

# PYP Assessment Guide

Primary Years Programme



## Purpose Of Assessment

### PYP

At KIS we believe assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning:

- The acquisition of knowledge
- The understanding of concepts
- The mastering of skills
- The development of attitudes
- The decisions to take action

The main aim of assessment in the PYP at KIS is to provide feedback on the learning process and the development of the five essential elements to inform further learning.

The assessment component in the school's curriculum can itself be subdivided into three closely related areas.

- Assessing - how we discover what the students know and have learned
- Recording - how we choose to collect and analyse data
- Reporting - how we choose to communicate information.

## Assessing

Assessment of the student's development and learning is an essential component of the curriculum. This helps to inform continued development, learning and teaching.

Students are observed in a variety of situations and a wide range of assessment strategies are implemented.

At KIS we use a range of formative and summative assessments which demonstrate student achievements.

**Summative assessment:** Aims to give teachers and students a clear insight into student understanding. Summative assessment is the culmination of the teaching and learning process, and gives students opportunities to demonstrate what has been learned.

**Formative assessment:** Provides information that is used in order to plan the next stage in learning. It is interwoven with learning and helps teachers and students determine what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together.

Assessment in the classroom includes:

- Collecting evidence of students understanding and thinking
- Documenting learning processes of groups and individuals
- Engaging students in reflecting on their learning
- Students assessing work produced by themselves and by others
- Developing clear rubrics
- Identifying exemplary student work
- Keeping records of test/task results.

## Assessment Strategies and Tools

ASSESSMENT Tools  ASSESSMENT Strategies	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
Observation	★		★	★	★
Performance Assessments	★	★		★	★
Process Focussed Assessment	★		★	★	★
Selected Responses		★			★
Open-ended tasks	★	★		★	★

Teachers use a range of methods to document the evidence of student learning and understanding. This at times includes video, photographs and graphic representations.

## Reporting

Reporting on assessment at KIS includes communicating what students know, understand and can do.

Reporting to parents, students and teachers occurs through:

- **Online reports**
- **Student led conferences**
- **Portfolio**

### Online Reports

The school sends online reports for each student every quarter. This report consists of comments written by the teacher for each subject. The comments normally cover the child's progress through formative assessment, summative assessments, PYP attitudes, learner profiles and classroom behaviour.

### Portfolio

The portfolio is an important part of the school's reporting program. It provides a record of student effort and achievement in all areas of school curriculum and life. Each student has his/her own portfolio, which is shared with their parents at the student-led conference and taken home once a year.

## Student led conferences

Student led conferences are formal reporting sessions to parents, led by the students themselves. The teacher's role in this process, is to guide and prepare the students. The emphasis is on the discussion between a child and his/her parent.

The focus of the student led conference is on students' progress, both academic and social. Student led conferences are designed to enable the students take ownership of the assessment and their learning. These conferences make the students accountable and committed for their learning and encourage student/parent communication

## Standardised Achievement Tests

### International Schools' Assessment (ISA) - (<http://www.acer.edu.au/tests/isa>)

- The ISA assessment program is designed especially for students in international schools in Grades 3 to 10. It is based on the internationally endorsed reading and mathematical literacy frameworks of the [OECD's Programme for International Student Assessment \(PISA\)](#).
- At KIS we assess students starting Grade 4 during the month of February.
- ISA test measures : Reading, Mathematical Literacy & Writing
- The ISA provides us with the following:-
  - An assessment with a broad cultural base
  - A combination of multiple-choice and open-ended questions and prompts
  - Student-level information about what individuals know and can do
  - Class and school-level information that can inform instructional programs
  - Relevant comparisons between like schools
  - International normative information
  - Information about growth over time

## Kis Elementary School: Assessment Essential Agreements

### Parent/Teacher Communication

All teachers are responsible for informing parents about the PYP and their program of inquiry units for the year in the following forms of communication:

- ES Newsletters
- Inserts in the school newsletter
- Inviting parents to view the learning of their children formally (learning events) or informally (when parents visit classes or student learning is sent home to share)
- Student portfolios
- Student led conferences

### Assessment

- Assessment and learning objectives should be planned at the start of the unit and should demonstrate clear links between the assessment tasks and all components of the planner, ie: central idea and lines of inquiry key concepts, teacher and student questions, and learning activities.

- Assessment strategies and tools should be varied and can include pre and post assessment tasks and formative and summative assessments.
- Assessments should include peer and self-assessment, where appropriate.
- Assessment will inform and direct future learning

## Student led conferences

- Student must be involved in deciding what is shared with parents
- Students should report to parents addressing all five of the essential elements (knowledge, skills, concepts, attitudes and action)
- Teachers should meet and greet parents and walk around the room, throughout the conference
- Classroom teachers and specialists should meet together to plan what is being shared.
- Parents will make appointments through the teachers

## Portfolios

- Each student has their own portfolio which is taken home once a year at the end of the November.
- Portfolios should include a range of assessment strategies and tools and can include pre and post assessment tasks and formative and summative assessments
- Assessment samples could include peer and self-assessments, where appropriate.
- All work samples need to be teacher acknowledged in some way and must be dated.

## References:

[www.ibo.org](http://www.ibo.org)

Making PYP happen 2009

<http://www.acer.edu.au/tests/isa>