



Digital Private School

PYP Assessment Policy

Our Vision: To be a prominent school that develops a global critical thinker, a lifelong learner.

Our Mission: To facilitate learning, innovation and technical know-how that will inspire students to be caring, curious, adaptable to change and appreciate global citizenship.

IBO Mission Statement

The International Baccalaureate Organization 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 IBO works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Our Assessment Philosophy

The primary aim of assessment at Digital Private School is to support and promote student learning. Effective and varied assessment is essential for providing students with ongoing evaluation and feedback on their academic achievements within the subject areas to monitor and measure student progress. We believe that the written, taught and assessed curricula are interlinked. Assessment focuses on the essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastery of skills, the development of attitudes and the decision to take responsible action. Through receiving feedback in relation to set criteria or expectations, students of all abilities learn strategies for further improvement and develop intrinsic motivation. Assessment also enables parents and staff to monitor and support student progress.

The purposes of PYP assessments are to:

- identify prior knowledge
- promote student learning
- provide information about student learning
- promote self-reflection and goal setting
- reflect student growth and development
- identify strengths and areas for development
- differentiate instruction to meet the individual learning needs of all students
- contribute to the successful implementation of the programme
- evaluate the curriculum (and inform necessary changes)
- provide specific information and relevant feedback to parents

Assessment expectations in the PYP

Students should:

- have a clear idea of the assessment and success criteria
- be aware of the assessment structure
- receive clear and timely feedback following assessments
- be given advance warning of any formal written assessment

Teachers should:

- organise continuous formative and informal assessments, over the course of a unit

- include open-ended problem-solving activities and investigations, hands-on experimentation, analysis and reflection
- integrate ATL skills in assessment through a variety of tasks and projects
- provide task-specific clarifications through rubrics and checklists for summative assessments
- record and report student attainment and progress
- use student performance as a feedback mechanism to modify the curriculum, if necessary
- provide meaningful opportunities for students to participate in, and reflect on, the assessment of their work
- use a variety of assessment tools to assess student learning

The Four Dimensions of Assessment

PYP assessment has four dimensions: **monitoring, documenting, measuring and reporting** on learning. The four dimensions of assessment are not weighted the same. The PYP chooses to put emphasis on **monitoring and documenting** learning as these dimensions are critical in providing actionable feedback for the learner.

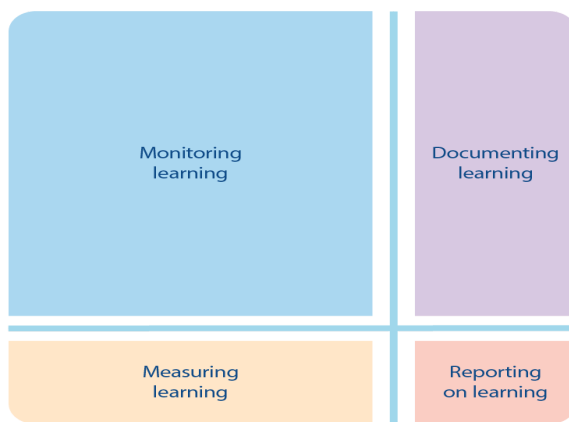


Figure AS03 Assessment to inform learning and teaching

Monitoring Learning:

The aim of 'Monitoring of Learning' is to check the progress of learning against personal learning goals and success criteria. It occurs daily through a variety of strategies: observation, questioning, reflection, discussing learning with peers and teachers, and well-considered feedback to feed forward for next steps in learning.

Documenting Learning:

The documentation of learning is the compilation of the evidence of learning. Documentation of learning is shared with others to make learning visible and apparent. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria. Documentation tools could include examples, checklists, rubrics, anecdotal records, portfolios.

Measuring Learning:

The measuring of learning aims to capture what a student has learned at a particular 'point in time'. The measurement tool used provides further data to support a larger picture of student achievement and progress in learning.

Reporting Learning:

Reporting on learning informs the learning community and reflects the question 'How well are we doing?' It describes the progress and achievement of the students' learning, identifies areas for growth and contributes to the efficacy of the programme.

