

Hope Christian High School PYP Assessment Policy

HCHS Mission Statement

Hope Christian High School is a non-stock, non-profit, Evangelical church-related educational institution that aims to train and transform its students through Academic Development, Spiritual Formation, Personal Enrichment, and Social Awareness.

Guided by its vision, Hope Christian High School seeks to inspire its reflective learning community to acknowledge God's love, obey God's law, develop the self, and contribute to global society.

It's also set to carry out its mission of being committed to continually provide world-class Christian education relevant to the changes and challenges of the times for the glory of God.

IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

HCHS Assessment Philosophy

The HCHS community believes that assessment is at the heart of the learning process, that it informs and guides instruction based on what students know, understand, and apply in real life and where they should be heading. Specifically, it identifies areas of strength and areas for improvement, allowing teachers to adapt instruction to meet student needs, maximize learning and student potential, and at the same time show learning progression and levels of achievements. Furthermore, to be effective, assessment has to be transparent, fair, authentic, and varied in strategies.

A. General Assessment Principles

The HCHS community and stakeholders adhere to the following principles that embody the core values of assessment and believe in the importance of assessment tools and strategies to promote learning progress and maximize learning.

1. Assessment as an ongoing Process

Assessment occurs throughout the learning cycle: before, during, and after the learning process. Teachers develop the unit of inquiry engagement tasks based on what students know, understand, and can do. Students progress through the process of achieving the unit objectives at different rates, and teachers need to adapt the unit of inquiry accordingly, therefore the need to assess throughout the learning process.

2. The Role of Formative Assessment

Assessment for Learning: Assessment to identify learning needs

Before starting a unit of inquiry, teachers use a variety of formative assessment tools to identify gaps in learning and adapt instruction to student learning needs such as the following:

- a. standardized achievement test that the school administers to students to find the school's, section's, and students' achievement and competency levels
- b. diagnostic assessment that teachers develop to find out student content knowledge and performance levels for a particular unit of inquiry.

This may come in the form of approaches to teaching strategies such as I see, I Think, I Wonder; Think, Puzzle, Explore; or KWL and variations thereof.

Teachers build on current student knowledge and skills, reviewing and reteaching concepts that they may have missed but are crucial to their learning progress. In cases where preliminary assessment shows very limited previous knowledge and very low ability to access the regular curriculum, corresponding interventions are recommended to parents.

Formative Assessment Practices

During the learning process, teachers continue to provide and use formative assessments to find out what students are learning and how they are successful in teaching essential concepts and skills. Feedback comes in two categories with examples of common practices:

- a. Feedback that shapes and informs instruction
This may come in the form of quizzes, entrance and exit tickets of various types, and other informal strategies such as thumbs up, thumbs down, thumbs sideways.

These formative assessment strategies allow teachers to inform their instruction: clarify concepts, reteach essential concepts, or provide additional practice to further develop skills.

- b. Feedback and feedforward practices that improve student output
Teachers provide students timely verbal and written feedback about (a) what students have accomplished as shown in formative assessments and (b) what students need to improve moving forward or as part of the learning process. Research-based practices to provide meaningful feedback on formative assessment include class instruction on specific strategies such as the following:
 1. marginal or post-it comments on written assignments,

2. whole class instruction on effective writing organization, revision, and editing based on common needs,
3. peer revision and peer assessment, and
4. one-on-one conferences focusing on individual needs or skills.

Assessment and Learning: Self-reflection and Self-assessment

a. Self-Reflection

In addition, teachers engage students in metacognitive self-reflection of the 'what' and the 'how' of learning. They engage in end-of-unit reflection of (1) concepts they have learned and engagements tasks that worked for them, (2) connections to other disciplines and their own life, (3) changes in or development of important attributes in the IB student profile of becoming better Inquirers, thinkers, communicators, risk-takers, or becoming more principled, open-minded, caring, balanced, knowledgeable, and finally (4) challenges they still face in their own learning.

Some subject groups such as Bible, Music, Art and P.E. require reflection or self-assessment of e-portfolio.

b. ATL Self-Assessment

Students are provided opportunities to self-assess their own critical and creative thinking, socio-communicative, and self-management skills. Students reflect on these skills at strategic points during the process specifically where those skills are focused on in engagement tasks, e.g. collaborative, communicative, and critical thinking self-assessment after a collaborative or group activity. In The Primary Years Programme, teachers explicitly teach Approaches to Learning (ATL) strategies that students use to meet engagement tasks and to become lifelong learners in the following five broad categories of 21st Century Skills:

1. collaborative skills where students need to learn to share, take turns, clarify, take on collaborative roles;
2. communicative skills such as presenting, explaining, persuading while using various media to support their communication skills;
3. critical thinking skills such as comparing, analyzing, respectfully asking for and providing evidence for ideas, evaluating and reflecting on ideas;
4. creative thinking or transferring skills to new situations, composing literary or artistic works, and producing innovative solutions;
5. self-management or self-regulation skills such as planning, organizing, and carrying out inquiries, projects, or activities; and affective skills such as persevering, managing stress, and other socio-emotional skills such as growth mindset.

