**IB PYP Assessment and Reporting**

Assessment

Teachers use a variety of assessment tools and measures including checklists, rubrics, teacher-student conferences, anecdotal notes, quizzes/tests and more. These are used to determine where children are in terms of their development of knowledge, understandings and skills along the elementary learning continuum. By utilizing criterion-referenced assessments, teachers are able to clearly communicate what students know, understand and can do, as well as actionable next steps in learning. These assessments are used in lieu of scores and letter grades because they better articulate to students where they are currently, and how they can improve moving forward.

Assessments are used throughout a learning cycle. Diagnostic and formative assessments used at the beginning of a learning cycle are used to identify students’ prior knowledge and associated skill sets related to concepts to be explored. We refer to these assessments as assessments *for* learning. During the learning cycle, students regularly engage in self and peer-assessment in reference to identified criteria. This encourages metacognitive reflection, and helps students develop a growth mindset and sense of self-efficacy as students learn to identify strengths and areas for continued effort and growth before the end of the learning cycle. This is assessment *as* learning. And, at the end of a learning cycle, students and teachers engage in summative assessment *of* learning to identify the extent to which students built their knowledge, understandings and competencies.

Our goal is to thoughtfully and effectively guide our PYP students through the five essential elements of learning: acquisition of knowledge, understanding of concepts, growth of skills, development of attitudes, and decision to take action as a result of learning. Ongoing, student-centred assessment is integral to this process.

Reporting

This year, in an effort to align our existing assessment practices with our reporting, we will be using descriptive terms to articulate where children are along the learning continuum. The terms will replace previously used language for the primary grades (K – 3) related to the extent to which students “met expectations”, and will replace letter grades for our intermediate (Gr. 4 – 7) students.

The language that will be used for all of our PYP students is articulated below.

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| --- | --- | --- | --- |
| **Beginning** | **Developing** | **Practicing** | **Extending** |
| Student demonstrates limited competence with simple content with respect to the targeted learning goals.  Student is beginning to apply some basic knowledge, understandings and skills in situationsthat are the same as those modeled and practiced. | Student demonstrates partial competence with simple content with respect to the targeted learning goals.  Student applies knowledge, understandings and skills in situations similar to those previously modeled and practiced. | Student independently demonstrates full competence with more complex content with respect to the targeted learning goals.  Student applies knowledge, understandings and skills to new situations not already modeled and practiced. | Student independently demonstrates exceptional competence synthesizing sophisticated content with respect to the targeted learning goals.  Student applies knowledge, understandings and skills to new situations in a nuanced and reflective way. |