



DANILA KUMAR
INTERNATIONAL SCHOOL
GOGALOVA 15
1000 LJUBLJANA
SLOVENIA

ASSESSMENT POLICY

MISSION AND PHILOSOPHY STATEMENT OF DKIS

Danila Kumar International School offers two transformational, trusted, and reputable International Baccalaureate programmes: The Primary Years and the Middle Years Programme (first three years). These programmes ensure high-quality education that encourages lifelong personalised learning and supports learner agency.

With stimulating and supportive learning spaces and environments we scaffold quality learning and the development of our students.

A comprehensive, inquiry-based and student-centred approach to teaching and learning focuses on inclusivity and fosters intellectual, physical, emotional and social development, in order to develop good learning habits and promote positive attitudes, which we monitor and scaffold with rigorous and holistic assessment.

We place strong emphasis on timeless concepts, intercultural understanding, respect, multilingualism and global citizenship, which aim to create a better and more peaceful world.

This document highlights the assessment philosophy and implementation in the school's Primary Years Programme (PYP) and Middle Years Programme (MYP).

updated May, 2019

based on IB PYP guide "From Principles into Practice"
and IB MYP guide "From Principles into Practice"

ESSENTIAL AGREEMENTS

The assessment in the PYP and MYP is holistic. Teachers use various tasks, strategies and tools to give every student the possibility to develop to the best of their ability in their own way. Alongside subject teachers, students, peers, and other teachers, outside experts and the school community are also included in the assessment to help create a culture of continuous learning and intellectual growth. The portfolio is an essential part of the PYP and MYP assessment process.

PURPOSE OF ASSESSMENT

At Danila Kumar International School (DKIS) we believe assessment is integral to all teaching and learning. It is central to the PYP and MYP goal of thoughtfully and effectively guiding students through the five essential elements of learning:

- the acquisition of knowledge,
- the understanding of concepts,
- the mastering of skills,
- the development of dispositions (attitudes),
- the decisions to take action and reflect upon it, to support development of the IB Learner Profile attributes and to evaluate programmes,
- to identify student needs.

Both teachers and students should be actively engaged in assessing student progress as part of the development of wider critical thinking and self-evaluation skills. A very important element of assessment is also peer evaluation and parent reflection.

Teachers should also be concerned with evaluating the effectiveness of the programme. The PYP and MYP describes the taught curriculum as the written curriculum in action. Using the written curriculum, and in collaboration with colleagues and children, the teacher generates questions which guide structured inquiry and instruction. Assessment focuses on the quality of student learning during the process of inquiry and instruction and on the quality of the products of that learning.

Assessment is, therefore, integral to the taught curriculum. It is the means by which we analyse student learning, and the effectiveness of our teaching, and acts as a foundation on which to base our future planning and practice.

Effective assessment should enable **students** to:

- be actively engaged in assessment
- share their learning and understanding with others

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