



2024-2025 IB PYP Assessment Policy

In this document the International Baccalaureate Primary Years Program is specified as IB PYP and Primary Years Academy is specified as PYA.

Philosophy:

PYA believes that assessment is a structural tool that drives learning and teaching. All teachers are involved in planning and creating assessments based on student needs. With the adoption of the growth mindset, it is our belief that assessments are an informative tool that, combined with feedback to the students, enables students to feel empowered in their own learning and target specific skills to improve on and focus on growth. Through an on-going and customizable process, students and teachers will use a variety of assessments to guide students through the five essential elements of IB (Knowledge, Concepts, Attitudes, Approaches to Learning, and Action), Learner Profile Traits and core subject matter to meet district, state, and federal mandates of the California State Standards.

We recognize that students:

- Use assessments to set learning goals for themselves
- Have different learning styles
- Have different cultural experiences, expectations, and needs
- Perform differently according to context of learning
- See self-assessment and peer assessment as a natural part of the learning process
- Should receive feedback that is positive and constructive

Purpose:

We believe that assessments are an integral part of teaching and learning here at PYA. When an assessment is given, valuable information is collected and used to identify what each student needs to learn. We use that information, or data, to plan our lessons accordingly. When we know a student's place in the learning cycle, we can target that area, help them set goals, and grow from that place in time. Assessments are a vital part of the learning process.

The purpose of assessment for each stakeholder:

For the Student	For the Parent
<ul style="list-style-type: none"> ● To identify knowledge gained and knowledge to yet be acquired ● Monitor and celebrate progress and growth ● Provide feedback and motivate students to set learning goals using self-reflection, goal setting, and expectations ● Help with making meaning, transferring and applying knowledge ● To be an active part of the learning process 	<ul style="list-style-type: none"> ● See evidence of growth and development while noting progress ● Monitor progress and growth ● Provide feedback for students to set goals ● Assist their child in applying their knowledge in different contexts ● To be an active stakeholder
For the Teacher	For the Administrator
<ul style="list-style-type: none"> ● To identify knowledge gained and knowledge to be yet acquired ● Monitor progress and growth ● Provide feedback for students to set goals ● Motivate students to grow ● Adjust instructional plans to meet the needs of students ● Assess and understand students' needs 	<ul style="list-style-type: none"> ● Make decisions of pedagogical practices for the school ● Support teaching practices with reported data ● Comply with district, state and federal mandates on Common Core State Standards

From IBO Document, Learning and Teaching, 2018

Practice:

Assessments can be given in a variety of formats, as in the figure below. Each assessment may serve different purposes, all with the intent of providing feedback to all stakeholder on the progress and growth of students.

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

Taken from *Making the PYP Happen: A Curriculum Framework for international Primary Education 2007*

A variety of assessments will be used within each classroom as indicated on Unit of Inquiry and stand alone planners. Different types of assessments are incorporated within the curriculum depending on the need at the point-in-time. Formative assessments provide feedback to the students and teachers to inform the progress of learning and instruction. Teachers use this feedback to further develop lessons to meet the needs of the students. Summative assessments measure overall growth and understanding on a unit or topic. Diagnostic/Pre-Assessments help teachers and students assess what students already know and move forward from there. Post-tests inform teachers of students' knowledge gained so they can implement intervention as needed.

Type of Assessment	Purpose	Examples
Diagnostic/Pre-Assessment	<ul style="list-style-type: none"> Given to students before instruction Gives teachers information on what students already know and can do Not meant to go on Report Card 	<ul style="list-style-type: none"> i-Ready Pre-tests BPST (Beginning Phonics Skills Tests) District Assessments K-W-L Discussions Observations Checklists ELPAC
Common Formative Assessment	<ul style="list-style-type: none"> Given at times throughout a unit 	<ul style="list-style-type: none"> Quizzes Classwork

