



# **ASSESSMENT POLICY**

**GLOBAL ME - JARDINS**

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## **MISSION**

Our mission is to foster the development of curious, creative children who are passionate about learning, autonomous, active in their communities, and engaged in contributing to a better and more peaceful world through respect and understanding of differences.

We believe that children have the whole world inside themselves, and this is the potential we want to help them reach.

## **COMMITMENT**

We are committed to providing an environment where students, parents, teachers, and staff are aligned with the same goal: to promote a school atmosphere that enhances each child's confidence, agency, creativity, and critical thinking.

## **VALUES**

Global Me is a school grounded in the socio-constructivist ideas of Piaget and Vygotsky, inspired by the Reggio Emilia approach conceptualized by Loris Malaguzzi. Here, we view children as active protagonists in their own learning process, teachers as co-authors of this process, and families as co-participants and co-responsible for their children's development. To this end, our pillars are cognitive development, physical, social and emotional development, health and well-being. Reflection, ethics, respect for others, oneself, and the environment are values that permeate our actions.

# **ASSESSMENT POLICY**

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## **PRINCIPLES OF ASSESSMENT**

Global Me believes that assessment plays a very important role in early education as a means to gather evidence of learning to inform and adjust teaching practices aiming at enhancing child cognitive development, as well as to inform children about their learning and how they learn best, contributing to the development of the foundations of metacognitive skills that will enable learners to be experts in their own learning. Assessment should be designed to have an integrated role in teaching and learning.

"Assessment is characterized by a process of interpretation-intervention regarding the development of teaching and learning, with the aim of ensuring it, improving it, directing it, and, ultimately, providing effective conditions for teaching and learning to occur successfully."  
(SILVA;HOFFMANN;ESTEBAN, 2003, p.39 apud LIBERALI;MEGALI;VIEIRA, 2022, p. 56)

As a school inspired by the Reggio Emilia approach, we take pedagogical documentation as the central point for assessment in the Early Years. In Reggio, the activity of documenting children's projects and play is understood both as a form of assessment and as a research methodology.

As assessment, Reggio educators understand it as an informal and ongoing act of reflection: children pause to reflect, take time to evaluate where they are, and consider their relationship to the goal they hope to achieve. This type of assessment does not occur after learning, but happens simultaneously with it. Documentation is both a product and a process that seeks to represent, through words and images, the play and learning of groups and individuals.

The educational journey becomes concretely visible through documentation that carefully considers data related to the proposals. This can involve the use of verbal, graphic, and written tools, as well as audiovisual technologies.

Rich documentation is created and used as the experience unfolds, becoming an inseparable part of it. Through documentation, children and adults

have the opportunity to revisit, both individually and collectively, the work and activities they planned and completed.

This documentation:

- makes visible each child's learning processes and strategies
- allows the experience to be reread, revisited, and reassessed over time
- can transform learning from an epistemological point of view
- is essential for metacognitive processes and for the understanding of both children and adults

**The PYP four dimensions of assessment: Monitoring learning, documenting learning, measuring learning and reporting on learning** are present in our assessment policy.

## **PURPOSE OF ASSESSMENT**

### **Assessment OF, FOR and AS Learning**

At Global Me we do not rank students or use summative assessment to move students from one grade to another. Summative assessment is evidence of learning and helps differentiate instruction so as to cater for specific learning needs. While formative assessment focuses on identifying what knowledge, skills and understanding that students have not developed yet.

Taking that into consideration, summative assessment, or assessment *OF* learning, helps teachers and school staff reflect upon strategies used, learning contexts that triggered investigation and student engagement. These elements inform planning of the next transdisciplinary theme, at the same time as enhancing teaching practices for the following year.

“For formative assessment, the aim is to provide detailed feedback to teachers and their students on the nature of students’ strengths and weaknesses, and to help develop their capabilities”

PYP Principles of Assessment

Assessment *FOR* learning is formative assessment that happens during the unit of inquiry. It happens during the teaching and learning process gathering both quantitative and qualitative evidence. The purpose is to understand how children are learning, what they are curious about, how they are developing socially, emotionally and cognitively.

Assessment AS learning encourages students to take responsibility for their own learning. It begins in G5, when students become aware of the goals of instruction and the success criteria for performance. It involves goal-setting, monitoring progress, and reflecting on results.

