



# **ASSESSMENT POLICY**

**GLOBAL ME**

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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 each child holds an entire world within them—rich with ideas, potential, and the power to shape their own learning journey.

## 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, 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

## GLOBAL ME

### PRINCIPLES OF ASSESSMENT

Global Me believes that assessment plays a very important role in 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.

### **Culture of Student Development – IB Learner Profile**

At **Global Me**, in addition to academic assessment, we also observe **students' development based on the IB Learner Profile attributes**.

This observation aims to provide students with feedback on their progress in developing key attributes that foster lifelong learning and global citizenship.

#### **IB Learner Profile Attributes**

Students are observed on how they demonstrate attributes such as:

- ✓ **Inquirer** – Curiosity, independent research, and a love for learning.
- ✓ **Knowledgeable** – Exploration of ideas and connections across disciplines.
- ✓ **Thinker** – Critical and creative problem-solving skills.
- ✓ **Communicator** – Effective expression and collaboration.
- ✓ **Principled** – Integrity, fairness, and responsibility.
- ✓ **Open-Minded** – Respect for different perspectives and cultures.
- ✓ **Caring** – Empathy and a commitment to helping others.
- ✓ **Risk-Taker** – Confidence in facing challenges and trying new things.
- ✓ **Balanced** – Well-being and time management between academics and personal life.
- ✓ **Reflective** – Self-awareness and continuous improvement.

#### **ATL and Conceptual Understanding**

The approaches to learning are assessed by the end of the units in one-o-one meetings between teachers and students. Besides that, during the transdisciplinary units students create Mind Maps and they keep a notebook where they have self-assessment forms and their own notes about each project having the opportunity to reflect on their student culture and engagement. Another common practice is to have Peer feedback where students have the opportunity to exchange ideas about their work and learn from each other.

## **Student Agency**

In the beginning of each unit, after the students are provoked to think about the Central Idea, the teachers share the lines of Inquiry with the students and they are invited to build a KWL chart to reflect together about the central idea and the chart is revisited across the unit. We also motivate agency with the following activities:

- Activating prior knowledge through brainstorming
- Engaging in self-assessment to reflect on learning
- Conducting independent research to bring information back to school
- Taking thoughtful notes to document key insights
- Formulating interview questions for peers and teachers
- Organizing collaborative work groups with shared goals
- Selecting appropriate manipulatives for hands-on activities
- Co-creating posters and displays to represent collective understanding
- Rotating roles to develop diverse skills within projects
- Supervising the library to foster shared responsibility
- Supporting and mentoring peers during activities
- Managing their agenda and deadlines with autonomy

## **Inclusive Assessment**

The assessment of students in inclusive education should be understood as a permanent and continuous process, aimed at identifying educational strengths and needs, while respecting individual differences and considering the dynamics among the various factors that involve the student. Therefore, assessment is carried out with the purpose of understanding the learning journey and promoting meaningful progress, by removing barriers that may hinder or prevent the schooling process. In this context, support actions are implemented during assessment activities, such as prior reading of texts, adaptation of content, breakdown of question, individual mediation, highlighting and detailing of commands, adult-assisted reading, differentiated environments, oral responses with teacher as scribe, differentiated formatting and extended time, in order to ensure the student's effective participation and learning, according to their individual possibilities.

## **Family involvement**

“It takes a whole village to raise a child” (African Proverb)

Guardians are constantly invited to participate in school activities and events that bring evidence of student learning. By the end of each semester, formative and summative assessments are shared with guardians and a meeting is held by the head teacher and coordinator so we can guide parents through the achievements and challenges set for each student. We also hold two events called “Celebrate

Learning”, one in the first semester and the second in the second semester, which is an occasion where we can walk parents through the learning process during the projects.

### **Portfolios**

Portfolios serve as a powerful tool to document and register each student’s unique journey through exploration and inquiry. As students engage with different lines of inquiry, portfolios provide a structured space where they can reflect on their learning process, make connections between concepts, and showcase their evolving understanding. By regularly updating their portfolios, students take ownership of their educational journey, enabling them to track their growth, demonstrate critical thinking, and express creativity. This ongoing process not only supports assessment but also encourages students to deepen their engagement and take pride in their accomplishments.

### **Peer Assessment and Feedback**

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

### **Self-assessment (GUIDED REFLECTION)**

Learners 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?”

### **Weekly News**

Informative documentation sent weekly to families for them to follow up on the development of the UOI. Report on group activities, **investigation**, development of the **learner profile** and **approaches to learning**.

**Central idea** and **lines of inquiry** are visible, as well as each step of the inquiry cycle: tuning in, finding out, sorting out and going further.

## WHAT IS ASSESSED IN EARLY YEARS

### **1. Transdisciplinary Learning**

Understanding through play and experiences related to the six transdisciplinary themes. Formative and summative assessments are reported on portfolios and on the child developmental report.

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

Focus on social, communication and self-management skills.

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

The 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 art, body and materials.

## 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
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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 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.

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

**ASSESSMENT PRACTICES - ELEMENTARY**

**Assessment System - Elementary**

At Global Me, we conduct **assessments every three months**, ensuring a continuous and structured approach to measuring student development. Our system is based on a **numerical grading scale from 0 to 10**, allowing for clear and objective evaluation of student progress.

We divide our assessment into **three key stages**, ensuring a balance between **formative and summative assessment**:

### **A1 – Notebook, and Homework Engagement (Formative Assessment - 10%)**

This stage evaluates **student engagement, organization, and reflection** through various tools such as:

- **Notebook analysis**, assessing consistency and depth of work.
- **Homework engagement**, ensuring responsibility and practice outside the classroom.

### **A2 – Formative Assessment Activity 1 (50%)**

A **structured activity** designed to check students' understanding of a particular content. This may include:

- **Quizzes**
- **Oral presentations or debates.**
- **Written reflections or problem-solving tasks.**
  
- **Projects**, encouraging inquiry-based learning and creativity.
- **Case studies or practical applications.**
  
- **Collaborative assignments or experiments.**
- **Concept maps or comparative analysis tasks.**

### **A3 - Final Trimestral Evaluation (Summative Assessment - 40%)**

At the end of each term, students complete a **summative evaluation**, which serves to measure **overall learning and content retention**. This may take the form of:

- **Written exams** covering key concepts from the trimester.
- **Extended essays or research-based assessments.**
- **Performance tasks or cumulative projects.**

By structuring assessments this way, we ensure that students are **continuously monitored and supported throughout their learning process**, rather than evaluated solely through high-stakes exams.

Formative assessment occurs throughout the trimester, while summative assessment takes place at the end. The A1, A2, and A3 grades are combined to form one part of the overall grade, while the summative assessment makes up the other. The final student grade is then calculated by averaging these two components. Students are expected to achieve a minimum grade of 6.0 to advance to the next grade. This grade system aligns with the Brazilian Educational Standards.

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**

**Teacher review dates:** October 21, 2024; May 19, 2025; March 11th, 2026