



LITTLE EM'S  
THẾ GIỚI MẶT TRỜI  
With Reggio Children

## ASSESSMENT, RECORDING, AND REPORTING POLICY

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Reviewed By	Board of Management and Academic team
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# I. Introduction

## Introduction

Little Em's Preschool is Vietnam's first official and authentic Reggio Emilia Approach® preschool. We are committed to providing students with a strong foundation for lifelong learning and the ability and desire to contribute positively to our world's shared humanity.

At Little Em's, assessment is integral to professional development, and effective assessment and recording inform and improve learning and teaching. There is more to the process than performance, and the school actively encourages students to compete only with themselves, striving to be their best version. Moreover, together, we create a better version of the world.

## Little Em's Mission Statement

**OUR MISSION** is to inspire each student to discover their unique potential, bringing their knowledgeable mind and caring heart to be the best version of themselves and contribute to creating the best version of the world.

**OUR PURPOSE** is to support young people in the journey to discover who they are, what they care deeply about, and how to successfully navigate their way through life in a rapidly changing world.

Our **COMPASS of PURPOSE** is epitomized by the four cardinal points:

### RESPECT

- Developing a thoughtful and caring generation who treat themselves, others, and everything around them with empathy, compassion, and respect.

### INTEGRITY

- Developing principled and reflective thinkers and doers who strive for honesty and justice.

### UNDERSTANDING

- Developing open-minded and knowledgeable inquirers who always have the space to be curious and strive to cultivate locally rooted global competence.

### RESPONSIBILITY

- Developing responsible young people who hold themselves accountable for their actions, who commit to service, and who act to create positive differences in the world that we live in.

With these CORE VALUES, by which we live our vision, our students will discover their true purpose and become future Ambassadors for Life.

## 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 programs of international education and rigorous assessment.

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

## II. Assessment Philosophy

### Why do we assess?

The IB Primary Years Program divides assessment into three components:

- Assessing – how we discover what students have learned
- Recording – how we make notes of our findings about what students have learned
- Reporting – how we pass that information on to parents, administration, and other parties directly involved in students' learning.

Assessment is integral to all teaching and learning. It involves the gathering and analysis of information about student performance. It identifies what students know, understand, can do, and feel at different stages in the learning process. Assessment is ongoing, authentic, varied, and purposeful.

Our prime assessment objective at Little Em's is to provide feedback on the learning process and inform practice. Our assessments drive instructional and curricular decision-making.

### **An effective assessment would allow:**

- Learners to be an active part of the learning process. An authentic assessment allows learners to demonstrate their understanding in meaningful contexts, recognize what they have done well, and set goals to improve their work. It empowers and encourages student agency. Assessment opportunities should be varied, formal and informal, holistic, and personalized for learners.
- Teachers to guide their instruction and to communicate progress with students and families. Through assessment, teachers can reflect on each child's needs and make judgments about the effectiveness of the curriculum.
- Parents to access verbal and written evidence of their child's learning and development, which enables them to support and celebrate learning. Assessment data also allows all stakeholders in the school community to identify areas of strengths and areas that need

improvement to continuously improve the program's effectiveness and pedagogical approaches.

### **What do we assess?**

Assessment informs all teaching and learning and is central to purposefully guiding students through the following essential elements of the IB PYP curriculum.

1. The acquisition of knowledge
2. The understanding of concepts
3. The mastery of approaches to learning
4. The decision to take responsible actions

### **How do we assess?**

A wide range of assessment tools and strategies are essential. These provide extensive evidence of individual student learning and for the whole school's reflection on "How will we know what we have learned?".

Assessment tools, strategies, and approaches must be customized and mindful of students' cultural, linguistic, emotional, physical differences, learning styles, and needs, allowing all learners to experience encouragement, support, and success.

Assessment is a collaborative and informative process that involves students, families, teachers, and the larger learning community.

## **III. Assessment**

### **Admissions assessment**

Little Em's preschool strives to secure access to a Reggio Emilia Approach® in learning and an IB education for the broadest possible range of students. Prospective families will be scheduled for a school visit and an interview with our School Principal and Academic Director. The child will join activities at the school with our expert pedagogistas/ atelieristas, while our Director of the Special Rights Program will accompany a child with special rights.

We consider a student's prior attainment, previous school reports, interaction during their interview, student's language ability, and their special needs if there are any. Admissions assessment indicates a child's skills and behaviors that can set a baseline for the school's readiness, ensuring a well-personalized and inclusive learning environment.

