

Assessment Policy – Primary Years Programme (PYP)

September 2025

Basic Documents:

1. IB Programme Standards and Practices
2. Monnet International School Statute; Internal School Assessment Standards for Grades 1–4 based on the Ministry of Education Requirements Regarding Assessment

1. Introduction and Philosophy

At Monnet International School (PYP), assessment is an integral part of the learning and teaching process. It serves as a tool to understand student learning process, support their academic and personal development, and guide instructional planning. We believe assessment should be holistic, continuous, inclusive, and aligned with the philosophy of the International Baccalaureate (IB), supporting the development of lifelong learners.

Assessment at our school reflects the IB PYP's commitment to student-centered, inquiry-based education. It is purposeful, reflective, and supports all learners in achieving personal and academic growth.

Assessment plays a crucial role in supporting student process of learning and development. Through balanced and well-planned assessment, we aim to nurture independent, reflective learners capable of monitoring and directing their own learning journeys.

2. Purpose of Assessment

At Monnet International School, assessment serves the following purposes:

- **supporting and monitoring student learning and development:** assessment provides insights into each learner's strengths, needs, and progress, guiding targeted support and differentiated instruction.
- **informing instructional strategies and curriculum planning:** teachers use assessment data to adjust instruction, personalize learning experiences, and ensure curriculum alignment with student's needs.
- **providing meaningful feedback to students, teachers, and parents:** constructive and timely feedback is shared with students, parents, and educators to promote a shared understanding of learning goals.

- **measuring and documenting student progress in relation to learning outcomes and IB PYP expectations:** assessment ensures students develop the knowledge, conceptual understanding, and skills outlined in the IB PYP Framework and the Learner Profile.
- motivating to make changes in teaching and learning processes.

3. Assessment Strategies and Tools

Assessment strategies and tools at Monnet International School (PYP) are varied, inclusive, and aligned to the student's developmental needs. Our assessment practices support multiple forms of expression and reflection. These include:

- **observations:** Informal and structured observations document student engagement, behaviour, inquiry strategies, and social skills. This kind of assessment provides insight into how students approach tasks, collaborate with peers, solve problems, apply their knowledge and understanding in real-life situations.
- **performance assessments:** Students apply knowledge through tasks such as presentations, projects, posters, mini-books, experiments, and role-plays. Performance assessments require students to demonstrate their knowledge and skills in an active, often creative way. It moves beyond theoretical tests to give students an opportunity to apply what they have learned. Teachers develop clear criteria for what they expect in performance and then assess students based on how well they meet those expectations. These assessments can be either formative (used to inform instruction) or summative (used for final evaluation).
- **portfolios:** A curated collection of student work showcasing growth over time. These may be physical or digital. It encourages reflection, critical thinking, and self-assessment, helping students track their progress and see how they have improved. They are often used for three-way conferences (in the Paddington Bear Kindergarten) and two-way conferences (in the primary school, grades 0-4) to demonstrate a student's level of achievement. The portfolio is maintained throughout the PYP and returned to students at the end of grade 4.
- **rubrics & checklists:** Tools providing clear, objective criteria for evaluating student work, ensuring consistency and transparency in assessment. Rubrics and checklists provide clear, consistent criteria for evaluating student work. Rubrics outline the expectations for a specific assignment and break down the quality of work into levels (e.g. excellent, good, satisfactory, needs improvement). Checklists list the specific components or requirements that need to be completed for a task or project.

- **anecdotal records & learning journals:** Teachers record observations and reflections on student progress, while students maintain journals to document their learning journey and self-assess their growth. Anecdotal records capture informal, qualitative data about students' progress. Teachers write down observations about a student's behavior, academic progress, and interaction with others. This can help identify patterns, strengths, and areas in need of improvement.
- **continuums:** Visual representations that illustrate the stages of learning development. They depict the progression of achievement and indicate a student's current position within that process.
- **exemplars: Samples** of student work that demonstrate expected quality and are used to guide evaluation of other work. They provide reference points for teachers and students to understand performance expectations.

