



MySchool

# PYP Assessment Policy

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## 1. MySchool Vision & Mission



### Vision:

We go beyond the classic approaches of Education. We offer the most innovative and the latest International Curriculums. We are deep-rooted in our values. We develop critical thinkers and responsible citizens in a peaceful world.

### Mission:

MySchool aims to develop a learner who believes in the hopes of the homeland, meets the aspirations of progress and bears in mind the international changes. A learner who is deep-rooted in the Omani values and heritage, familiar with all the methods enabling to be an inquirer and a long life learner.

## 2. The IBO Mission Statement:

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. (IBO)



### 3. Purpose of the Assessment Policy:

This policy is a working document developed by MySchool. It outlines our school's assessment philosophy and defines the tools designed to put it into practice.

This policy aligns with the IB PYP standards and practices for Assessment (Standard 0404).

This policy is meant to provide an overview and guiding lines for assessment at MySchool.

Our policy is a statement of agreement as all of the MySchool community is asked to commit to it .

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## 4. The Purpose of Assessment




Assessment is the gathering and analysis of information about student performance and is designed to inform practice and students' growth. 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 Approaches to Learning (ATL) Skills.

Continuous assessment is critical to understanding how students are performing in relation to the selected standard. Assessment for learning is as important as assessments of learning.

Formative assessment allows teachers to evaluate the effectiveness of instructional strategies, and potentially engages students in self-assessment. Formative assessments are woven throughout instructional strategies that can be recorded at logical intervals in the flow of teaching and learning.

## 5. Guiding Principles for the assessment


1. We eliminate the fear of assessment in students by allowing them to set success criteria and to demonstrate their learning in a medium of choice.

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2. We believe that the more students and teachers are involved in the assessment process, the more motivated they both will be in teaching and learning.
  3. Planning should integrate students' agency where they have a voice and choice in the assessment process.
  4. As students become more comfortable with assessments, they take more responsibility for their own learning, they will be more salient in goal setting.
  5. As students grow in taking more responsibility for their learning and growth, they will be more effective in communicating it to parents.
  6. Planning and assessing must include modifications and adaptations for all students. All assessments need to include more than one method of assessing e.g. oral, written, recognition, descriptive, etc. and students are given a chance to improve their mark.
  7. Formative assessment is a powerful tool for monitoring the development of students' understanding, modifying activities and promoting teacher and student self-reflection. It should be followed by regular feedback and feed-forward.
  8. In order to assess the effectiveness of the learning and teaching in the Primary Years Programme, all of the essential elements of the enhanced PYP (concepts, skills, knowledge, and action) must be addressed.
  9. Collaboratively addressing all questions on the PYP unit template will ensure that all essential elements of the PYP are taught and assessed.
  10. The quality and success of a unit of inquiry is dependent upon the thoughtful planning, teaching, reflecting, and assessing of the essential elements indicated on the PYP unit of inquiry template.



## 6. Essential Agreement regarding Assessment

1. We understand that the process of learning about and improving assessment practices is ongoing.
2. We agree to be principled and caring as we collaborate, encourage and support one another in the process of learning to more effectively implement the PYP philosophy and practices of assessment.
3. We will collaborate with peers to evaluate and improve our assessment strategies.
4. We will assess the development of the Learner Profile traits.
6. We will attend assessment workshops as they become available and share our newly acquired knowledge during professional development.
7. We will use formative assessments to assess prior knowledge, skills, and points of inquiry.
8. We will use formative assessment to provide feedback to students and teachers and help drive instruction.
9. We will use a variety of strategies and measuring tools for assessments.
10. We will explain summative assessments to the students at the beginning of the unit so they understand the expected outcome. We will set the success criteria with students and will make sure they understand them.
11. We will allow more opportunities for students to help design assessments.
12. We will seek to eliminate fear of assessment.
13. We will increase the opportunity for students to engage in self-reflection. We recognize that self-evaluation is one of our most powerful resources.
14. Each year teachers will evaluate units of inquiry for improvements.

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17. We agree to assess students' abilities as a whole.
  18. We agree to address all elements of the PYP (ATL skills, concepts, knowledge, agency and actions of the PYP) in the holistic assessment of the student as an IB Learner
  19. Professional Development time will be devoted to assessment training and sharing of best practices.
  20. Essential agreements will be reviewed and revised annually.
  21. Assessments are fair, transparent and recording tools are shared with all parties when relevant).


## 7. Assessment in practice:

Assessment within the PYP is an integral part of the teaching process. Understanding where assessment planning occurs in the teaching-learning continuum provides a crucial insight into designing units of inquiry, which will effectively address the essential elements of the PYP. As we collaboratively consider how to most effectively design an inquiry, we start with the end in mind. MySchool teachers are encouraged to use a variety of assessment tools and strategies, to provide for differentiated instruction and to provide a balanced view of the students. We seek to take the mystery and fear out of assessment as much as possible by involving the students and parents in the process.

