Patterson Dual Language Literature Magnet School
IB-PYP Assessment Policy

> **Patterson Elementary strives to foster collaborative, internationally-minded students in a safe environment. We will accomplish this by encouraging authentic, student-driven inquiry through a rigorous curriculum that immerses students in global perspectives to promote action. As a result, our students become well-rounded citizens of the world.**

Assessment Committee: Ms. Delperdang, Ms. Bentley, Ms. Siddiqui, Ms. McCarley, Ms. Baranski, Ms. G. Hernandez, Ms. R. Gonzalez, Ms. Corprew, Ms. Deschenes, Mr. Saenz

IB-PYP Assessment Standard and Practices

Assessment at the school reflects IB assessment philosophy.
- C4.1: Assessment at the school aligns with the requirements of the programme(s).
- C4.2: Patterson communicates its assessment philosophy, policy and procedures to the school community.
- C4.3: Patterson uses a range of strategies and tools to assess student learning.
- C4.4: Patterson provides students with feedback to inform and improve their learning.
- C4.5: Patterson has a system for recording student progress aligned with the assessment philosophy of the programme(s).
- C4.6: Patterson has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
     a. Student learning and development related to all attributes of the IB learner profile are assessed and reported.
- C4.7: Patterson analyses assessment data to inform teaching and learning.
     a. Patterson ensures that students' knowledge and understanding are assessed prior to new learning.
- C4.8: Patterson provides opportunities for students to participate in, and reflect on, the assessment of their work.
- C4.9: Patterson has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the PYP exhibition.

Patterson ES Philosophy of Assessment

Patterson Elementary believes that assessment is an ongoing process of documenting student learning and self-reflection through the use of authentic assessment practices & tools, including all forms of assessment data. We will obtain a thorough understanding of individual student learning to empower students to take ownership and reflect the attributes of the learner profile. We strive to ensure that the individual learning styles of our learners are accurately represented through various means of assessment. We assess the scope and sequence of the units of

inquiry by developing summative assessments that are reflective of the central ideas. A variety of assessment strategies will enable our educators to assess and **communicate** student learning that demonstrates the attributes of the IB learner profile and our program of inquiry. Our assessment practices will **communicate** students' strengths and areas of improvement. Through ongoing assessment and self-reflection, students will show **empathy** as they encourage one another to grow as learners, commit to lifelong learning, and take **action** in our community and the world to affect positive change.

Monitoring Learning at Patterson

As Patterson PYP teachers, we monitor learning through observation, questioning, reflection, anecdotal notes, discussions, student conferences, think-pair-share opportunities, structured conversations, inquiry learning experiences, as well as feedback and feedforward to communicate student learning.

Documenting Learning at Patterson

As Patterson PYP teachers, we document learning to gather evidence over time so students can reflect and set new learning goals in their learning. We document learning through student portfolios, which are established in Pre-Kindergarten and follow the students through the final years of the PYP at Patterson. Teachers utilize learning logs or journals to have students write a variety of responses throughout the curriculum. We use exemplars, checklists, rubrics, anecdotal records, and the student portfolios to document learning at our school.

Measuring Learning at Patterson

As Patterson PYP teachers, we measure learning in the PYP through formative and summative assessment tasks. We utilize a variety of assessment tools to measure student learning. Additionally, because we are a public school in Texas, we participate in state-mandated standardized assessments to measure additional learning.

Reporting on Learning at Patterson

As Patterson PYP teachers, we report on learning in the PYP by using the IB Report Card, engaging learners in student-led conferences, and ongoing self-reflection tasks throughout the curriculum, to address the question "How well are we doing?" as we grow as learners. Our school also sends home district-generated report cards to report on traditional academic achievement.

Assessment Practices at Patterson

Recording and Reporting Practices at Patterson

Assessment strategies and tools that are used at Patterson Elementary will prepare educators, guide students, and inform parents of the knowledge students have acquired throughout a specific period of time.

Recording Assessment Practices: How We Assess Student Learning
- Pre-assessments: KWL charts, thinking maps, pre-tests, think-pair-share, journal entries, classroom discussions, etc.
- Diagnostic Assessments: Universal Screener Renaissance Learning 360, Fountas & Pinnell Running Records, High Frequency Word Evaluation, Letter-Sound Assessments, Imagine Math Pre-Assessment, District beginning of year (BOY) assessment
- Formative assessments: quizzes, exit tickets, anecdotal notes, checklists, unit tests, speeches, performance assessments, written reports, journal responses, District Snapshot assessments, High Frequency Word Evaluation, etc.
- Summative assessments: projects, presentations, action, essays, STAAR, TELPAS, portfolios, planner summative assessments, PYP Exhibition, etc.
- Reflections: journaling, sharing circles, goal setting conferences, portfolios, student-led conferences, three-way conferences, action reflections, etc.
- Student Portfolios: collection of student work that demonstrates success & strengths, growth, higher order thinking, creativity and reflection
- PYP Exhibition: summative/culminating assessment of students' program learning

