INTERNATIONAL
SCHOOL OF
BERGEN

Lower School
Assessment
Handbook
2016-2017

ib Primary Years
Programme

Policy Statement

"Assessment is an integral part of the learning process. Clearly communicated assessment helps foster positive attitudes to learning and guides the growth of the learner. Informative and reflective assessment supports the school as a learning community and secures a balanced programme."

The ISB Lower School assessment handbook describes the three related areas of the assessment component of the curriculum:

1. **Purposes for Assessment**
2. **Assessment Beliefs and Values**
3. **Assessment Practices**
   a) **Strategies**
   b) **Tools**
   c) **Recording**
   d) **Reporting**
   e) **Portfolios**
   f) **Exhibition**

1. Purposes for Assessment

"The prime objective of assessment in the PYP is to provide feedback on the learning process." (IB, 2007)

To guide the growth of the learner and foster positive attitudes to learning by:

- Making explicit for students which criteria (within the essential elements of skills, knowledge, concepts, attitudes or action) should be demonstrated or mastered for success on a given task
- Giving constructive feedback on the learning process, on areas of strength and areas to which the student needs to direct their focus or change their approach
- Providing opportunities for reflection, and for self and peer assessment
- Providing students with opportunities to consider their progress in relation to the attributes listed in the PYP learner profile

To support the school as a learning community and secure a balanced programme by:

- Monitoring student behaviour and performance
- Providing data to support dialogue and analysis about class and individual learning with colleagues, parents, students and external bodies
- Monitoring the effectiveness of the programme delivery and informing curriculum review
- Providing reflection on a unit of learning to assess:
- The unit's suitability for a range of cultural backgrounds, language levels and learning styles, student attainment, suitability of assessment tasks/learning engagements – relevant, engaging, challenging
- Suitability of assessment tasks/learning engagements for the aspects of the five essential elements (knowledge, concepts etc) being focused on
- Reflecting on the extent to which each aspect of the essential elements is represented in the programme of inquiry

2. Assessment Beliefs and Values

The IB suggests the criteria listed below for consideration when teachers are planning and choosing assessments.

At ISB these criteria for effective assessment will be referred to at the planning stages (when considering summative assessments), during units of work (in developing formative assessments) and later, when reflecting upon units of work and the resulting learning.

Effective assessments allow the student to:

- Share their learning and understanding with others
- Demonstrate a range of knowledge, conceptual understanding and skills
- Use a variety of learning styles, multiple intelligences and abilities to express their understanding
- Know and understand in advance the criteria for producing a quality product or performance
- Participate in reflection, self- and peer-assessment
- Base their learning on real-life experiences that can lead to further inquiries
- Express different points of view and interpretations
- Analyse their learning and understand what needs to be improved.

Effective assessments allow the teacher to:

- Inform every stage of the teaching and learning process
- Plan in response to student and teacher inquiries
- Develop criteria for producing a quality product or performance
- Gather evidence from which sound conclusions can be drawn
- Provide evidence that can be effectively reported and understood by the whole school community
- Collaboratively review and reflect on student performance and progress
- Take into account a variety of learning styles, multiple intelligences and abilities including different cultural contexts
- Use scoring that is both analytical (separate scores for different aspects of the work) and holistic(single scores).

Effective assessments allow the parents to:

- See evidence of student learning and development
- Develop an understanding of the student's progress
- Provide opportunities to support and celebrate student learning."(IB, 2007)

3. Assessment Practices

"The strategies are the methods or approaches that teachers use when gathering information about a student's learning. Teachers record this information using a variety of tools, which are the instruments used to collect data." (IB, 2007)

a) Strategies

The PYP identifies the following assessment strategies as central to the assessment process. Teachers should aim to use all of the strategies as they cover a range of approaches and therefore provide a balanced view of the student:

Observations

All students are observed often and regularly, with the teacher taking a focus varying from wide angle (for example, focusing on the whole class) to close up (for example, focusing on one student or one activity), and from nonparticipant (observing from without) to participant (observing from within).

Performance assessments

The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem and rarely only one correct response.

They are usually multimodal and require the use of many skills. Audio, video and narrative records are often useful for this kind of assessment.

