



LITTLE EM'S
THẾ GIỚI MẶT TRỜI
With Reggio Children

ASSESSMENT, RECORDING, AND REPORTING POLICY

Policy Led By	Doan Vu
Reviewed By	John McEnhill
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I. INTRODUCTION

1.1. 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.

1.2. 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.

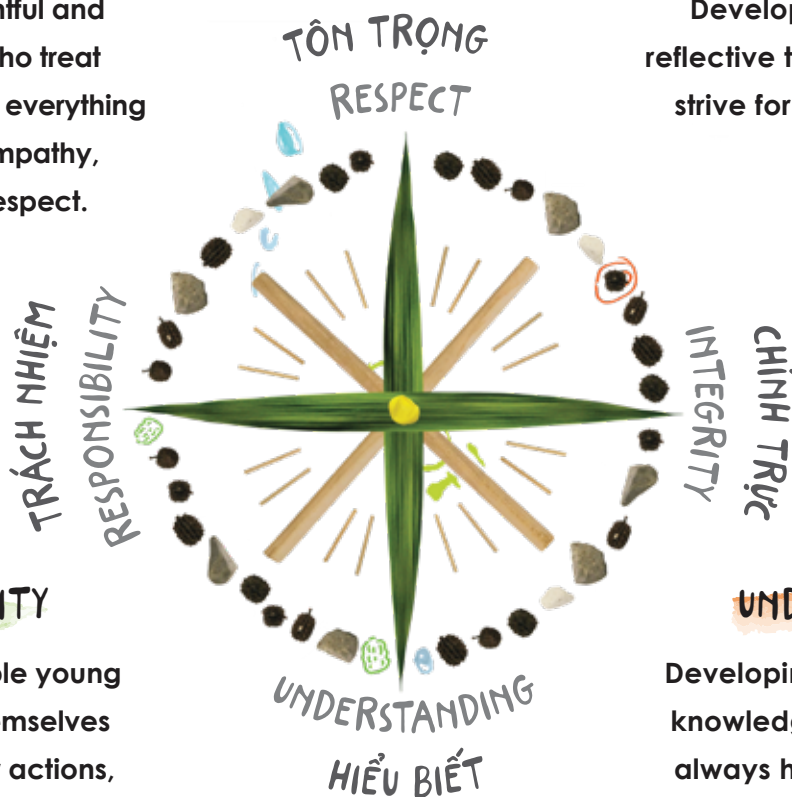
Our **COMPASS of PURPOSE** is epitomized by the four cardinal points:

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.



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.

UNDERSTANDING

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

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

1.3. 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

2.1. 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.

2.2. 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

2.3. 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

3.1. 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.

() Children with special rights are those who may have developmental, physical, or learning differences and are entitled to individualized support to fully participate in school life. The term, rooted in the Reggio Emilia Approach®, reflects a respectful and empowering view that sees these children not as deficient, but as unique individuals with the right to inclusion, expression, and meaningful contribution.*

3.2. Internal assessment

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

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, informing appropriate starting points for learning.

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 skilled classroom practitioner will continually assess their students through observation, effective questioning, and designing suitably enriching and challenging tasks and activities.

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

Regardless of format, formative assessment supports both academic development and instructional planning. It is an essential part of the learning process and must be thoughtfully integrated into curriculum design and delivery.

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 across both the core curriculum and the enrichment program, including assessments conducted by specialist teachers based on the specific criteria of each enrichment subject. The enrichment program at Little Em's is delivered in collaboration with various academic partners, such as:

- SIA (Soul Academy of Interdisciplinary Arts), providing subjects such as Kindermusik (Music and Movement Program) and Creative Movers (Creative Movement for Children);
- Yoga Planet (Storytelling Yoga for Children);
- The Lyricist Academy (Acrobatic Dance for Children);
- Star Academy (Vietnamese Language Development);
- KidsEdu (ROBOTIC and STEM classes);
- and Swimming classes; with the content and assessment criteria of each class tailored to suit different age groups.

