them to support self-directed learning at home.

● Review

The assessment policy is reviewed once a year. This review is led by the school administrator, the IB PYP Programme Leader, the Director of Academic Affairs, and the Director of Curriculum. Teacher, parent, and student input on the policy is also considered, and once fully reviewed, the policy is approved by the School Governing Board.

● Reference

2023 Nam Sung Elementary School Rules and Regulations

Assessment principles and practices assessments in a digital age (International Baccalaureate, 2017)

From principle to practice, learning, and teaching (International Baccalaureate, 2018)