All these tools mentioned above provide a fuller picture of a student's abilities. A test might only show factual recall, while observations, performances, and portfolios show how students apply knowledge, think critically, and collaborate with others. Many of these tools—like performance assessments, portfolios, and journals—encourage active student involvement, making assessment a more dynamic process. Teachers can use ongoing assessment data to adjust teaching strategies.

4. Types of Assessment

At Monnet International School, we use a balanced range of assessment types to gain a comprehensive understanding of student learning. These assessments serve different purposes at various stages of the learning process and support both teaching and student reflection.

Prior assessment enables to assess initial knowledge, skills, understanding and experiences of students in relation to the topic or the task. It provides an opportunity to refine teaching and learning or meet individual or group needs.

Examples include:

- mind-maps
- provocations
- quizzes
- discussions
- written assignment

- observations

Formative Assessment is ongoing and embedded in daily learning that helps teachers plan the next steps in the teaching and learning process. It supports students by:

- identifying areas of strength and those needing improvement
- informing teaching adjustments during the learning process
- encouraging student reflection and goal-setting
- providing regular and frequent feedback.

Examples include:

- quizzes
- peer reviews
- class discussions and participation
- homework and exit tickets
- observations
- written assignment or handouts

Summative Assessment evaluates student learning at the end of a learning cycle or unit of inquiry. It provides evidence of understanding, knowledge acquisition, and skill development. It can assess more than one element at the same time and become a valuable source of information about student's level of understanding of the central idea. Summative assessment is especially valuable when it motivates students to take action.

Examples include:

- end-of-unit assessments
- final projects (models, experiments, lapbooks, posters) or essays
- presentations (oral, interactive or videos)
- performance tasks
- quizzes

Self-Assessment encourages students to actively engage in the learning process. They reflect on their own learning to:

- recognize strengths and areas for improvement, and take ownership of their learning journey,
- identify progress toward learning goals,
- take responsibility for their growth,
- build metacognitive awareness which helps them become independent learners.

Techniques used:

- **rubric-based self-assessment** - a scoring guide used to evaluate a student's performance based on specific criteria. Students use a rubric to assess their own work against set expectations.
- **checklists** - students ensure that they have met all the requirements of a task or assignment. This method helps them stay organized and provides a tangible way to assess whether their work is complete and of high quality.
- **self-rating scales** - involving students evaluating their own performance based on a scale (e.g., 1-5 or 1-10) to assess how well they have met learning objectives or completed tasks.
- **portfolios** - a collection of a student's work over time that demonstrates their learning progress. Students review their portfolio periodically, reflecting on their growth and identifying areas for improvement.

Peer Assessment - students assess and provide feedback on one another's work using structured criteria. It promotes collaboration, helps develop critical thinking, empathy and enhances communication skills.

Techniques include:

- "Two Stars and One Wish" feedback
- "Even Better If; What went well; Next time you can" (rubrics)
- Oral and written comments
- Exit slips with peer feedback

5. Reporting Assessment

Assessment information is communicated regularly and transparently to all stakeholders.

- **report cards:** students and their parents receive reports showing students' progress twice a year - after the first semester and at the end of the year. Each report contains information about Polish core curriculum and the IB PYP. Descriptive assessment is provided to parents in the form of a **table**, listing educational skills at various stages of learning. Behaviour is assessed descriptively. The report includes Learner Profile Attributes, Approaches to Learning, understanding of concepts, subject-specific knowledge and skills, and teachers' written feedback.
- **parents-teacher conferences:** parents have the opportunity to talk to the teacher.

In the Paddington Bear Kindergarten meetings held once a year at the beginning of the school year. In the primary school (Grades 0-4) meetings held twice a year, during which the homeroom teacher meets with all the parents. During the meeting, there is an opportunity to discuss current issues and class-wide issues, plans for the coming months and the

successes and difficulties that the children are dealing with.

