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# Assessment Policy

評価についての方針

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# Wakakusa Kindergarten

*The launch pad for infinite learning, dreams and possibilities.*

## School Mission

We believe that  
our lives and growth are based on our connections with others  
(interdependent co-origination) and  
we learn mutually with gratitude and respect toward them.

~Our 5 educational objectives~

Student centered

Play based Inquiry learning

Harmonious living

Communication

International Mindedness

## Our visions

Nurturing individuals to become lifelong learners  
with a harmonized heart, body and mind.

To educate our children to contribute to world peace,  
full of confidence to resolve issues and knowing the joy in  
helping others.

~Our 5 core values (5Cs) ~

Compassion

Commitment

Creativity

Challenge

Cooperation

All teachers and staff members share the philosophy and values described above and are putting them into practice following the “Kindergarten Education Guidelines” established by the Ministry of Education, Culture, Sports, Science and Technology and are incorporating teaching methods developed by the International Baccalaureate Organization.

# Assessment Policy in Wakakusa Kindergarten

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# Assessment in Wakakusa Kindergarten

## 1. Our targets and purposes of Assessment

At our kindergarten, both students and teachers will participate and conduct continuous and systematic assessments of both, the learning processes and the outcomes. This evaluation is intended to clarify the following points according to the development of each student.

- To know students' interests
- To assess students' knowledge, understanding, learning abilities and feelings
- To clarify students' developmental stage of learning
- To provide the most effective environmental settings and teaching methods for students

We believe that effective assessment and feedback help students gain confidence in their learning. We also believe that the assessment and feedback enable students to clarify their path to the next stage, so that they can become more ambitious and they will gain deeper and more extensive knowledge.

Teachers can thereby reflect on the learning environment and the effectiveness of their teaching method in order to provide a more thoughtful teaching style for the students.

Parents will have an opportunity to deepen their understanding of their child's growth, share the joy of their child's development and support their future learning.

As described above, our assessment is to support the entire school community of students, teachers and parents. It aims to bring a continuous improvement to the entire educational program.

## **2. Assessment strategies**

Assessment will be conducted according to the following timeline.

① **Formative assessment** : To promote learning by giving regular and frequent feedback.

This is to gain information about the students' prior knowledge and ability. It is used in order to plan the next stage in learning. This assessment and teaching are directly linked and function purposefully together. This will include engaging students in reflecting on their learning and assessing work produced themselves and by others. This helps learners to foster enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success.

② Summative assessment : The assessment about the outcome of learning

Summative assessment is the culmination of the teaching and learning process. It gives the students opportunities to demonstrate what has been learned. It can assess several elements simultaneously: it informs and improves student learning and the teaching process; it measures understanding of the central idea; and promotes students towards action.

For more accurate and effective assessment, we need three elements: 1) **Recording**, 2) **Assessing**, 3) **Reporting**; at each of these stages. The three elements are implemented by a broad range of approaches, as shown in the next section.

## 2 - 1 ) Recording and Assessing Strategies

Teachers use a range of strategies to record and assess students' learning and performances. This includes student to student and student to teacher conversations, general comments, descriptions, drawings, photos and video recordings.

### Observation

All students are regularly observed, with the teacher's focus varying from a wide range (e.g. focusing on the whole class) to close up (e.g. focusing on an individual or one activity), also as a non-participant (students' reactions while not being directly

involved) to participant (students' reactions when involved).

### **Performance assessments**

The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems to see how students solve them. In these tasks, there are numerous approaches to solve the problem with rarely only one correct response.

### **Process-focused assessments**

Students are observed often and regularly, and the teachers' observations are recorded by noting typical as well as non-typical behaviors. Multiple observations are collected to enhance reliability, and synthesizing evidence from different contexts to increase validity.

### **Selected responses**

Single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.

### **Open-ended tasks**

Situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution.