Recording Assessment Tools: How We Record Student Assessment

- Classroom observations: gathered from observing student in the classroom
- Exemplars: samples of work that serve as a standard
- Rubrics: teacher and student input specific criteria that provide students with expectations in advanced
- Checklists: list of attributes or elements of a students' work/performance
- Anecdotal records: brief notes taken when observing a students' progress
- Continuums: visual representations that show a students' current stage in the learning process
- Standardized tests: district/state mandated assessments
- Student reflections: opportunities for student to reflect on what they have learned
- Tests/quizzes: used to assess/evaluate subject-specific knowledge
- Videos/Photographs: capture evidence of student projects or performance assessments
- Data Tracking: teacher binders and confidential student data folders

Student Portfolios

At Patterson Elementary, student portfolios are a purposeful collection of students' work that is collected to present success, growth, higher order thinking, creativity and reflection.
- Student work products:
  - Generalist Classrooms: At least one student selected work product with a self-reflection ("I selected this piece ___.") and at least one teacher selected work product with feedback **per unit of inquiry. Summative assessment tasks for every unit of inquiry are also included in every student's PYP portfolio.**

- ○ <u>Specialist Classrooms</u>: At least one teacher or student selected work sample with evaluation or reflection by student ("I selected this piece ___.") or teacher **per unit of inquiry.**
  - ○ One IB Report Card per semester (two total per academic year)

In addition, teachers may choose one of the following to add to the students' portfolios as they see fit:

- Parent reflection/comments sheets/feedback
- Goal setting sheets with their action plan
- Student's peer assessment (where peers evaluate each other)
- Landmark moment of the students' learning
- Certificates and awards

Reporting Assessment Practices: How We Report Student Learning

1. <u>Progress reports</u>: communicates student progress throughout a unit, cycle or semester
2. <u>Report cards</u>: communicates student summary of achievement in a unit, cycle or semester
3. <u>Parent notes or letters sent home</u>: inform progress in any area(s) of the curriculum (e.g., ClassDojo messages)
4. <u>Assessment reports</u>: reflects summative score as evidence concerning student growth and progress
5. <u>Parent Teacher Conferences</u>: There will be two scheduled student-led conferences (one in Fall; one in Spring) per academic year. In addition, the teacher or parent may request additional conferences, at which time, the teacher can choose from the following options:
   a. <u>Teacher-Student Conferences:</u> The teacher provides feedback to the student so that the student may reflect on their progress and further develop as a learner.
   b. <u>Teacher-Parent Conferences:</u> The teacher provides feedback to the parent about their student's progress development and needs.
   c. <u>Student-Led Conferences:</u> The student is responsible for sharing what they have learned with their parent using their portfolio as a guide.
   d. <u>Three-way Conferences:</u> The teacher, student, and parents meet to discuss the student's learning; the student guides the meeting by reflecting and sharing their learning.

**Patterson Dual Language Literature Magnet School
Student Portfolio Guidelines**

Student Portfolios may include:

- Be in a three-inch binder with a plastic cover sheet on the front cover
- Contain six (or four for PK/K) cover sheets, one for every unit of inquiry (UOI)
- Student work products, reflections, and artifacts from the previous school year(s) and should never be discarded.
- Follow a chronological order with most recent work products at beginning of the binder
- Summative assessments with evaluation tool (e.g., rubric, feedback, etc) attached
- Assessment data reports **as needed**
- **Every student portfolio will contain the following:**
  - at least one student- selected work samples with attached self-reflections <u>per unit of inquiry</u>
  - at least one teacher selected work sample with written feedback or rubric attached <u>per unit of inquiry</u>. This work product may be the summative assessment tasks of the various units of inquiry.
  - One student IB report card per semester (two total per academic year)
- **Specials:**
  - contain at least one teacher or student-selected work product with written feedback, rubric, or reflection by student or teacher <u>per specials class: science, music, drama, art, physical education, Spanish, Library/Media Center class</u>

In addition, teachers may choose one of the following items to add to the students' portfolios:
- Parent Reflection Sheet for every student-led conference
- Goal-setting sheets with their action plan
- Landmark moment of the students' learning
- Copies of certificates and awards
- Photographs
- Student's Peer Assessment(s) as appropriate

**Patterson Dual Language Literature Magnet School
Summative Assessment Guidelines**

<u>**Components to include in Summative Assessments:**</u>
- The concepts of the central idea are being assessed.
- Demonstrate the understanding of the IB attributes.

- The IB attributes are assessed.
- Must assess possible student-initiated actions that took place during the unit.
- If using questions, they should be open ended and relate to the key concepts focused on in the UOI.
- Must be Transdisciplinary (no individual content sections, must all be integrated together).
- Must assess transdisciplinary skills of the unit of inquiry. (thinking, social, communication, research, self-management skills)
- Has to be a final product that the student creates that encompasses the central idea of the entire unit of inquiry.
- Provide students with choice and options for their final product to showcase their learning.
- Must have an assessment tool attached. (from list above)
- Students should self-reflect after receiving their feedback.

For further reading/guidance on the role of assessment in the PYP:

https://inquiryintolearningblog.wordpress.com/2019/04/15/assessment-practices-what-are-they/

https://inquiryintolearningblog.wordpress.com/2019/04/13/assessment-what-and-how/

https://inquiryintolearningblog.wordpress.com/2016/11/06/extending-my-understanding-of-understanding-the-assessment/