Individual meetings with the homeroom teacher can be organized on demand in both kindergarten and primary school by both the parent and the teacher, who need an individual discussion of the student's progress.

- **student-led conferences:**

A three-way conference (student–parent–teacher) in the Paddington Bear Kindergarten takes place after each Unit of Inquiry. During this time, the student becomes the host of their classroom and, with the support of the homeroom teacher, shares what interested them in the Unit of inquiry and what they have learned.

In the primary school, this type of conference continues in the form of a two-way conference (student–parent), where the student, without the teacher’s assistance, tells the parents about various activities undertaken in the Unit of Inquiry.

A Three-way conference in the primary school (grades 0-4) is a meeting of a parent, student and teacher. This type of meeting is held twice a year - at the beginning and at the end of the school year. The meeting held at the beginning of the year gives the students the opportunity to recognize and define their strengths and difficulties, as well as set goals for the upcoming school year. The end-of-year meeting allows students to engage in self-reflection and share it with both the parents and the class teacher.

- **digital platforms and learning management systems**

The school uses several different ways of communicating with students and their parents:

- MS Teams: this platform is used for remote communication with students, placement of materials for absent students, and keeping a calendar of events. Through this platform, parents can sign up for two-way conferences after each completed unit of inquiry.
- Librus (electronic school register): a platform for tracking student attendance, grades, progress, monitoring their behavior, and is one of the forms of communication with parents.

6. Ministry of Education Requirements Regarding Assessment

The internal school assessment standards are based on the **Regulation of the Minister of National Education of 22 February 2019**, concerning the conditions and methods of assessing, classifying, and promoting students and listeners, as well as conducting exams and tests in public schools, as amended.

Polish

Certificates

For students in Grades 1–4, an **official Polish certificate** is given at the end of the school year. Certificates for Grades 1–3 are provided in a descriptive format, while Grade 4 certificates follow the format described below.

- Starting from Grade 4, **ongoing, mid-year, and annual classification grades** for compulsory subjects are expressed in numerical marks according to the following scale:

- **Excellent** – 6 (abbr. *cel*)
- **Very Good** – 5 (abbr. *bdb*)
- **Good** – 4 (abbr. *db*)
- **Satisfactory** – 3 (abbr. *dst*)
- **Pass** – 2 (abbr. *dop*)
- **Fail** – 1 (abbr. *ndst*)

Grade

Descriptions:

- Excellent (6)** – Knowledge, skills, and achievements exceed the educational requirements of the core curriculum and the teacher’s program (IBO Scope and Sequence documents). The student demonstrates independence in acquiring knowledge and skills and participates in competitions and academic contests.
- Very Good (5)** – The student fully meets the educational requirements of the core curriculum and the teacher’s program, independently solving complex problems and tasks.
- Good (4)** – The student’s mastery of knowledge and skills is incomplete but does not predict difficulties in learning subsequent content; the student independently solves typical tasks.
- Satisfactory (3)** – The student has mastered only the basic knowledge and skills, which may cause difficulties in learning further content; the student attempts to solve typical tasks.
- Pass (2)** – The student has acquired the knowledge and skills to a minimal extent, raising concerns about further education at this stage.
- Fail (1)** – The student clearly does not meet the educational requirements, making it impossible to continue learning the subject content.

- Students and parents are informed **one month before mid-year and annual classification** if a failing grade (1) may prevent promotion to the next grade.

- For classwork and tests, the following **percentage scale** applies:

- Excellent / *Celujący* (6): 99–100%
- Very Good / *Bardzo dobry* (5): 87–98%
- Good / *Dobry* (4): 68–86%
- Satisfactory / *Dostateczny* (3): 51–67%
- Pass / *Dopuszczający* (2): 36–50%
- Fail / *Niedostateczny* (1): 0–35%

Behaviour Assessment

- Mid-year and annual behavior grades are determined according to the following scale:

- Exemplary (*Wzorowe*)
- Very Good (*Bardzo dobre*)
- Good (*Dobre*)
- Satisfactory (*Poprawne*)
- Unsatisfactory (*Nieodpowiednie*)
- Reprehensible (*Naganne*)

2. The behavior grade is assigned by the homeroom teacher in the cooperation with subject teachers.
3. The behavior grade **does not affect subject grades** and **cannot influence promotion to the next grade or school completion.**

7. Inclusion and Differentiation in Assessment

At Monnet International School, we recognize that each student is unique, with different learning styles, strengths, and challenges. Our assessment practices are designed to be inclusive, equitable, and responsive to diverse needs, ensuring that all students have opportunities to demonstrate their understanding and progress.