In addition, summative tracking is conducted for Phonics and Mathematics to personalize instruction. In Phonics, we implement Read Write Inc. (RWI) assessments every 6–8 weeks to determine students' phonics levels and regroup them accordingly. This system ensures that children are grouped by reading ability—not by age—allowing for tailored instruction that meets individual learning needs. These assessments also support fluency, decoding, and comprehension tracking over time.

In Mathematics, students are periodically assessed using benchmarks from the UK National Curriculum. The results guide flexible grouping and instructional planning, ensuring children work at levels that match their conceptual understanding. While these assessments serve a summative function, they also inform ongoing adjustments in teaching, bridging formative and summative purposes.

Most importantly, summative assessment at Little Em's should be relevant to learning and seen as one of many opportunities to document children's thinking and development. We focus on process over product, inviting students co-design, create, perform, and share their learning. An end-of-term exhibition or pedagogical documentation are powerful examples of summative assessment that reflect both individual and collective growth.

✓ Self-assessment

Through this process, students develop metacognitive awareness - learning about themselves as learners and understanding how they learn best. Students reflect on their work regularly through self-assessment and peer feedback, often with the teacher's guidance, to decide on their next learning steps.

✓ Peer assessment

Students are given opportunities to assess their peers' learning and performances through spontaneous and teacher-facilitated conversations, discussions, and individual or group presentations. This fosters reflection, collaboration, and shared responsibility for learning.

3.3. 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 and honor 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 are observed and may be referred to our Special Rights Department.

See the Inclusion and Diversity Policy for further details.

✓ 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 as the whole class. Observations may be conducted with minimal or no intrusion into children's activities. Teachers regularly determine the focus of observations and may observe various domains of development, including intellectual, linguistic, social-emotional, and physical growth.
Pedagogical documentation	Pedagogical documentation of student learning is a central and ongoing assessment practice at Little Em's. Teachers use various methods to document and assess student understanding - such as videos, audio recordings, photographs, written narratives, student artworks, and transcribed conversations. These documents are not only tools for assessment but also make learning visible to children, teachers, and families. They often form the basis of exhibitions and classroom displays and reflect the “100 languages” through which children express knowledge and understanding.
Compiled documentation	While we do not maintain formal portfolios as a separate assessment tool, selected pieces of documentation - such as artworks, learning stories, photographs, and student reflections - may be curated periodically. These collections are sometimes shared alongside written reports or at the end of a term or academic year to reflect a child's developmental journey and promote home-school connection.

Open-ended Tasks	These tasks invite students to respond to a stimulus with original thinking. Responses may take the form of drawings, diagrams, models, or creative solutions.
Student reflections	Students are regularly encouraged to reflect on their learning at the end of a lesson, project, or experience. This nurtures metacognition and helps students recognize their own growth.

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 learning center, 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.
Checklists	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 Documented Learning	The things children create, do, or express are vital pieces of assessment data. Samples of children's work – accompanied by documentation - reveal 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

5.1. 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.*

5.2. Formal reports

5.2.1. Pedagogical documentation and Portfolios

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.

While we do not maintain formal portfolios as a separate practice, selected pieces of pedagogical documentation - such as artworks, learning stories, or photographs - are consistently compiled and presented through exhibitions, class displays, and other forms of daily communication. In some cases, these may also be curated alongside the formal written reports or collected for families at the end of a term or academic year, offering a meaningful reflection of the child's learning journey over time.

5.2.2. 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.

5.2.3. Written reports: “Learning journals”

At the parent-teacher conferences, our written reports called “Learning journals” are shared with parents and students at the end of each 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.

Reflections on the IB Learner Profile attributes are informed by ongoing classroom observations, conversations, and pedagogical documentation collected throughout the term. These attributes are not assessed through formal grading but are described qualitatively to highlight how each child demonstrates attitudes such as curiosity, empathy, independence, and cooperation in their everyday learning experiences. This approach supports students in developing a strong sense of identity, agency, and international mindedness.

Suggestions for improvement and targets are given where suitable.

5.2.4. 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 at the end of the schoolyear, in May, 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.