

Discovery School PYP Assessment Policy

Discovery School Mission Statement

To provide each child the educational opportunity to discover, with perseverance and imagination, the joy of learning and the interconnectedness of our world.

As an International Baccalaureate (IB) World School, we are also aligned with the IB Organization's mission and their IB Learner Profile.

- The IB mission statement can be viewed at: <http://www.ibo.org/mission/>
- The IB learner profile can be viewed at: <http://www.ibo.org/programmes/profile/>

Philosophy or Assessment Beliefs

Assessment is integral to all teaching and learning. The prime objective of assessment in the PYP is to provide feedback on the learning process. Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do, and feel at different stages in the learning process. Students and teachers should be actively engaged in assessing the students progress as part of the development of their wider critical-thinking and self-assessment skills. The PYP approach to assessment recognizes the importance of assessing the process of inquiry as well as the product(s) of inquiry, and aims to integrate and support both. (Making the PYP Happen, 2009).

At Discovery School, we believe that assessment provides information through its diagnostic, formative and summative components. Assessment is ongoing, authentic, varied and purposeful. It is a collaborative and informative process that involves students, families, teachers and community.

Instructional and curricular decision making is driven by our assessments.

Purpose of Assessment

The purpose of assessment is to inform and involve students, parents, teachers and administrators.

Effective assessments allow:

- Students to be an active part of the learning process through reflection and demonstration of their understanding.

- Teachers to guide their instruction and to communicate progress with students and families.
- Parents to see evidence of their child's learning and development, while supporting and celebrating their child's learning.
- Administrators to build a sense of community within the school and communicate the school's progress.

Types of Assessment used at Discovery School

Diagnostic/pre-assessment

Diagnostic assessment prior to teaching helps teachers and students find out what the students already know and can do. For students in preschool and prekindergarten, the Brigance Screening Tool is used in the fall.

Formative assessment

Formative assessment is interwoven with daily instruction and assists the teacher in planning for the next stage of learning. It provides regular and frequent feedback to the teacher and the student. It also gives students an opportunity to improve their understanding and to cultivate enthusiasm for learning.

Teachers use various assessment tools to keep a record of student progress.

Summative Assessment

Summative assessment takes place at the end of the teaching and learning process and provides students with an opportunity to show what they have learned. It also shows how effectively students understand the central idea of the unit.

Assessment of the Essential Elements of the PYP

The five essential elements of the PYP are assessed through the units of inquiry and are recorded on the planner for each unit.

- Knowledge: assessment of the knowledge learned in each unit is done through the summative assessment. It reflects an understanding of the central idea.
- Skills, concepts and attitudes: Each unit provides opportunities for different skills, concepts and attitudes. Reflection on growth in these areas is recorded on the planners and self-assessments are done by the students.

- Action: Student actions that are initiated beyond the scope of the unit are recorded on the planner.

The 6th Grade Exhibition

The 6th grade students are expected to develop and present their own collaborative unit of inquiry that showcases the five essential elements of the PYP (knowledge, skills, concepts, attitudes and action).

This is an opportunity for the students to exhibit the attributes of the learner profile which they have been developing throughout the Primary Years Program.

Practice (Strategies for recording and reporting)

- Observation: Students are observed regularly with teachers noting the growth and progress of individuals, groups and the whole class.
- Performance assessment: Students apply what they have learned by completing authentic tasks that have more than one acceptable solution.
- Process-focused assessment: Teachers observe students with a particular skill in mind, noting students who are meeting, exceeding or struggling to meet the expectations.
- Open-ended tasks: Students are asked to complete or communicate an original response. This can be a drawing, written response, diagram or a solution.
- Test/quiz: These assessments provide a snapshot of students' subject-specific knowledge.
- Student reflections: Students are asked to reflect on what they have learned at the end of a lesson/unit.

School-wide Assessment Tools

- Exemplars: samples of students' work that serve as a concrete standard against which other samples are judged.
- Checklists: lists of information, data, attributes or elements that should be present in students' work or performance.
- Rubrics: 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 can be developed by students as well as teachers.

- Anecdotal records: brief, written notes based on observations of students.
- Continuums: visual representations of developmental stages of learning that show a progression of achievement or identify where a student is in a process.

Reporting to Stakeholders

The Written Report

- Teachers will complete the Discovery School report card at the completion of each trimester. The report card includes grades for all curricular areas. The school electronically stores a copy of each student's report card.
- Families of students who are struggling academically or behaviorally will receive a mid-trimester report.
- Staff will administer the Fountas and Pinnell Reading Assessment to students in grades K-6 three times during the year (Fall, Winter, and Spring). Staff will also administer a pre and post year math assessment. Students will be given a writing prompt to respond to twice during the year.
 - The Early Learning Assessment is given to our preschool and prekindergarten students. The results are reported to our families twice a year: in the fall and in the spring.
 - Students in grades K-2 are assessed in Reading, Writing, and Math using the Ohio Department of Education State Screener and Full Measure in the Fall and Spring. This information is provided to parents at conferences and in written form (email).
 - Students in grades K-6 are assessed in Reading, Writing, and Math using Fountas and Pinnell, Everyday Math Beginning and End of the Year Assessments, and using the Units of Study Beginning and End of the Year Assessments. This information is provided to parents at conferences and in written form (email).

Parent/Teacher/Student Conferences

- Fall: Goal setting. This is a relationship-building conference with the parent, student and teacher. The purpose of this conference is to discuss and identify social, emotional and academic strengths or areas for improvement. Goals will be written to determine how everyone involved can support the achievement of these goals. *Individual Learning plans will be created at this time.*
- Spring: This is a conference between the parent, student and teacher that reviews the progress of the goals that were set in the fall, in addition to sharing academic information and work samples.

Portfolios

- Portfolios are a purposeful collection of a student's work that is designed to demonstrate successes, growth, higher-order thinking, creativity and reflection.
- Portfolios are a cumulative collection of student work that travels with the student from Preschool to 6th grade. They are housed online in each child's Google Drive. They are updated at the end of each unit. Students may choose a piece to include in their portfolio. The teacher and student will include a reflection from each unit and description of the piece chosen for the portfolio.

How we report on the learner profile

All students have their progress regarding the IB PYP Learner Profile Traits assessed and reported to parents via our Discovery School report cards. The students are assessed using the following scale: I = Innovating, A = Applying, D = Developing, B = Beginning, NU: Not Using. Student and teacher input is used to determine where on the scale a particular child is regarding a particular trait.

Assessment Review

As a staff, we will review our assessment agreements and policy annually.

Date of Approval: 8/20/2014

Revisited: 8/18/2015

Revisited: 8/16/2016

Revisited: 9/7/2017

References

(2009). PYP - Making it happen: A curriculum framework for international primary education. www.ibo.org