



Primary Years Programme Assessment Policy

last revision: January 8, 2015

Philosophy of Assessment

We believe that the development of each child is unique and the result of a collaborative effort by the student, their family, teachers, staff and administration. Assessment is the cornerstone of that effort and integral to all teaching and learning. Assessment is central to the PYP goal of thoughtfully and effectively guiding students through the elements of learning. Our aim in this policy is to clarify our assessment principles and practices for all stakeholders to improve teaching and learning.

Purpose

We gather and analyze information about students and their development to provide feedback on the learning process, inform practice, celebrate learning and communicate with stakeholders with the aim of improving student performance. Effective assessment identifies what students know, understand, can do, and feel at different stages in the learning process and thoughtfully and effectively guides students through the five essential elements of learning:

Acquisition of Knowledge	Knowledge is synthesized into big central ideas.
Understanding of Concepts	Organizing knowledge into concepts allows for transfer from one subject to another, beyond the classroom and from year to year.
Mastery of Skills	Recognizing that learning is more than the acquisition of knowledge, opportunities to develop wider critical-thinking and self-assessment skills to support learning are embedded throughout the units.
Development of Attitudes	
Taking Action	Students are encouraged to incorporate learning into their lives by taking action however small.

Practices

Assessment practices take many forms and may be classified as assessment for, as and of learning.

Formative assessment for learning occurs when teachers use diagnostic information to make inferences about student progress to inform their teaching. This is also known as formative assessment. Examples include observation, exit ticket, quiz, portfolio check showing levels of performance, oral feedback, writing frames, homework and performance tasks.

Formative assessment as learning means that the student uses assessment information to manage their own learning progress. Examples include goal setting, reflection, journal entry, self-assessment, goal setting, gallery walk, KWL.

Summative assessment of learning occurs when teachers use evidence of student learning to make judgments on student achievement against goals and standards. Examples include unit assessments of the central idea to uncover deep, transferable understanding like the 4th grade exhibition, standardized tests, projects and performances.

Research shows that effective assessments are based on certain principles and practices, which we believe include the following:

- Assessment is based on an understanding that learning is a complex, multi-dimensional process and must take into account a variety of learning styles, multiple intelligences and abilities.
- Assessment should be an integral component of course design and not something to add afterwards.
- Effective assessment requires clarity of purpose, goals, standards and criteria.
- Effective assessment provides opportunities to support and celebrate student learning.
- Effective assessment requires a variety of measures and methods that are valid, reliable and consistent.
- Assessment works best when it is on-going rather than episodic.
- Assessment for improved performance involves feedback and reflection.
- Effective assessment provides useful information on student achievement that can be effectively reported and understood by the whole school community.

(adapted from Department of Education and Early Childhood Development)

Reporting and Communicating

We report and communicate assessment information in a variety of ways both formal and informal. This includes personal conversations, phone calls and emails. In addition we have formalized some modes of communicating assessment and they include:

- Friday folders
- Trimester written report cards
- Portfolios
- Parent/Teacher/Student conferences
- Student-Led Conferences
- STAR Math and Reading
- AR Reading
- Aimsweb
- MLPP
- Running Records
- Unit Tests

- Read 180

Appendix of Assessment Descriptions

Portfolios are a collection of student work designed to show growth over time and to celebrate learning.

MEAP The MEAP is taken by grades 3 through 9 in Reading, Mathematics, Writing (grades 4, 7), Science (grades 5, 8) and Social Studies (grades 6, 9) Pilot tests are being developed for K-2. Prepares students for the larger tests that are given to this age group. These tests play into our school's ranking as well as may make students eligible for services such as Individual Education Plans (IEPs) or Section 504 coverage.

AIMSWEB testing begins in the second grade and is administered through ???

The R-CBM (Reading Fluency), Maze (Reading Comprehension), MCAP (Math Concepts and Application) and MCOMP (Math Comprehension) are given to students three times a year to evaluate their progress in each area. This data is used to identify students who may be in need to extra intervention through the school year.

Star Reading and Star Math are taken select students in first through six grade and selectively in grades seven through twelve. Results provide skill-specific, actionable data to target instruction and practice, select students for intervention, and predict state-test performance.

Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) tests. These test students twice a year in Mathematics, Science, Reading and Language Usage.

READ 180 provides reading comprehension strategies, tools, & assessments for grades 4-12.

References

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