Process-focused assessments

Students are observed often and regularly. The observations are recorded by noting the typical as well as non-typical behaviours, by collecting multiple observations to enhance reliability, and synthesizing evidence from different contexts to increase validity. A system of note taking and record keeping is created that minimizes writing and recording time. Checklists, inventories and narrative descriptions (such as learning logs) are common methods of collecting observations.

Selected responses

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

Open-ended tasks

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, could be included in a portfolio." (IB, 2007)

b) Tools

The assessment strategies listed may be put into practice using the following tools:

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 by teachers.

Exemplars

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

Checklists

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

Anecdotal records

Anecdotal records are brief written notes based on observations of students. "Learning stories" are focused, extended observations that can be analysed later. These records need to be systematically compiled and organized.

Continuums

These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process. (IB, 2007)

c) Recording

Data on student progress against short term and long-term goals (formative and summative assessments respectively) is collected and analyzed in a systematic way using strategies and tools as described above.

d) Reporting

Communication with parents regarding student progress should approximate the schedule below, with revision at the start of each year to take into account events:

Reporting schedule for early childhood (Preschool 3, Preschool 4 and Kindergarten):

Formal report cards	Twice a year (December and June)
Parent Teacher Conferences	Twice a year
Student led conference	In the second half of the school year
UOI sharing	Parents invited into classrooms on at least 2 occasions for sharing in connection with UOI (includes student led conference)

Reporting schedule for grades 1 to 5:

Formal report cards	Twice a year (December and June)
Parent Teacher Conferences	Twice a year
Student led conferences	In the second half of the school year
UOI sharing	Parents invited into classrooms on at least 3 occasions for sharing in connection with UOI (includes student led conference)

e) Portfolio Guidelines

The purpose of the portfolio is to demonstrate the process and progression the student has made. Portfolios can be used to assess a student's understanding and to document the process of learning, as well as being available for student-led conferences and parent meetings. They are available to relevant teachers, staff, students and families.

Portfolios for Grades 1-5:

For each unit of inquiry (6 UOIs) portfolios will contain:

- A title page for each UOI with central idea and lines of inquiry
- A minimum of 3 student-selected entries (labelled with date and grade and pertinent descriptive information, e.g. "Examining a starfish on our trip to the aquarium", "My imagination invention story", etc). Students are encouraged to select from a variety of learning areas.
- A homeroom teacher reflection at the end of the UOI (written or audio/video)

- A student reflection at the end of the UOI (e.g. reflecting on central idea, lines of inquiry, summative assessment, an action they have taken, what they learned, what they are still curious about – written or audio/video)
  - This can be recorded by a teacher or an assistant.
  - This can be done using a student's home-tongue if possible (e.g. with parents' assistance).
- Students and teachers will incorporate Learner Profile Attributes and the PYP Attitudes when choosing pieces and reflecting.
  - The portfolios are sent home with the student at the end of the school year.
  - If students/the teacher are using electronic portfolios, the same guidelines will generally apply. (One option is to use the Book Creator app as a portfolio resource).

Portfolios for Preschool 3 to Kindergarten:

For each unit of inquiry (4 UOIs) portfolios will contain:

- A title page for each UOI with central idea and lines of inquiry
- A minimum of 3 teacher-selected entries (labelled with date and grade and pertinent descriptive information, e.g. "Examining a starfish on our trip to the aquarium", "A student counting to 20", etc). The teacher-selected entries should be from a variety of learning areas. Teachers will share the selections with students and in doing so model portfolio skills, e.g. reflecting on a chosen piece.
- Students can choose to put in entries in collaboration with the teacher.
- A homeroom teacher reflection at the end of the UOI (written or audio/video)
- A student reflection at the end of the UOI (e.g. reflecting on central idea, lines of inquiry, summative assessment, an action they have taken, what they learned, what they are still curious about – written or audio/video)
  - This can be recorded by a teacher or an assistant.
  - This can be done using a student's home-tongue if possible (e.g. with parents' assistance).
- Students and teachers will incorporate Learner Profile Attributes and the PYP Attitudes when reflecting.
  - The portfolios are sent home with the student at the end of the school year.
  - If students/the teacher are using electronic portfolios, the same guidelines will generally apply. (One option is to use the Book Creator app as a portfolio resource).

