



**Progressive
Primary
school 1
Sofia**



Assessment Policy

in Primary Progressive School 1 - Primary Stage (PYP)

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1. Mission of Primary Progressive School 1

Progressive schools build free and responsible individuals, capable of independently determining the meaning of their lives, possessing knowledge, skills and attitudes to realize them together.

To achieve its mission, Progressive schools build a modern and forward-looking educational model, applying an individual approach in working with the child student, taking into account the interests and individual needs of the children, according to the best world practices and scientifically based principles and methods, sharing with parents common values and vision for providing high-quality international education and responsibility for optimal personal development of the student child.

2. Justification

This document is intended to inform teachers, parents and students about the philosophy, beliefs and practices related to assessment in Primary Progressive school 1.

3. Our assessment philosophy

Progressive schools understand assessment as an integrative part of the educational process. It is realized through planning, teaching and learning. Our assessment practices are in line with the requirements set by the IB Primary Years Program and the standards of Bulgarian legislation.

Assessing student development and learning is a vital component of the curriculum and helps plan learning and teaching in the future. Assessment involves the collection and analysis of data and information about student performance. It is used to determine what students know, understand and can do at different stages of the learning process.

Parents and guardians who understand the learning goals and aspirations of students and the school are genuinely engaged in their children's learning and the progress they make.

4. Objectives of assessment

Assessment is an integral part of teaching and learning. It aims to:

- to provide support for learning: through assessment, teachers identify needs and track student progress, allowing them to adapt and differentiate teaching.
- to form skills and build attitudes: in the assessment process, students develop critical thinking skills, problem solving, reflection, build lifelong learning attitudes and take action.
- to provide constructive feedback: constructive feedback at each stage of knowledge building, understanding and attitude formation informs students of their achievements and areas for improvement, which develops intrinsic motivation and helps build a development mindset through goal setting, planning, tracking , you measure.

- to document the learning process: data collection allows teachers to measure the achievement of educational goals, thereby adapting and developing their approaches to improve student performance and outcomes. It gives students the opportunity to track and manage their own development, develops their organizational skills and empowers them. For parents, it gives visibility and predictability of the educational process, the stages of development of their own child and the opportunity to participate in the process.
- involve all stakeholders: engage not only students but also parents and teachers to create a common understanding of learning progress and goals.
- to reflect international and national standards: the PYP is linked to global standards, reflects the international context of learning as well as meeting national standards.

5. Principles of assessment

Teaching practice in the Progressive Schools Primary Years program is guided by the following key assessment principles:

- Assessment is central to planning, teaching and learning;
- Assessment is planned and carried out according to the principles of planning the educational process forward, based on the initial knowledge and skills of students towards the next steps in the learning process, and backward planning, which starts from the final goal and breaks it down into steps;
- Assessment practices are clear to all members of the community (teachers, parents and students);
- There is a balance between formative and summative assessment (see item 5);
- The development of all elements of the program are evaluated in their entirety and are equally important;
- There are opportunities for both peer assessment between students and self-assessment;
- There are opportunities for students to reflect on their own learning;
- Before starting a new module, teachers assess students' initial knowledge and experience;
- Teachers discuss educational goals and success criteria with students;
- Teachers provide students with feedback to inform future learning;
- Feedback to parents about student learning is essential.

Criteria for effective assessment are included in Annex #1.

6. Three main directions in assessment

6.1 Assessment for learning.

Known as formative assessment. Its purpose is to provide information to the teacher about the learning process and its planning, about the student's progress and to promote learning. Formative assessment provides information to the teacher that helps them plan and adapt teaching and learning. It is integrated into the learning process and includes the provision of regular evidence-based feedback; helps teachers, students and parents get an idea of the level of knowledge and skills currently being studied. Being aware of their own progress helps students to expand their knowledge and understanding, to develop a love of learning, to reflect, to develop self-assessment skills and to understand the different criteria that determine success.