Assessment as learning aims at developing the approaches to learning: thinking skills, research skills, communication skills, social skills and self-management skills.

Effective PYP assessment practice holistically integrates assessment for, of and as learning (Harlen, Johnson 2014) to support learning and teaching.

## **WHAT IS ASSESSED IN EARLY YEARS**

### **1. Transdisciplinary Learning**

Understanding through play and experiences related to the six transdisciplinary themes.

### **2. Approaches to Learning Skills**

Focus on social, communication and self-management skills.

### **3. Learner Profile Attributes**

Teacher observes attributes such as caring, inquirer or risk-taker in natural settings.

### **4. Conceptual Understanding**

Early development of key concepts like form, function and connection in age-appropriate ways.

### **5. Language Development**

Observing oral language, symbolic representation, emergent writing and communication through arte, body and materials.

## **ASSESSMENT PRACTICES**

### **MONITORING LEARNING**

Learning is monitored by observation, note-taking, picture taking and video recording. It happens daily and informs planning and guides action and differentiation of learning.

Teacher observations are the core of assessment in the early years education, enabling teachers to better prepare documentation and to report on learning.

## **Tools and Strategies**

<b>Strategy/Tool</b>	<b>Purpose</b>
Anecdotal Records	Short narrative observations during play/inquiry
Learning Stories	Descriptive, reflective narratives that highlight progress and voice
Photo and video documentation	Capture learning moments visually; used for reflection and sharing with families

In the early years, teacher observation, especially at play, builds a clear picture of students' general development (cognitive, social and physical) and their interests.

## **DOCUMENTING LEARNING**

Documentation is the compilation of evidence of learning. It enriches teacher reflection for action and provides accurate information for teacher-parent conferences and for the elaboration of learner reports.

### **Assessment OF learning includes:**

#### **1) Individual Learner Reports at the end of each semester.**

- Pedagogical documentation that will inform the writing of individual reports;
- Reports are anecdotal summaries of learning through the semester;

- Reports include language development, literacy development, numeracy development, physical development and social development;
- Reports include pictures that illustrate learning experiences.

## **2) Events in which students showcase their learning.**

At the end of each unit of inquiry parents are invited to school to see what students have produced during the investigation process. Productions are displayed in the classroom and families go over the path students took during inquiry and the hypothesis they created.

## **3) Assessment of learning also include:**

- Portfolios
- Books written by students
- Notebooks
- Pieces of Art
- Pictures of classroom activities
- Songs and videos produced by students.

### Assessment FOR learning includes:

- Initial diagnosis of students' prior knowledge about the transdisciplinary theme;
- Observation of students' questions and hypotheses about the theme to inform planning for the following lessons;
- Group reflections, led by the teacher, about what students did not know before and know now after finishing each stage of the project.

### Assessment AS learning includes:

- Engaging students in reflecting on their learning
- Collecting evidence of students' understanding and thinking
- Using representative examples of students' work or performance to provide information about student learning
- Self assessment based on KWL charts and SOLO Taxonomy rubrics (G4 and G5)

## REPORTING ON LEARNING

### **Tools and Strategies**

<b>Strategy/Tool</b>	<b>Purpose</b>
Portfolios	Collection of student work and reflections over time
Rubrics*	Track developmental milestones or ATL skill progress
Learning Walls	Visual tracking of inquiry journey in the classroom
Parent Input and Conferences	Family insight into progress and experiences

\*APPENDIX 1

## ASSESSMENT PRACTICES AT GLOBAL ME

### **Assessment Strategies:**

#### Sensory Context

#### **1. Ongoing Observation (Formative)**

During the activities, the teacher observes how children use materials in different situations (e.g., exploring textures, listening to sounds, identifying smells, etc.).

The teacher notes how children ask questions, exchange ideas with peers, and engage with the materials.

#### **2. Learning Portfolio**

Each child has a portfolio where they record their discoveries from the experiences.

They can create drawings, collages, or even include photos to represent what they felt during the activities.

#### 4. **Creative Exhibition**

At the end of the activity, children take part in a small exhibition where they present what they have learned. They may talk about what they enjoyed most or share a drawing they made, explaining which sense they used.

**Assessment:** The ability to communicate, use language, and reflect on their learning (even in a simple way) is an important aspect of the assessment.