Other notes regarding portfolios:

- Larger portfolio items may be photographed and the photograph placed in the portfolio.
- Audio/video recordings may be used as student/teacher reflections.
- Portfolios are easily accessible to students in the classroom.

g) Assessment Records

Teachers from Preschool 3 to Grade 5 will keep ongoing assessment folders for each student in their classroom.

Relevant learning objectives are included on the assessment pieces collected (i.e. which learning objective is being assessed) as well as any necessary context information (e.g. 30-minute independent test, group work on a summative assessment task, 15-minute writing task, rough copy, calculators were used, etc).

Each student's assessment records folder will contain:

- Minimum 2 Language Arts (including one writing task) assessment pieces per student per unit/6 weeks
- Minimum 2 Math assessment pieces per student per unit/6 weeks
- Minimum 1 UOI summative assessment piece per unit/6 weeks

Different types of assessment pieces can be collected (rubrics, tests/quizzes, writing/math exemplars, reading comprehensions, student reflections, drawings/diagrams, peer/self-assessment, teacher observations, checklists, verbal/video, etc), including different ones for different students (i.e. not every sample collected has to stem from a group-wide activity/task, e.g. if a student does an independent piece of writing during free choice time)

Teacher reflections and student reflections for the assessment pieces collected are not required (notes can be added by the teacher/student if deemed necessary).

The same assessment piece can be used for both the portfolio (per detailed outlined above) and assessment folder.

The students take the assessment folder home at the end of the school year. This will be accompanied by a general letter in regards to the keeping of assessment folders.

The deputy director for lower school will periodically collect assessment records for review

Each school year, staff will have the opportunity to collaborate on selecting different areas to focus on regards to assessment folders (e.g. peer assessments, using rubrics as pre and summative assessment tools, etc).

h) Exhibition

In the final year of the PYP, students participate in a culminating project, the PYP exhibition. This requires that each student demonstrate engagement with the five essential elements of the programme: knowledge, concepts, skills, attitudes and action. It is a transdisciplinary inquiry conducted in the spirit of personal and shared responsibility, as well as a summative assessment activity that is a celebration as students move from the PYP into the middle years of schooling.

The exhibition represents a significant event in the life of a PYP school and student, synthesizing the essential elements of the PYP, and sharing them with the whole school community. It is an opportunity for students to exhibit the attributes of the learner profile that have been developing throughout their engagement with the PYP.

The PYP exhibition has a number of key purposes including the following:

- For students to engage in an in-depth, collaborative inquiry
- To provide students with an opportunity to demonstrate independence and responsibility for their own learning
- To provide students with an opportunity to explore multiple perspectives
- For students to synthesize and apply their learning of previous years, and to reflect on their journey through the PYP
- To provide an authentic process for assessing student understanding
- To demonstrate how students can take action as a result of their learning
- To unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP
- To celebrate the transition of learners from primary to middle/secondary education

As the culminating PYP experience, it is required that the exhibition reflects all the major features of the programme. Therefore, it must include regular and carefully planned assessment.

This assessment should take two forms: firstly, ongoing assessment of each individual student's contribution to and understanding of the exhibition; secondly, a summative assessment and reflection on the event itself. Assessment of the exhibition takes place within the school. It should take place throughout the whole process of the exhibition and should be rigorous. (IB, 2007)

i) Diagnostic assessments and Screening

The IENS coordinator may use the tools from the following list along with other unspecified tools for diagnostic purposes as needed:

General Screening for all Grade One Students
Lucid COPS – Cognitive Profiling System (identification of dyslexia)

Language Arts Assessment Material
Lucid Rapid (identification of dyslexia)
Lucid Ability 4-8 (verbal and non verbal skills)
Lucid Ability 7-12 (verbal and non verbal skills)

Maths Assessment Material
NferNelson Dyscalculia Screener
MaLT Diagnostic Mental Mathematics Tests
Access Mathematics Tests

Other Assessment Material
Special Needs Assessment Profile (General covers LA & Maths ++)
NNAT Naglieri Nonverbal Ability Test
ADDES (AD/HD)

Bibliography

Some of the text and ideas found in the ISB Lower School Assessment handbook are taken from:

"*Making the PYP Happen, A curriculum framework for international primary education*", IB 2007