



**TALLINN
INTERNATIONAL
KINDERGARTEN**

Tallinn International Kindergarten

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Assessment Policy

Tallinn, Estonia 2025



Assessment Philosophy

At Tallinn International Kindergarten, assessment is an essential part of teaching and learning. It aligns with the IB philosophy, ensuring varied, purposeful, and meaningful assessments that support students in acquiring knowledge, developing conceptual understanding, and fostering approaches to learning. Assessment informs instruction, differentiates learning, and evaluates program effectiveness while providing valuable feedback to students, teachers, and parents.

A holistic approach to assessment considers each child's academic, social, and emotional development. Emphasizing inquiry, reflection, and skill-building nurtures communicators, thinkers, and lifelong learners. Involving all stakeholders in a transparent and collaborative process ensures that assessment supports learning, encourages curiosity, and promotes self-reflection, preparing students for future success.

Purpose of assessment

Assessment serves to enhance and guide both teaching and learning by gathering and analyzing information on student progress. It identifies what students know, understand, and can do at different stages of their development, informing instructional strategies and ensuring meaningful learning experiences.

Effective assessment engages students as active participants, helping them reflect on progress, set goals, and take ownership of their learning. Teachers utilize assessment to refine their instructional approaches, provide targeted feedback, and support student growth. Parents gain insight into their child's progress, fostering collaboration between home and school. Schools use assessment to evaluate curriculum depth, allocate resources effectively, and guide professional development, strengthening the learning community as a whole.

Areas of Assessment

PYP assessment values the process of inquiry, monitoring, and documenting how students make connections across disciplines and apply skills to construct new knowledge. To ensure a holistic understanding of each child's growth and progress, TIKI's assessment encompasses a broad range of learning and developmental areas. It aligns with the goal of fostering internationally minded individuals and incorporates:

- **Approaches to Learning (ATL):** Monitoring the development of thinking, research, communication, social, and self-management skills through structured and open-ended learning experiences.



- **Mathematics**
- **Language**
- **Physical Education (PE)**
- **Music**
- **Art**

With the goal of fostering internationally minded individuals, comments are also provided on attributes of the **Learner Profile**. The IB Learner Profile is embedded in the assessment process and reflected in the language and culture of the school.

How to Assess

Assessment in the kindergarten setting takes the form of both formative and summative assessments.

- **Formative Assessment** is an ongoing and integrated part of daily learning, helping educators and students identify existing knowledge and plan the next steps in the learning journey.
- **Summative Assessment** takes place at the end of a learning cycle, allowing students to demonstrate their knowledge and conceptual understanding in real-world context. It assesses key concepts and encourages meaningful application of learning. Clear rubrics with defined criteria ensure transparency in evaluation, and students may contribute to their development to enhance engagement.

Assessment within the PYP framework consists of **four key dimensions**: monitoring, documenting, measuring, and reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching. Although the four dimensions of assessment are not weighted the same; each dimension has its own importance and value. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner.

Monitoring Learning

Monitoring learning is a continuous daily process that assesses progress in relation to personal learning goals and success criteria. It takes place through a variety of strategies (observations, questioning, reflection, discussing learning, feedback) and the use of different tools (open-ended tasks, written or oral assessment, learning portfolio).



Documenting Learning

At TIKi documenting learning involves collecting evidence of children's growth and development. This documentation can be physical or digital and is captured in various media formats. It is shared with others to make learning visible, reflecting each child's progress and experiences. The information on student's learning is documented using a variety of formats and tools which are:

Formats and Tools	Description
Observations	All children are observed often and regularly, with the teacher taking a focus varying from wide angle (for example, focusing on the whole class) to close up (for example, focusing on one child or one activity), and from nonparticipant (observing from without) to participant (observing from within).
Learning logs and journals	Teachers use learning logs or journals to document children's learning progress, reflections, and feedback. These records capture observations, key moments of inquiry, and developmental milestones, helping educators track growth over time. Learning logs also serve as a tool for reflection, supporting teachers in planning responsive learning experiences that build on children's interests and needs.
Portfolios	Portfolios are curated collections of children's work, observations, and learning experiences that showcase their development over time. These artifacts may include drawings, photos, learning stories, teacher reflections, and child-led contributions.
Rubrics	Rubrics outline key criteria with age-appropriate descriptors that guide teachers in observing behaviors, interactions, and skills in a play-based environment. Rubrics help educators recognize developmental progress, emerging abilities, and areas for support.
Exemplars	Exemplars are samples of children's work that serve as reference points for assessing learning and development.
Checklists	These are lists of information, data, attributes or elements that should be present.
Anecdotal records	Anecdotal records are brief, written observations of children's actions, conversations, and learning experiences. Teachers use them to capture significant



moments that provide insight into a child's development, interests, and progress.

Measuring Learning

As an early years setting, Tallinn International Kindergarten minimizes the use of formal measurement tools, recognizing that not all learning can or needs to be measured. Measurement of learning aims to capture what a student has learned at a particular point in time. When measurement tools are used, they provide additional data to contribute to a broader understanding of student development.

Reporting Learning

Reporting on learning informs the learning community about students' progress, highlights areas for growth, and contributes to the effectiveness of the program. It aims to provide clear and useful information to students and parents. Reporting of learning is conducted throughout the academic year:

Formative Assessment	Ongoing
Summative Assessment	At the end of each Unit of Inquiry
Written Report	Beginning and End of the Academic Year (October and April)
Teacher-Parent Conferences	End of the Academic Year (May)
Learning Portfolio	End of the Academic Year (May)

- **Formative assessment** is ongoing and documented through daily observations and written anecdotal notes for each student. These notes are recorded in the Eliis eKindergarten System and made available to parents daily.
- **Summative assessment** at the end of each Unit of Inquiry provides insight into students' understanding of the **Central Idea** and their reflection on Learner Profile attributes. Student work samples, checklists, and anecdotal records are collected in their portfolios.
- **Written reports** are completed using rubrics and notes in the Eliis eKindergarten System, providing detailed insights into students' learning progress, including Approaches to Learning (ATL) and subject-specific skills.

Symbol	Descriptor	Explanation
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B	Beginning (Emerging/Exploring)	The child is in the early stages of developing this skill, concept, or behavior. They are exploring and experimenting with guidance and support, showing initial understanding or engagement.
D	Developing (Progressing)	The child demonstrates growing understanding and ability but still requires support and practice. They show progress toward independence and apply their learning with some consistency.
P	Proficient (Consistent/Sufficient)	The child consistently demonstrates the skill, concept, or behavior independently and with confidence. Their understanding is sufficient for their developmental stage, and they apply their learning in different contexts.
!	Needs Attention	The child requires additional support and targeted interventions to develop this skill or understanding. Progress may be slower, and focused strategies are needed to encourage growth.
X	Not Assessed at this Time	This skill, concept, or behavior has not been assessed during this period. It may not have been introduced yet, or observation and documentation were not conducted at this time.

- **Learning portfolios**

are ongoing collaborative collections of students' work, demonstrating their progress over time. Each portfolio typically includes the child's personal information, self-portrait, reflections and summative assessments of each UOI. Portfolios are presented at Teacher-Parent Conferences, where teachers share students' progress and learning experiences.

Accommodations for Individual Needs

TIKi's assessment practices are inclusive and responsive to the diverse learning needs of all students. Teachers adapt assessment methods, tools, and expectations to ensure equitable access to learning and evaluation. This may include providing additional time, modifying tasks, using alternative forms of documentation, or offering individualized support. Our goal is to create a supportive environment where each child's progress is recognized and valued.



Assessment Policy Review

The Assessment Policy was collaboratively developed by the staff and administration of Tallinn International Kindergarten in January 2024.

The policy will be reviewed annually to ensure its continued alignment with the PYP framework and the needs of the Kindergarten community.

References

PYP: From principles into practice/Learning and teaching/Assessment

PYP: From principles into practice/Learning and teaching/Approaches to learning

PYP: From principles into practice/The early years in the PYP

Making the PYP happen: A curriculum framework for international primary education