6.2 Assessment of learning.

It is also known as summative assessment. Its purpose is to measure and present the achievements of students at a certain stage of the educational process. Summative assessment gives students the opportunity to show what competencies they have mastered at a certain stage of their learning and how they apply what they have learned. It can assess several elements at the same time: it influences the ways of students' learning and the teaching process, and improves them.

6.2.1 Summative assessment at the end of each research topic

Summative assessment includes evidence of the student's work, and the results are measured and presented in accordance with a pre-developed criteria matrix, checklist, etc. Assesses students' conceptual understanding of the central idea based on accumulated and demonstrated knowledge, skills, attitudes and actions and prompts them to take further action.

6.2.2 Summative assessment of a section of learning content by subject

The summative assessment of a section by subject includes evidence from the student's work and is reported in accordance with previously developed criteria matrix, checklist, etc. It includes all 5 core elements of the curriculum - knowledge, conceptual understanding, degree of skill mastery, personal attitudes and readiness to take action. Assesses students' basic conceptual understanding of the specific subject and prompts them to take further action.

6.3 Assessment as a tool for students' self-regulation and self-control: Assessment as part of the educational process in PPS 1, through specific steps, encourages students to learn, reflect on their learning and acquire new skills. In this way, they are lifelong learners, which is embedded in the mission of the school, and they form skills important for life.

- developing self-assessment skills: regular feedback and assessment help students recognize their own strengths and identify areas for improvement in their development.

- goal setting and planning: encourages students to set specific, measurable goals, plan activities and resources to achieve them, which increases their internal motivation to achieve them.
- constructive feedback: allows students to reflect and adjust their learning strategies as needed. encourages students to reflect on their achievements and look for strategies to overcome challenges.
- time management and prioritization: students develop skills to prioritize learning activities, plan and organize their time and strengthen their self-control skills.

7. **Four Dimensions of Assessment (*The Learning And Teaching, IB PYP*)**

7.1 Tracking learning and its outcomes

Learning tracking aims to check learning progress against educational objectives, (including individual learning objectives) and success criteria. This is done through a variety of strategies: observation, examination, reflection, discussion, learning in discussion with peers and teachers, and thoughtful feedback, etc., to ensure the next steps in learning.

Learning tracking includes:

- using comprehensive and reliable evidence of student work;
- gathering evidence of students' understanding and thinking skills;
- keeping track of how students learn in groups and independently;
- encouraging students to reflect on their learning experiences;
- self-evaluation of work and evaluation of the work of others;
- development of clear goals and criteria for success by teachers, together with students and by students themselves at the discretion of teachers;
- tracking test/assignment results (The Learning And Teaching, IB PYP).

7.2 Documenting learning

Documenting learning is the process of collecting, organizing and analyzing information about student progress and achievement. Information includes physical or digital evidence of the learning process, collected collaboratively between students and teachers, organized physically or digitally. It is shared with students, parents and teachers to ensure visibility and predictability of the learning process.

Physical evidence—artifacts of student work with feedback—is collected weekly in folders and shared with parents at the end of the week.

Digital evidence is shared by students and teachers via Toddle.

7.2.1 Student Portfolio.

A portfolio is a purposefully selected collection of products/artifacts related to the student's participation in the learning process. Its purpose is to demonstrate development, success, growth, refinement of thinking, creative endeavours, strategies for learning and assessment and reflection. It provides insight into the progress and development of each student over a period of time, both as an independent learner and as a group learner.

The portfolio allows students to analyze with teachers, parents and classmates to identify their strengths and growth, identify areas for improvement, then set personal goals and make learning plans .

The portfolio is shared between the student and the teacher. It includes not only student choice (the physical evidence) but also all forms of teacher assessment (the digital version). Also includes commentary and reflections on program elements.