Types of assessment:

Pre-Assessment:

At the beginning of each Unit of Inquiry, teachers will assess students' prior knowledge and experience before embarking on new learning experiences.

Formative assessment (Assessment for Learning – AFL) is connected to instruction and learning to provide instant and frequent feedback on the learning process. This allows teachers and students to guide instruction, giving a glimpse into the effectiveness and enthusiasm of what is being learned. It can be used to evaluate all parts of the learner, not only inquiry but also the learner profile and student growth.

This form of assessment includes:

- anecdotal records
- student reflections
- student/teacher feedback
- peer to peer evaluations
- student conversation
- classroom participation
- individual and group information or progress
- skill development

Summative assessment (Assessment of Learning) allows the learner to show what they have learned at the culmination of the teaching or learning process. Expectations are clearly defined by the teacher and students will have a model and learning strategy to demonstrate the desired result. This allows the teacher to measure the understanding of the central idea and inquiry points but also can inform and improve student learning and instruction.

This form of assessment includes:

- presentations
- tests
- quizzes
- exams
- reports
- essays
- projects
- individual or group projects to demonstrate the understanding of an entire unit

Assessment Strategies and Tools

Assessment strategies and tools						
Assessment strategies	Assessment tools	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
	Observations		✓		✓	✓
Performance assessments		✓	✓		✓	✓
Process-focused assessments		✓		✓	✓	✓
Selected responses			✓	✓		✓
Open-ended tasks		✓	✓		✓	✓

Figure 1 (Making the PYP Happen, p. 48)

The chart in figure 1 shows which assessment strategies are most effective in gathering information about the learner. The check marks indicate the tools likely to be most relevant to each strategy.

Assessment Strategies

Observations

All students are observed often and regularly, with the teacher taking a focus varying from wider to closer i.e., from class to individual and from non-participant (observing from without) to participant (observing from within).

Observation of:

- Individual and general class behaviour
- Student interactions
- Skills – reading, listening, logical thinking and lateral thinking skills
- Response to instructions
- Student application of what has been learnt
- Student health and circumstances
- Team work

Performance Assessments

The assessments are goal-directed with established criteria. They provide authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem and rarely one correct response. Audio, video and narrative records are often used for this kind of assessment.

Assessment is based on performance during:

- Role-play
- Presentation
- Demonstration
- Problem-solving
- Response to challenges

Pre-focused Assessments

The students' trans-disciplinary and other skills are observed and recorded by noting the typical as well as nontypical behaviours. Collating multiple observations enhances reliability, and synthesises evidence from different contexts to increase validity. A system of note-taking and record keeping is created that minimises writing. Checklists, inventories and narrative descriptions (such as learning logs) are common methods of collecting observations.

Assessment of process driven assignments would focus on:

- Research effectiveness
- Project work
- Transdisciplinary skills
- Typical and non-typical behaviours
- Behaviours over time (i.e. multiple observations)
- Behaviours in different contexts, with synthesis of evidence

Selected Responses

Single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.

Assessment would be for example on:

- Written Test performance
- Oral Test performance
- Quiz responses

Open-ended tasks

Open-ended tasks are situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution. The work, with the assessment criteria attached, is included in the portfolio.

Tools for Effective Assessment

Rubrics

A rubric is an established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics at times are developed by students. The rubrics are used in all formative and summative assessments.

Exemplars

Samples of students' work serve as concrete standards against which other samples are judged. Generally there is a benchmark for each achievement level in a scoring rubric. Teachers are encouraged to set benchmarks that are appropriate and usable within the particular unit context.

Checklists

These are lists of information, data, attributes or elements that are presented. A mark scheme is a type of checklist.

Anecdotal Records

Anecdotal records are brief notes based on observation of students. "Learning stories" are focused, extended observations that can be analysed later.

Continuums

These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in the process.

Previous Records

- Previous student records
- Records of previous learning experiences

Recording

- Photographing or videoing activities, art work, etc.
- Audio-taping activities
- Collecting and retaining work samples
- Anecdotal note-taking
- Reading records
- Progress charts
- Scores
- Reports

The Reporting Cycle

PYP Unit of Inquiry	Reporting Method	Timeframe
1	3 Way Goal Setting Conferences	October
2	Semester 1 Report Card	January
3	Parent Teacher Conferences	February
4	Student Led Conferences	May
5		
6	Semester 2 Report Card	June

3-Way Goal Setting Conferences

In the 3-Way Goal Setting Conferences, students will identify their major learning and social goals for the year. These conferences involve the student, parents and teachers and are held in October.