Students engage in self-reflective skills that assess their own level of achievement in these major categories of Approaches to Learning (ATL) and at the same time think of ways to improve on those skills.

3. Summative Assessment as Evidence of Achievement Levels

Assessment of Learning: Assessment to identify levels of achievement

At the end of a unit, PYP teachers administer summative assessments to determine the level of student performance by comparing student performance using a rubric with criteria descriptors. Details of the types of summative assessment and identified and defined in Sections C, D, and E.

B. General Assessment Practices and Guidelines

Group Summative Assessment

Hope Christian High School values the importance of collaborative skills and provides opportunities to develop these skills in the performance of engagement tasks. Some Summative Performance Tasks may require initial group activity such as scientific investigations but should be carefully assessed based on the individual work done by students. In the case of scientific investigation, the experiment could be done as a group, but the presentation, analysis, interpretation, and evaluation of data should be done individually. This is different from collaborative engagement tasks done in class where students work as a team, whereas the summative assessment performance tasks should be done individually and separately from others.

In cases where collaborative work is necessary to complete a summative assessment task, delineation of each individual's part in the task is essential to assess the individual student's level of achievement and assessed against the subject criteria.

Determining Achievement Levels

HCHS Primary Years Programme provides criteria and descriptors for each of the levels of achievements in each grade level reflecting the continuum of skills in each of the subject areas using both a letter and numerical grade. Teachers use these to assess student work. The descriptors and numerical grade boundaries are defined in Appendix A.

Standardization of PYP Summative Assessments

To validate teacher judgment of PYP levels of achievement and to ensure the reliability of the teacher judgments, the school provides the following process of standardization:

1. Teachers from the same subject or grade review the year level disciplinary and interdisciplinary assessment criteria
2. Summative assessment samples per subject area criterion are chosen by grade leaders or coordinators for standardization.
Name is taken out and given a code indicating student, subject, and year level. This is important to prevent scoring bias and protect the identity of the student.
3. Two teachers separately score the summative or internal assessment and separately submit scores to grade leaders.
4. Grade level leaders tabulate the scores given by the teachers.
5. In cases where there is a discrepancy, teachers justify the score given to the summative or internal assessment providing reason and evidence from the summative output.
6. Teachers recalibrate the score and reconcile the difference.

C. Recording Assessment Results

HCHS monitors, measures, and records student progress and academic development within a specified period of time in the Primary Years Programme through its official learning management system that

parents, and students can access. Monitoring includes personal learning goals and success criteria and involves a variety of strategies and tools to check their development. Standardized tests, rubrics, continuums, exemplars, and checklists are some of the tools used to measure learning.

These assessment tasks are categorized into three groups: (1) summative assessment tasks, (2) formative assessment tasks, and (3) self-assessments and reflections.

Formative Assessments. These assessment tasks are recorded but not graded. These may include quizzes, entry and exit tickets, and other assessment tools identified in section one which teachers use to find out student background knowledge and inform instruction.

Self-Assessment and Reflections. These tasks are the students' own assessment of the developmental progress in the learning process. These may include ATL self-assessments, unit self-reflections, service activities, and self-assessments.

Summative Assessment. Following the Department of Education directions and mandates, all summative assessment and grouped under the following categories:

1. Performance tasks given at the end of each unit of inquiry and are graded according to the criteria published by IB. Teacher judgments based on at least two measures of summative assessment tasks form the sole basis of the PYP grade. Teachers use the criteria to communicate student levels of achievements in each of the objectives of the subjects. The grade is given at the end of the school year.
2. Written Works are unit tests or long quizzes based on the concepts and application of concepts taught during a unit of inquiry.
3. Term Tests are given at the end of every term, usually about three months. These tests can be the second unit of inquiry of every term and are based on concepts and skills or applications of concepts in real-life contexts.

All of the above categories of assessments constitute the basis of the grade reported to parents and students at the end of every term.

D. Reporting Achievement Levels

HCHS uses a variety of ways to report student levels of achievement throughout the school year and their development in the program. They serve as opportunities for the child to identify areas of growth, improve student self-awareness, showcase their academic development, reflect on their progress, and take further action.

Three-way Conferences

The school holds conferences such as teacher-student, parent-teacher, student-led, and three-way conferences. Teacher-student conferences occur frequently to provide students feedback on both their work and skills. This conference happens informally and during class hours. Teacher-parent(s) conference takes place to provide parents information about the students' development and needs, and to define the parents' role in the students' learning. Teachers also take this time to address the parent concerns and

questions while gathering information about the students. This also serves as the venue for setting of the student's goals. Student-led conferences allow students to lead and present their own evidence of learning. Three-way conference involves the student, parents and teacher to collaborate and discuss the child's learning and understanding of the unit of inquiry by presenting their most accomplished samples of work to their parents.