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#### 5. **Peer Assessment and Feedback**

Children have opportunities to interact with peers to share their sensory experiences and express what they learned from each other.

**Example:** While feeling water at different temperatures, one child may explain to another what they felt and thought. The teacher can document these moments of exchange and reflect on the children's interaction.

#### **Example Feedback:**

- *For Child A:* "You did a great job explaining what you felt when you touched the ice! Now try to describe a bit more about what you felt when comparing the ice to the warm water."
- *For Child B:* "You identified the temperatures really well. I really liked the way you described what you felt. Next time, you could also try drawing what you felt."

#### **GUIDED REFLECTION**

Children are guided in a simple reflection on what they learned. This can be done through questions posed by the teacher, such as:

- “Which of your senses did you use the most?”
- “What did you enjoy feeling the most?”

Sample:

## APPENDIX 2

At Global Me, assessment is based on active participation, personal expression, and the ability to reflect on the learning experiences. We see both learners and educators as inquirers and lifelong learners. In alignment with the PYP approach to assessment we recognize the importance of assessing the process of inquiry as well as the product of inquiry with the goal of integrating and supporting planning and teaching practices.

**September 2024**

**Reviewed in May 2025**

**Review Cycle: Every two years**



## **G5 - HOW WE EXPRESS OURSELVES**

## SUCCESS CRITERIA

<b>LEARNER PROFILE</b>	<b>COMMUNICATORS</b>	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
	<b>RISK-TAKER</b>	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
	<b>OPEN MINDED</b>	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
<b>ATLS</b>	<b>THINKING SKILLS</b>	Evaluating • Organize relevant information to formulate an argument. Consider ideas from multiple perspectives. Practise “visible thinking” strategies and techniques. Ask “what if” questions and generate testable hypotheses. Help others develop conceptual understanding and skills. Identify strengths and areas for improvement. Record thinking and reaction processes.
	<b>COMMUNICATION SKILLS</b>	Give and receive meaningful feedback and feedforward. Use and interpret a range of terms and Symbols. Use appropriate forms of writing for different purposes and audiences. (S&S IB PSPE P1 IN) take turns (S&S IB PSPE P1 IN) listen respectfully to others S&S IB PSPE P1 IN) celebrate the accomplishments of others
<b>INQUIRY CYCLE</b>	<b>LINE 1 Music as a reflection of cultural identity and change.</b>	(S&S IB L P1 WL) use their own experience as a stimulus when drawing and “writing” (S&S IB L P1 WL) show curiosity and ask questions about written language (S&S IB L P1 WL) participate in shared writing, observing the teacher’s writing and making suggestions
	<b>LINE 2 Using imagination to create artworks</b>	Manifestar interesse e respeito por diferentes culturas e modos de vida.

	<b>LINE 3 We can represent stories and themes in different ways</b>	<p>(EI03EF06) Produzir suas próprias histórias orais e escritas (escrita espontânea), em situações com função social significativa.</p> <p><b>(S&amp;S IB L P2 LS)</b> talk about the stories, writing, pictures and models they have created</p> <p><b>(S&amp;S IB L P2 LS)</b> begin to communicate in more than one language</p> <p><b>S&amp;S IB L P2 WL)</b> Select and reread favourite texts for enjoyment</p> <p><b>(S&amp;S IB L P2 WL)</b> Participate in shared reading, posing and responding to questions</p> <p><b>(S&amp;S IB L P2 WL)</b> Listen attentively and respond actively to read aloud situations; make predictions, anticipate possible outcomes</p> <p><b>(S&amp;S IB L P2 WL)</b> instantly recognize an increasing bank of high frequency and high-interest words, characters or symbols</p>
	<b>Math</b>	<p>(EI03ET07) Relacionar números às suas respectivas quantidades e identificar o antes, o depois e o entre em uma sequência.</p>

## APPENDIX 2

### EARLY YEARS REFLECTION TOOLS

LEARNER	
THEME/CENTRAL IDEA	
TEACHER	

HOW DID YOU FEEL ABOUT YOUR LEARNING TODAY?
WHAT WAS YOUR FAVORITE PART OF TODAY?
WHAT DID YOU BUILD/CREATE/DISCOVER TODAY?

CAN YOU SHOW ME SOMETHING YOU ARE PROUD OF?