7.3 Measurement of learning outcomes

The measurement of learning outcomes is carried out at three levels - by the Methodological Center of the Foundation for Educational Transformation (FOT), by the Ministry of Education and Science in the form of a national external assessment at the end of the 4th grade and through various forms of internal assessment in the school. It aims to establish the extent to which educational objectives have been achieved by determining the level at which students have mastered knowledge and skills over a specified period of time. For this purpose, standardized and internally created tools are used to measure student achievement.

The criteria and tools for measuring learning outcomes integrate the National Curriculum and the IB Scope And Sequences. They were developed by the Methodological Center of the Foundation for Educational transformation with the participation of teachers from the schools.

7.3.1 The evaluation criteria correspond to the educational goals of progressive schools defined in competency models.

7.3.2 Personality attitudes. IB Learner profile

Personal attitudes and qualities are not measured and evaluated. The manifestation of behaviors associated with the student profile are observed and encouraged in students' everyday communication and relationships with adults and peers in and outside of learning interactions.

7.3.3 School scale for determining student achievement

The school uses a scale to determine student achievement:

- Novice (H);
- In development (PR);
- Meets Expectations (OO);
- Exceeds Expectations (BUT)

A description of the content of the levels can be found in Appendix #3.

7.3.4. Quantitative assessment 4th grade

Quantitative evaluation in e-diary is carried out only on the requirements of the national curricula of the Ministry of Education. The description of quantitative indicators and other information can be found in Appendix No. 4, a sample of Ordinance No. 11 of September 1, 2016 on the assessment of student learning outcomes, MES.

7.4 Learning Reporting

Learning reporting is a process by which the school provides formal information about student achievement to the teaching team, students and parents. The main purpose of this process is to provide clarity and transparency about progress, achievements and areas in need of improvement. This process:

- includes parents, students and teachers as partners;
- reflects the values of the school community;
- provides comprehensive, honest and reliable information;
- is clear and understandable to all parties;
- enables teachers to incorporate what they learn during the reporting process into their future teaching and assessment practice
- allows students to manage their learning
- allows parents to support their children

The learning results are calculated on the basis of the school curriculum for the respective class. The school curriculum is structured on the basis of competency models by subjects and groups of metaskills. They have been developed by the Methodological Center of Bulgarian Progressive Schools so as to integrate the national educational standards with the requirements of the IB PYP.

Competency models for subjects and metaskills are integrated into the school's research program and into subject learning through individual lessons in the relevant sciences.

7.4.1 Methods of reporting student learning:

- Conferences

The purpose of the conferences is the exchange of information between teachers, students and parents. Conferences have a different structure depending on their purpose.

- A teacher-student encounter

It aims to provide feedback to students so that they can think about their work and improve their skills. It is important that these one-on-one meetings are held

frequently to support and encourage student learning and teacher planning. They are both part of the learning process and informal.

- Teacher-parent meeting

It aims to provide parents with information on student progress and clarify any unknowns about the school's program. Teachers use the opportunity to obtain information about the student's home environment, answer parents' questions and concerns, and help them determine their role in the learning process. Parents can ask questions and provide additional information about their child's life outside of school. These meetings are usually held after parents receive a report on the student's progress, but can be called by either party at any other time during the school year.

- Written reports at the end of each research topic generated through Toddle. They include :
 - description of research elements: research topic, topic focus, central idea, key concepts, lines of research; assumed knowledge, metaskills, and qualities from the student's profile.
 - achieved knowledge, understanding, skills, attitudes and qualities from the student's profile during work on the topic;
 - recommendations for developmental follow-up to the student and family.
- Written subject reports generated through Toddle - at the end of the first term and at the end of the year. They include :
 - description of the basic knowledge, skills and conceptual understandings appropriate for the given period;
 - students' achievements on the required knowledge, skills and conceptual understandings;
 - recommendations for follow-up by the student and family.

The assessment policy will be reviewed at the beginning of each academic year to ensure the relevance and accuracy of the philosophy, principles and practices used. The procedure will be carried out by a committee of teachers approved by the pedagogical council.