### a. Effective assessment:

- Collaboratively (student and teacher) assesses what the student can do and to what level of proficiency.
- Measures the application of targeted knowledge, concepts, and skills rather than the mere recall of facts.
- Measures growth.
- Involves active reflection on the part of the student and teacher.



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- Is differentiated to different learning styles and meets individual needs.
  - Provides meaningful information to students, teachers, parents, and school administration for continuous improvement in curriculum, instruction, meaningful work, and assessment tasks. Monitoring takes place all the time.
  - Serves in goal setting for students, teachers, and administration.
  - Allows for development and evaluation of the Learner Profile.

## b. Formative Assessment


Formative assessments are interwoven within the daily teaching, so both the students and teachers know how they are doing at various intervals. While informal assessments occur on a daily basis, only those which assess the three lines of inquiry will be written and recorded in the PYP planner on Managebac(our platform) .

In general, formative assessment:

- Is diagnostic (prior knowledge, informs future teaching)
- Assesses the inquiry points, conceptual understanding and ATL skills.
- Includes self, peer and group assessment
- Provides self-reflection opportunities and encourages student action
- Encourages reflection and development of metacognition
  - Varies strategies used to gather information about the learner and the learning that has occurred.
  - Informs future teaching: feedforward
  - Addresses what students know, feel and understand at various stages of the inquiry.
  - Allows for ongoing teacher-student communication and feedback

## c. Summative assessment:

After teachers have arrived at their central idea, they begin the planning of their summative assessment.



The summative assessment should be designed with the students' input and will then be presented at the beginning of the unit of inquiry.

Summative assessments occur at the end of the teaching and learning process and give students an opportunity to demonstrate what they have learned or how they have grown in regards to what they understand (concepts), what they are able to do (skills) what they feel and value (IB learner profile attributes) and how reflecting has led them to responsible action.

In general, summative assessment:

- Involves student participation such as developing rubrics and designing assessments with success criteria
- Assesses the central idea
- Presents performance task at the beginning of unit
- Explains assessment criteria for summative task
- Includes authentic assessment
- Uses measuring tool such as student and teacher created rubrics
- Allows for students' voice, choice and reflection
- Is relevant, interesting and developmentally appropriate
- Allows for differentiated instruction

## 8. Assessment tools and strategies:

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	✓	✓		✓	✓

Samples of assessment tools and strategies are displayed in this figure.

## 9. Portfolio Assessment:

A portfolio is a place where students collect, and reflect on, the products of their learning. In addition to reflection, this collection should reflect a variety of student products and performances as well as documentation showing student growth.

PYP Portfolio Contents(digital or printed)

- Summative assessment per unit with accompanying assessment tool
- Teacher selected portfolio piece response form for each unit
- Student reflection summary sheet for each unit of inquiry
- Learner Profile student self-assessment sheet

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- Students include pieces of work of their choice. The students need to complete a reflection form for each piece they chose to be included in their portfolio. The reflection will be attached to the self-selected work.
    - Goals set by the students in collaboration with their teachers and Parents
    - Document action taken by the students

### Logistics


- Student portfolios will be kept in the PYP portfolio area in each homeroom
- Each student will have a file with his or her name clearly marked.
- Students have access to their portfolios throughout the day
- Portfolios will continue to be available for parents throughout the year(online), during report card pick-up days and during three-way-conferences(hard copy).
- Portfolio contents will be distributed to students upon request.
- Students will be asked to voluntarily leave portfolio samples.
- Samples will be collected and filed with the coordinator at the end of the school year.

### Standardized Tests:

There is no national test in PYP years.

### Assessment reporting:

1. **Teacher-Parent conference:** Arranged periodically upon the request of parents or teachers with the presence of the PYP Coordinator.
2. **Three-way conference:** It involves the student, parents and teacher. Students discuss their learning and understanding with their parents and teacher.
3. **Written Reports:** Report cards will be issued 3 times a year showing students learning progress, engagement in the unit of inquiry and



development of the ATL Skills. Comments are positive, progressive and individualised to each student.

## The Exhibition

**1. Mini-Exhibitions:** Can be organized at the end of any unit of inquiry. Parents are invited to the event.

**2. Exhibition:** In the final year of the PYP, students participate in a culminating project, the PYP exhibition. This requires that each student demonstrates engagement with the essential elements of the programme: knowledge, concepts, skills, 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. For further information and guidance on the exhibition, refer to *PYP exhibition guidelines*.

## References

*Programme Standards and Practices. International Baccalaureate Organization, 2020.*

*From Principles into Practice: A curriculum framework for international primary education 2020.*