Parent-Teacher Conferences

The Parent-Teacher Conferences are a meeting between the teacher and the parent to discuss their child's progress and attainment in the first semester. The conference is based on the Semester 1 report card and is an opportunity for parents to ask specific questions regarding the report card levels and comments.

Student-Led Conferences

Student-Led Conferences are an opportunity for students to share their learning with their parents in school. The conference involves the student and parent, with the teacher there to observe and support if needed. The student leads the conference, explaining their learning to their parents. The parents' role is to support and encourage the student and ask appropriate questions while the conference is taking place.

Written Reports

Written reports will be sent to parents twice a year. They are full descriptive written reports on each subject area (February and June). The detailed end of semester report cards follow a narrative format outlining the students' academic progress and social development in each semester. In our reports we use the following criteria (below) to report in all subject areas.

Level	Description
Beginning (B)	Demonstrates achievement in only a few of the expected learning outcomes. Considerable teacher support is needed.
Developing (D)	Demonstrates achievement of some of the expected learning outcomes, but lacks consistency. Some teacher support is needed.
Mastering (M)	Demonstrates achievement of the expected learning outcomes. Little or no teacher support is needed.

Exceeding (E)	Consistently exceeds expectations and learning outcomes. The student is performing at a higher level with little or no teacher support.
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Student Portfolios

Students in the PYP create a portfolio based on a range of experiences and curriculum areas. The portfolio is a collection of work selected by the students and teachers and is a record of student's involvement in learning. It is designed to demonstrate growth, thinking skills, creativity, assessment strategies and reflection.

Portfolios celebrate students' learning through the PYP showing the holistic development of the child, both within and outside of the Programme of Inquiry in all disciplines. Portfolios enable students to reflect with teachers, parents and peers in order to identify their strengths and weaknesses as well as areas for improvement throughout the year. Students take ownership of their portfolios with the guidance of the teacher.

Portfolios are easily accessible to students. Students understand the purpose of portfolios, the process used to compile them, and are able to explain why specific materials are in the portfolios.

Portfolio content need not be limited to written work. The balance of 'teacher-selected' versus 'student-selected' content in portfolios depends on the age and maturity of students. Teachers help students learn how to thoughtfully choose which items to include/keep in their portfolios and provide students opportunities to thoughtfully remove items. A variety of media is represented to reflect different learning needs including drawings, photos, voice recording, videos and multimedia.

Portfolios are stored in plastic display folders in classrooms. Students take their portfolio home at the end of the academic year.

Grade 6 PYP Exhibition

In the final year of the PYP, students carry out an extended, in-depth collaborative project known as the PYP Exhibition. This involves students working collaboratively to conduct an in-depth inquiry into real life issues or problems. Students collectively synthesise all of the essential elements of the PYP in ways that can be shared with the whole school community. It also provides teachers with a powerful and authentic process for assessing student understanding. The exhibition represents a unique and significant opportunity for students to exhibit the attributes of the IB Learner Profile developed throughout their engagement with the PYP. It also provides schools and students with a wonderful opportunity to celebrate the transition of learners to the MYP.

Communication Plan

The Assessment Policy will be made available on our schools' websites and will be shared with parents and students at the beginning of each school year.

Review of the Assessment Policy

This will be reviewed and reviewed regularly for effectiveness in achieving desired outcomes and quality assurance. Subsequent reviews will involve all stakeholders including students and parents.

Created by	Elisabeth Craig	
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Next Review	1 January 2023	Reviewed by: PYPC, Homeroom Teachers
Next Review	1 January 2024	

References

IBO 2007-2009: Making the PYP Happen

IBO 2016: PYP: From Principles into Practice

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IBO 2018: Learning Diversity and Inclusion in IB programmes

IBO 2022. Supporting Agency through Planning and Assessment