## **2 - 2 ) Assessment Tools**

Teachers use one or more of the following tools appropriate for the content of the program to collaboratively analyze and evaluate students' learning. Students conversations, comments, descriptions, drawings, photo images and videos etc. will be also used as the evidences.

### **Rubrics**

An established set of criteria for rating students' learning. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.

### **Exemplars**

Samples of students' work that serve as concrete standards against which other samples are judged.

### **Checklists**

Data Checklists. These provide a list of specific indicators to be shown. They include lists of information, data, attributes or elements etc. Teachers check off what has been achieved.

### **Anecdotal records**

Brief written notes based on observations of students' 'Learning Story'. They are focused, and extended observations that can be further analyzed at a later date.

## Continuum

Visual representations of the students' learning during developmental stages. They show a progression of achievement to identify where a student currently is in a process.

## **2 - 3 ) Reporting Documentation**

The school will share information on a daily basis among teachers and staff members in order to increase the reliability and legitimacy of the assessment. The school will provide each student and their parents an evaluation of the student's progress in the following ways.

### Portfolio

A portfolio is a visual record to celebrate and demonstrate each student's progress with learning. It highlights the growth, higher-order thinking, creativity, assessment strategies, the success, and reflective thoughts of each student. The portfolio acts as a lasting memory, celebrating an active mind at work. Furthermore, it enables students to reflect along with teachers, parents and other peers in order to identify their strengths and growth as well as areas needing improvement from which individual goals can be set, and teaching and learning plans can be established. Therefore, teachers and students must work together when making their portfolios, carefully choosing what to preserve. This process gives students a chance to think about their own learning and growth.

## The written report

A document that summarizes each student's learning progress and outcomes for the school to report to parents at the end of each unit. This will eventually be stored in the portfolio.

## Blog

The school has set up a blog page called "Life in Wakakusa Kindergarten" on its homepage. Teachers, assistant teachers and subject teachers will keep informing about students' school life and their activities.

## Conferences

The following structures may be used for conferencing.

Teacher-student...Designed to give students feedback of Formative assessment, Self-assessment/Peer assessment and Summative assessment so they can reflect on their work and further refine and develop their skills.

Teacher-parent(s)...Designed to give parents information about their child's progress development and needs, and about the school's programme. Group and individual interviews are held on observing day.

Student-led...The students are responsible for leading the conference, and also take responsibility for explaining about their learning. The opportunity for students to demonstrate this is at the Annual Small Exhibition Day.

### Kindergarten Events

#### with parents attendance at kindergarten

....Parents Observing Day, Sports Day, Annual Small Exhibition Day, Presentation Day, Thank You Party

### “Kindergarten Education Guidelines”

In order to help connect students’ learning with the elementary school they enter, the school (Wakakusa) will keep records of each student through their graduation and share these with the elementary school in question as well as third-party organizations based on laws and regulations.

## 3. Assessment Criteria

The following criteria are used to maintain consistency of assessment.

- “Kindergarten Education Guidelines” established by the Ministry of Education, Culture, Sports, Science and Technology

- Wakakusa Kindergarten School Philosophy
- Essential elements of the written curriculum
  - Knowledge, Concepts, Skills, Attitudes, Action
- Skills
  - Thinking Skills    • Social Skills    • Communication Skill
  - Self-Management Skills    • Research Skills
- PYP Scope and Sequence
- IB Learner Profile
  - Knowledgeable      • Thinkers
  - Communicators      • Principled
  - Open-minded        • Caring
  - Risk-takers         • Balanced
  - Reflective            • Inquirers
- IB PYP perspectives
  - Engaging, relevant, challenging, significant and transdisciplinary

## 4 . Reference.

This assessment policy incorporates some of the following schools :

- Sunnyside International School
- Machida Kobato Kindergarten

This policy is also based on the following references:

- Making PYP Happen: A curriculum Framework for International Primary Education. Cardiff: International Baccalaureate, Dec. 2009. PDF