Link to other documents:

- Regulations of Primary Progressive School 1
- The Learning And Teaching, IB PYP
- Standards And Practices, 2020 , IB PYP
- Assessment principles and practices—Quality assessments in a digital age, IB
- Ordinance No. 11 of September 1, 2016 on the assessment of student learning outcomes, MES

Appendix #1. Characteristics of effective assessment

1.1 Effective assessment

The following criteria for effective assessment are applicable to both formative and summative assessment. It is:

- authentic: supports making connections with the real world to promote student engagement;
- clear and specific: includes desired learning objectives, criteria for success and the process students use to learn;
- diverse: uses a variety of tools and strategies that are appropriate to build a complete picture of student learning;
- developmental: focuses on the progress of the individual student rather than his performance compared to others;
- collaborative: engages teachers, students, and parents in the development and implementation of assessment;
- interactive: involves ongoing and recurring **discussions** about learning;
- integrate feedback: provide feedback on ongoing learning to inform what is needed to support future learning (Hattie, Timperley 2007) and increase student motivation (IB, PYP, Learning And Teaching).

1.2 Effective assessment enables students to:

- share their learning and understanding with others;
- participate in joint structuring of learning goals and success criteria with teachers;
- demonstrate a range of knowledge, conceptual understanding, skills and personal attitudes;
- use different learning styles and abilities to express their understanding;
- know and understand in advance the criteria for producing a quality product or performing an activity or task;
- participate in reflection, self-evaluation and assessment by and of classmates;
- base their learning on real-life experiences that can lead to ongoing research;
- express different viewpoints and interpretations;
- develop their skills from self-assessment to self-regulation - self-regulating students use the feedback they receive to modify and improve their learning (IB, PYP, Learning And Teaching).

1.3 Effective assessment enables teachers to:

- provide information on each stage of the teaching and learning process;
- plan in response to student and teacher research;
- develop criteria for producing a quality product or performance;
- gather evidence from which they can draw reasonable conclusions;
- provide evidence that can be effectively reported and understood by the whole school community;
- jointly review and reflect on student performance and progress;
- take into account different learning styles and abilities, including different cultural contexts;











- use assessment that is both analytical (individual outcomes for different aspects of work) and holistic (overall outcomes) (IB, PYP, Learning And Teaching).

1.4 Effective assessment **enables** parents to:

- see evidence of student learning and development;
- participate as partners in assessing the process and outcomes of student learning;
- develop an understanding of student progress;
- provide opportunities to support and celebrate student learning success (IB, PYP, Learning And Teaching).

Appendix #2. SOLO taxonomy for measuring conceptual understanding

Table 1.1: SOLO levels, symbols and hand signs

Prestructural	Unistructural	Multistructural	Relational	Extended abstract
				
Learning outcomes show unconnected information and no organisation.	Learning outcomes show simple connections but importance is not noted.	Learning outcomes show connections are made but significance to overall meaning is missing.	Learning outcomes show connections are made and parts are synthesised with the overall meaning.	Learning outcomes go beyond the subject and make links to other concepts – generalising, predicting, evaluating.
No idea	One idea	Many ideas	Related ideas	Extended ideas
				

<https://www.teachingtimes.com/building-students-reflective-skills-with-solo-taxonomy/>

Appendix #3. A school scale for determining student achievement

- Novice (H) - The student's achievements are at an elementary level of understanding and skills; knows individual facts, concepts, terms, but in most cases unrelated to each other; achieves partial success and makes significant mistakes and omissions; copes, but with the help of others.

At this level of achievement, activities are planned for individual extra help from teachers for students to overcome learning challenges. Additional assistance is provided with the support of an adult.

- In Progress (PR) - The student's achievements are below the target level; demonstrates basic level knowledge and skills; understanding is reduced to the

knowledge of more, but unrelated facts, concepts, ideas; in most cases it works on its own.