PYP Exhibition

Students also participate in a culminating project in grade 5, the final year of primary education at Hope Christian High School. This exhibition requires every student to display evidence of their understanding of the five essential elements of the PYP as well as share the knowledge they gathered from their inquiry-based project to the school community.

PYP Grade Scales

Hope Christian High School uses two grading systems based on two different scoring scales to identify and report the same levels of achievements.

1. The Primary Years Programme uses well-defined descriptors for each level of achievement.
2. The Department of Education mandates a system of reporting grades with a grade scale of up to 100.

PYP Progress Report

The progress report card is considered a legal document. It is, therefore, imperative that the student handle it with utmost respect and responsibility.

The progress report is given at the end of every term. The computer-generated progress report and student portfolio are released at the end of every term during the Parent-Teacher Conference (PTC). Three-way Conferences (Parent-Teacher-Student Conferences) in grades 1-5 are scheduled during the first and second terms.

Any inquiry about or contest of grades must be submitted in writing to the Department Supervisor within one week after the report card distribution. After this grace period, all grades are considered final.

PYP Final Grades

Summative performance tasks consolidate the students' disciplinary and interdisciplinary knowledge, understanding of concepts, and subject skills defined in the subject group overviews. The results of the summative performance task should also reflect the students' ability to apply these concepts in familiar and unfamiliar real-life and authentic contexts. These summative performance tasks should reflect the complexity and depth of the content and competency standards of the student's grade level.

Formative assessments such as quizzes, entrance and exit ticket, reflections and self-assessments of ATL skills and portfolios are recorded but not graded and are used to support the learning process.

All assessments are recorded throughout the year, while final grades derived from levels of achievements are reported at the end of the school year.

ATL Assessment

Teachers also report to students and parents their assessment of the Approaches to Learning skills that include their participation and level of engagement in class activities. The assessment is reported on a scale of levels of achievements.

E. Department of Education Grading System and IB Programmes

The Department of Education requires the reporting of grades based on the summative assessment categories with corresponding weight. ([DepEd Order No. 8, s. 2015](#)).

Based on the Department of Education guidelines and accreditation level of the school, HCHS reports the computation of the following summative assessment categories every three months. Descriptions of each category are taken from the Department of Education Assessment Guidelines in DepEd Order No.8.s.2015.

1. Summative performance task (50 or 60% depending on subject group See Appendix B)
Demonstrates and integrates student knowledge, understanding, and skills about concepts, topics learned in a specific real-life situation by performing and/or producing evidence of their learning
2. Quarterly Exams or Term Tests (20%)
Synthesizes all the learning skills and concepts learned in an entire quarter
3. Written Works (20 or 30% depending on subject group. See Appendix B)
Assesses learners' understanding of concepts and application of skills in written form. Per Department of Education assessment guidelines, quizzes are recorded but not graded.

Grading Scales: IB and Department of Education Grades

HCHS reports two grading scales to parents: one based on the Department of Education mandated categories and relative weights and the other is that of the PYP. Both grading scales are based on the same summative assessments.

The final grade of the Department of Education—reported on a scale of 100—is based on the average of the three reported grades at the end of each term. On the other hand, the grades at the end of each term for both programmes indicate the progress at that point of time while the final grades show the achievement level at the end of the school year.

Promotion and Retention

The student's level of proficiency should at least reach the Developing (D) Level to be able to progress to the next level. He/She has to undergo remedial classes to further develop and acquire the necessary skills and competencies.

Appendix A

PYP Levels of Achievement

The following table describes the levels of achievement and their equivalent grade boundaries students have attained or earned in each subject area including in the Transdisciplinary Subject.

Level of Achievement	HCHS Grade Boundaries	Descriptors
Beginning (B)	74 and below	The pre-requisite and fundamental knowledge and/or skills and competencies have not been acquired or developed adequately to aid understanding.
Developing (D)	75-82	Possesses the minimum knowledge and skills, but needs help in certain areas, and throughout the performance of authentic tasks.
Approaching Proficiency (AP)	83-89	Developed the fundamental knowledge and skills with little guidance from others; able to transfer understanding through authentic performance tasks.
Proficient (P)	90-97	Developed the fundamental knowledge and skills, and able to transfer understanding independently through authentic performance tasks.
Advanced (A)	98-100	Exceeded the core requirements in terms of knowledge, concepts, skills and competencies, and able to transfer them automatically through authentic performance tasks

Appendix B
Department of Education Grading Criteria

	DepEd Summative Assessment Basis of grade and weighting percentages		
DEPT.	Written Works	Performance Task	Quarterly Exam
English Literacy	30	50	20
Filipino	30	50	20
Science	30	50	20
Numeracy (Math)	30	50	20
Design: TLE and ICT	20	60	20
Art	20	60	20
PE	20	60	20