Strategies for Assessing Diverse Learners

To support all students, we implement a variety of assessment methods that cater to different learning preferences and abilities:

- **multiple assessment formats:** we use written, oral, visual, and hands-on assessments to allow students to showcase their knowledge in ways that best suit them.
- **flexible assessment approaches:** students can demonstrate their learning through projects, presentations, role-plays, discussions, and digital media.
- **student choice & voice:** whenever possible, students have the opportunity to select assessment formats that align with their strengths and interests.
- **scaffolding:** assessments are structured to gradually build skills and confidence, ensuring all students can engage successfully.

Accommodations for Students with Special Educational Needs (SEN)

We are committed to providing appropriate accommodations for students with diverse learning needs, ensuring fair and meaningful assessments. These accommodations include:

- **modified assessments:** adjusting the complexity or format of tasks to match individual learning needs.
- **extended time:** providing extra time for students who require a slower pace to process and complete assessments.
- **alternative assessment methods:** offering oral instead of written responses, visual representations, or hands-on demonstrations for students who struggle with traditional assessments.
- **assistive technology:** utilizing tools such as speech-to-text software, enlarged print materials, and digital platforms to support accessibility.
- **individualized support:** providing one-on-one guidance, additional explanations, or peer support as needed.

Culturally Responsive and Fair Assessment Practices

Our assessments are designed to be culturally inclusive and free from bias, ensuring that all students feel represented and valued. To achieve this, we:

- **use contextually relevant materials:** selecting texts, problems, and examples that reflect diverse cultures and perspectives.
- **encourage multilingual expression:** allowing students to use their mother tongue when necessary to ensure comprehension and clear expression of ideas.
- **avoid culturally biased questions:** ensuring that assessment tasks do not disadvantage students from different cultural backgrounds.
- **promote equity in grading:** using rubrics and objective criteria to maintain consistency and fairness in assessment outcomes.

These practices promote fairness, accessibility, and a safe environment for all learners to express and extend their understanding. By fostering an inclusive and differentiated approach to assessment, we empower all students to reach their full potential and take ownership of their learning journey.

8. Professional Development for Teachers

At Monnet International School, we are committed to ensuring that all teachers are well-equipped to implement effective, reflective, and consistent assessment practices aligned with the IB PYP philosophy.

Our school provides:

- **workshops and training sessions** focused on IB PYP assessment principles, strategies, and tools.
- **collaborative planning meetings**, which often include **mini-workshops** or guided sessions dedicated to refining assessment practices, calibrating expectations, and sharing best practices. Peer-to-peer tutoring and observation opportunities are also an important part of our professional development plan.
- **peer observations and reflective discussions**, where teachers observe one another and provide feedback on assessment strategies in action.
- **use of IB resources**, including Programme Standards and Practices, assessment exemplars, and publications, to stay current with evolving expectations.
- **participation in IB-accredited workshops and external conferences** for deeper exploration of assessment and learning design.

Through these practices, our teachers maintain a shared understanding of assessment, ensuring coherence and quality across the learning community.

9. Policy Review

The Assessment Policy is reviewed annually during planning meetings and professional development sessions to ensure it remains relevant and aligned with IB expectations and the needs of our learning community. The policy is communicated to students in age-appropriate language and published on the school website to ensure accessibility for all stakeholders, including parents and prospective families. Key elements are highlighted during parent information sessions and integrated into teacher onboarding and ongoing training.