See the Admissions Policy for further details.

### **Internal assessment**

Assessment is a daily activity at Little Em's preschool and takes various forms. It is generally broken down into these categories:

## 1. Pre-assessment

Pre-assessment happens before new concepts are taught to uncover prior knowledge and experiences. This type of assessment helps teachers and students discover what the students already know and can do.

## 2. Formative assessment

Formative assessment is interwoven with daily practice and should contribute to a deeper understanding of student progress for both student and teacher. A good classroom practitioner will continually assess their students through in-class observation, effective use of questioning, and devising suitably enriching and stretching tasks and activities.

Formative assessment happens regularly during the learning rather than at the end. It can take many different forms, such as participating in a discussion or debate, delivering a short presentation, answering a set of questions, completing a practical task, or reflecting on a performance/ an artwork/ a situation.

Regardless of the type, formative assessment aims to support academic development and practical planning and is part of the learning process. It must be carefully integrated into the curriculum planning and delivery.

## 3. Summative assessment

Summative assessment occurs at the end of a learning cycle to allow students to demonstrate what they have learned. Summative assessment is completed as part of every unit of study/ project/ semester or academic year. Like formative assessment, summative assessment can take many different forms.

At Little Em's, the school develops a summative assessment system following the developmental goals of the age groups, according to regulations of the Vietnamese ECE (Early Childhood Education) program.

Summative assessment at the school is reflected in both the primary curriculum and the enrichment program, including single-subject teachers' assessment against the subject's specific criteria.

Most importantly, summative assessment at Little Em's should be relevant to learning and seen as an opportunity (among many others) to document learning. We focus on process over product, having students co-design, create, perform, and share their learning. An end-of-term exhibition or pedagogical documentation are examples of summative assessment.

## 4. Self-assessment

Through this process, students can learn about themselves as learners and become aware of how they learn – become aware of their metacognitive skills (knowledge of one's thought processes). Students reflect on their work regularly, usually through self and peer assessment, and decide (often with the teacher's help) what their subsequent learning will be.

## 5. Peer assessment

Students are given opportunities to assess their peers' learning and performances through spontaneous and teacher-facilitated conversations, discussions, and individual and group presentations.

### Assessment strategies and tools

A critical assessment component in the Reggio Emilia Approach® is the "100 languages of children". This idea embraces the fact that each child will show their growth in many ways, and as educators, we need to recognize all approaches to learning. We would differentiate the teaching and learning practices, whether in the process, content, or product, as much as possible using various strategies. If students need further interference, they will be observed and referred to our Special Rights Department.

See the Inclusion and Diversity Policy for further details.

### 1. Strategies

Strategies describe the broad range of approaches that can be used in the classroom. All strategies can be adjusted to accommodate individual learning styles and needs.

Observations	All students are observed individually, in groups, or the whole class's learning experiences. Observations can be made with minimal or no intrusion into children's activities. The teacher regularly determines the focus of observations and can observe all facets of development, including intellectual, linguistic, social-emotional, and physical development.
Pedagogical documentation	The pedagogical documentation of student learning is an essential and unique assessment strategy relevant to students of all ages at Little Em's. Teachers use a range of methods to document student learning as a means of assessing student understanding. This may include but is not limited to videos and audio recordings, photographs, stories, graphic representations, student artworks, and more. Teachers may also use written records of student conversations, comments, explanations, hypotheses, and annotated student work that may form part of a student's portfolio. Documenting should include the 100 languages of children, displaying the many ways children demonstrate their knowledge.
Portfolios	Portfolios are a record of data that is collected through the work children have produced over a period. The collection clearly shows a child's development progress and can be an essential tool in helping facilitate a partnership between teachers and parents.

Open-ended Tasks	These are situations in which students are presented with a stimulus and asked to communicate an initial response. The answer might be a drawing, a diagram, or a solution.
Student reflections	Students are asked to reflect on what they have learned at the end of a lesson/project.