	<ul style="list-style-type: none"> ● Check to see if students are understanding what is being taught ● Teachers use this information to plan lessons that meet the needs of the students 	<ul style="list-style-type: none"> ● Discussions ● Observations ● Checklists ● Peer Evaluation ● Self Evaluation ● IReady ● Student notebooks/journals ● Homework, if applicable
Summative Assessment	<ul style="list-style-type: none"> ● Given at the end of a unit ● Shows what the students have learned 	<ul style="list-style-type: none"> ● Project Presentations ● Reports ● Demonstrations ● Written and Oral tests ● Self Evaluation ● Peer Evaluation ● Exhibition ● Post-Tests ● SBAC ● Student notebooks/journals

Exhibition: In the fifth grade, the final year at PYA, students participate in a culminating project of their learning at a PYP school. Students use the five essential elements in a Unit of Inquiry and will use all of their learning from their past years at PYA.

Portfolios/Student Data Notebooks:

Portfolios or Student Data Notebooks will be used at each grade level to reflect the student’s growth as an IB PYP student. Both Portfolios and Student Data Notebooks will be used at each grade level here at PYA, beginning in Kindergarten and continuing through fifth grade.

Portfolios will be a digital file kept in each student’s Google Drive. This file will contain work from each grade level pertaining to IB Units of Inquiry. Each year students will select two pieces of work from the Units of Inquiry to keep in the file. The work can be student reflections, pictures of projects, slideshows, presentations, and/or written documents. These artifacts will be used in fifth grade when students work on their Exhibition unit.

Student Data Notebooks will be a file or binder where students will track English and Math progress for that grade level year. These will be used at Student Led Conferences to show evidence of growth the students have made and areas of concern that need to be addressed. The notebooks will be sent home during the course of the year. The Data Notebooks will not be moved to the next grade level. Depending on grade level, contents of the data notebooks may vary due to developmental needs of the child. Teachers will notify parents and families of the process for their grade level.

Reporting and Recording:

Student-Led Conferences (SLC): In the on-going effort to place students at the center of their education, we will conduct Student-Led Conferences to be held at least twice a year for all students, once in the fall and once in the spring. Students will meet with their parents/guardians

at a set time to share their progress in school using their Student Data Notebooks. During this time, other Student-Led Conferences will be occurring in the classroom. The teacher will check in with each student to answer any questions or set up another separate conference to address any concerns the parents/guardians or students may have. Parents/guardians and students are always welcome to set-up a separate time that works for everyone to meet to gain more information.

In addition to SLC, we communicate with parents and families through our weekly newsletters, flyers, phone calls, emails, daily organizers, IB Family Meetings and/or different applications. Any paper communication will be sent home in the Monday envelope weekly. We ask that families check the folder and sign off on the contents.

Report Cards/Progress Reports: We will send home report cards at the end of the trimester and progress reports mid-way through the trimester. The report card will reflect knowledge in subject areas, within and outside the Units of Inquiry, concepts, and attitudes. A separate self-reflection on the Learner Profile Traits will be inserted into the report card.

Standards-based grading/Rubrics: Standards-based grading means that we base our grading on student achievement on learning goals and performance standards. Learning goals and performance standards are derived from the standards adopted in California in all subject areas. In keeping with giving as much information as possible, we will use rubrics to score assignments and assessments and on our report cards. Rubrics will provide more precise information on student needs and growth. With rubrics, we can give students and families a clear path to success on each assignment.

Essential Agreements and Communication of Policy:

It is our responsibility to uphold the Assessment Policy in our practice here at Primary Years Academy. We will review and reflect on the practices detailed in this document annually with our Assessment Committee and our staff.

This policy was developed and reviewed by a committee of parents, teachers and staff using Making the PYP Happen as a reference.

Review of IB PYP Assessment Policy:

This policy will be reviewed and updated annually by PYA Leadership, teachers, Parent groups, and School Site Council.

- Review March 2022, May 2023, March 2024
- Approved May 2022

References

IBO Document, Making the PYP Happen, 2009
IBO Document, Learning and Teaching, 2018