At this level of achievement, recommendations are made and/or activities are planned for additional independent work for students to overcome learning challenges.

- Meets Expectations (OO) - The student's achievements are at the target level - shows understanding and correctly uses the necessary and appropriate learning content when solving specific tasks and problems; the acquired knowledge is well structured; the student discovers relationships and dependencies; summarize and analyze; works independently.

This level of achievement is considered optimal. Students have mastered all the necessary knowledge, conceptual understanding, skills and personality traits for successful continued learning.

- Exceeds Expectations (OR) - The student's achievement exceeds the target level; work independently; demonstrates in-depth understanding and effectively applies learning content when solving problems in a real-world context; understanding is systematic; transfers knowledge and understanding from different fields to a new situation.

This level of achievement allows for the identification of students with marked gifts in certain areas in order to plan actions to promote talents.

Appendix No. 4 Sample of Ordinance No. 11 of September 1, 2016 on evaluation of students' learning outcomes, MES

Art. 7. (1) Assessment is carried out through ongoing tests and exams.

(2) Current examinations are carried out in the process of school education, and exams - in the process of school education, as well as at the completion of a stage and/or degree of education.

Art. 8. (1) Based on the established results of the tests and exams, a grade is set.

(3) Depending on its function, the assessment may be:

1. current evaluation - establishes the degree of achievement of the specific educational goals and provides current information about the results of the student's training;

2. periodic evaluation - establishes the degree of achievement of the educational goals at the end of the academic term and has a generalizing nature for the results of the student's training in the subject and/or module during the relevant term;

3. annual evaluation - establishes the degree of achievement of the educational goals at the end of the academic year and has a generalizing nature for the results of the student's training in the academic subject and/or module during the year;

4. final assessment – establishes the degree of achievement of learning outcomes at the end of a stage, is formed only at the end of the first and second high school stages of secondary education and has a general character for the student's learning outcomes in a given subject and/or module through the relevant stage.

(4) The current, term and annual assessment, as well as the assessment that is given after taking an exam, in cases where it is not weak (2), cannot be changed.

Art. 9. (1) The assessment contains qualitative and quantitative indicators. The ratings that can be given are: excellent (6), very good (5), good (4), average (3), poor (2).

(2) The quality indicator that determines the degree of achievement of the expected learning results is:

1. excellent - the student fully achieves the expected results of the study programs; there are no gaps in knowledge and skills; all new concepts are mastered and the student uses them correctly; possesses the necessary competencies and can apply them independently when solving learning tasks in different situations; his actions are purposeful and lead to a final result;

2. very good - the student achieves, with few exceptions, the expected results of the study programs; shows minor gaps in knowledge and skills; has mastered new concepts and generally uses them correctly; proves acquired competences when performing learning tasks in familiar situations, and often in situations that were not studied in class, although this is done with some uncertainty; his actions are purposeful and lead to a final result, which outside of the studied situations may not be entirely accurate;

3. good - the student achieves the majority of the expected results of the study programs; shows acquired knowledge and skills with small gaps and copes successfully in familiar situations, but needs help in applying them in unfamiliar situations; the majority of new concepts have been mastered; his actions contain inaccuracies, but within the framework of the study lead to a final result;

4. average – the student achieves only individual expected results of the study programs; he has serious gaps in his knowledge and skills; only some of the new concepts are learned; possesses a small proportion of the competencies defined as expected outcomes in the curriculum and applies them in a limited range of algorithmic and studied in-class situations with omissions and errors; his actions contain flaws and rarely lead to a final result;

5. weak - the student does not achieve the expected results of the study programs, set as a threshold value for success and set by the degree of positive indicator "average".