## 2. Tools

The assessment strategies outlined may be put into practice using, but not limited to, the assessment tools below:

Photographs, Videotapes, and Audio recordings	Photographs, videotapes, or audio recordings of learning experiences are great forms of documentation. They may include pictures of students at the construction area in the classroom, a recording of them talking with peers as they work at a table, or a videotape of a group of students solving a problem together.
Anecdotal records	Anecdotal records are brief written notes based on teacher observations of students. These records are systematically compiled and organized to increase their validity.
Checklist	Checklists can be lists of skills, information, data, attributes, or elements that should be present. Checklists are most effective and efficient when teachers assess specific curriculum outcomes about a topic. They are not a replacement for anecdotal records.
Rubrics	A rubric is an established criteria for rating student learning in all areas. The descriptors tell the students and assessors what characteristics to look for in the work and how to rate it on a predetermined scale.
Work samples and Portfolios	The things children make, do, or create are vital pieces of assessment data. Looking at samples of children's work reveals patterns of growth and change over time. They show the school community what children can do rather than what they are not doing. Engaging children in the selection process is an essential experience for them as they are encouraged to value the presentation of their work while recognizing the growth in their learning.

## IV. Recording

- Recording

Formative and Summative assessment data is recorded onto the school's internal tracking system.

- Tracking



The teacher's responsibility is to track the progress throughout the year using formative and summative assessments.

- Academic progress meetings

Teachers meet with their team (in individual classes) weekly and with the whole academic team monthly to discuss the academic progress of individuals and groups. Specific attention is given to those who are making slow or accelerated progress. The following steps are discussed, agreed upon, and reviewed at the next meeting or sooner, depending upon the urgency of the issue and the intervention needed. All academic progress meetings are recorded as meeting minutes and can be tracked in the school's internal tracking system.

## V. Reporting

### Informal reports

At Little Em's, effective reporting involves ongoing communicating with parents and students. Daily conversations, Class information boards, monthly newsletters and pedagogical documentation available on Story Park (\*) help parents stay informed and participate in their children's learning process.

(\*) Story Park is an online and secure communication channel, used for informal reporting and to support positive interaction between the school and the parent community.

### Formal reports

#### 1. Portfolios

A portfolio is one of our formal forms of reporting. The purpose of a student portfolio is to help students reflect on their learning, show growth over time, and show the development of the whole child both inside and outside the Program of Inquiry in all subject areas. The portfolio is student-driven and allows all involved in the learning process to see an accurate picture of the child. It also helps the teacher reflect, assess, and teach.

#### 2. Pedagogical documentation

Pedagogical documentation is an integral part of the educational theories and practices at Little Em's. They occur at different stages of completion and can be shared with children, parents, and the learning community at any time during, after, or before a unit of learning/ a project/ a learning episode to communicate and visualize the learning processes. They can be used and displayed to record the learning process, reveal connections between events, review past experiences, plan future experiences, honor children's learning, honor children's families, and more. It is vital to both document and carefully consider how the documentation is presented.

### 3. Parent-teacher conferences

**Formal meetings between parents and their children’s teachers take place through Parent-Teacher Conferences. These are held twice a year when teachers can celebrate children’s progress and successes with their parents or caregivers. They are designed to inform parents about the student’s progress, development, and needs and how they are relevant to the school’s program. Teachers take this opportunity to gather background information, answer the parents’ questions, address their concerns, and help define their role in the learning process. Parents take the opportunity to provide teachers with the cultural context of the student’s learning. Together, the conferences aim to set goals for student progress.**

### 4. Written reports

At the parent-teacher conferences, our written reports are shared with parents and students at the end of the second and last term/ semester. These reports are comprehensive and meet the required government legislation. Report communication is clear, easily understood, and shared promptly to ensure regular feedback on student progress. All curriculum areas are reported, and general comments regarding the IB learner profile are made. Suggestions for improvement and targets are given where suitable.

### 5. Yearly exhibitions

Little Em's preschool teachers and students undertake a leading exhibition involving the whole school at the end of Term III and various mini exhibitions during the academic year, depending on individual classes' needs. Each exhibition documents and highlights learning processes in children and teachers and aspires to work as a public space where new ideas of childhood, education, and knowledge can be offered by the school community and discussed by the wider learning community. Through the exhibitions, our parents and the public can understand the application of the key concepts, transdisciplinary skills, displays of attitudes and learner profiles, and children's provocative ideas and actions. Exhibitions are seen not only as a form of a report but also as an instrument of professional growth, research, and communication, inviting reflection and engagement of the whole community, according to the Reggio Emilia Approach®.

## VI. Review and Revision

Little Em's Preschool commits to regularly reviewing and updating our assessment policy in alignment with the IB PYP principles, Reggio Emilia Approach®, and educational framework. Our policy undergoes an annual review in August to incorporate feedback from teachers, parents, and the learning community. By embracing best practices and considering student diversity, we aim to continually enhance our assessment framework to foster critical thinking and prepare students for a globally interconnected world.