(3) In cases where the quantitative indicator is not defined as a whole number, the qualitative indicator is defined as follows:

1. for a quantitative indicator from 2.00 to 2.99, a qualitative indicator is defined as weak;

2. for a quantitative indicator from 3.00 to 3.49, an average quality indicator is determined;
3. for a quantitative indicator from 3.50 to 4.49, a qualitative indicator is defined as good;
4. for a quantitative indicator from 4.50 to 5.49, a quality indicator is defined as very good;
5. for a quantitative indicator from 5.50 to 6.00, a quality indicator excellent is determined.

(6) On the basis of the established results of the examinations of the students of the I - III grades, grades are given only with a qualitative indicator.

(8) Pupils with special educational needs (SEN) who are taught according to an individual curriculum are given grades with only a quality indicator, which can be: "achieves the requirements", "copes" and "encounters difficulties".

Art. 12. (1) Unless otherwise specified in the relevant curriculum, the minimum mandatory number of ongoing examinations per subject or modules for each academic term is:

1. two current exams on subjects or modules studied according to the school curriculum with up to two study hours per week;
2. three current exams on subjects or modules studied according to the school curriculum with 2.5 - 3.5 study hours per week;
3. four current exams on subjects or modules studied according to a school curriculum with 4 or more study hours per week.

Art. 22. (1) The term assessment (in IV grade) is formed by the teacher, taking into account the student's competences on the educational content of the relevant subject or module studied during the academic term for the acquisition of the general education, extended, profiled preparation.

(2) There is no term assessment for the subjects studied in grades I-III.

(3) Term evaluation is not formed even in the case of training according to individual curricula of students with SOP in the subjects for which the evaluation is based on the qualitative evaluations under Art. 9, para. 8.

(4) For students in the initial stage who received a quality assessment that shows that they have not mastered the competencies defined in the curriculum for the relevant class, or who received a provisional assessment of weak (2) in a certain subject, additional training is organized under Art. 178, para. 1, item 2 of the ZPAO according to the schedule approved by the school director.

Art. 23. (1) The annual assessment is formed by the teacher for the relevant subject or module, taking into account the student's achieved competencies on the academic content studied during the academic year.

1. in the 1st grade, a general annual assessment with a qualitative indicator is formed for all subjects;
2. in the II and III classes, an annual assessment with a qualitative indicator is formed for each subject;
3. from the IV grade, an annual assessment with a qualitative and quantitative indicator is formed for each subject or module.

Art. 34. (2) Remedial examinations shall not be taken by students who are studying in classes I to IV in full-time, individual, independent, distance or combined form of education and whose age is appropriate for that class or exceeds it, but not by more than three years.

(4) For students under para. 2, who study in full-time, individual, distance or combined form and have not mastered the competences laid down in the curriculum for I, II or III grade, or have an annual grade of weak (2) in any of the subjects studied in compulsory or in the elective lessons of the school curriculum in grade IV, additional training is organized during the summer vacation after the corresponding grade under the conditions and according to the order specified in the state educational standard for inclusive education.

Art. 50. (1) The national external assessment under Art. 47, para. 1, item 1 takes place at the end of the 4th grade.

(3) The exams in the national external assessment under para. 1 are in the study subjects Bulgarian language and literature and mathematics and are conducted in the form of a test.

(5) The Bulgarian language and literature test includes a dictation, a text for reading with comprehension and tasks to it - with selectable answers and with free answers.

(6) The math test includes multiple-choice and free-response tasks.

(7) The national external assessment under para. 1 is held in all schools where education is carried out in class IV.

(8) Pupils with SEN who are integrated in the schools in which education takes place in the IV grade and are trained according to individual curricula, take the exams under para. 3 at the discretion of the school personal development support team after discussion with the parent (guardian, guardian, representative of unaccompanied minors and minors seeking or granted international protection).

(9) The student's evaluation of each of the exams under para. 3 is expressed as a percentage of the maximum number of points and is recorded in points that are equated to the grades under Art. 9, paragraph 1.

Art. 53. (1) The assessments under Art. 50, para. 9 are recorded in the certificate for the initial stage of primary education.