

## Assessment

### Essential Agreements

This document has been developed for the school community and stakeholders so that everyone has a common understanding as to why and how we assess students at ISOCS.

#### What is assessment?

*'Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decision to take action. **The prime objective of assessment in the PYP is to provide feedback on the learning process.** All PYP schools are expected to develop assessment procedures and methods of reporting that reflect the philosophy and objectives of the programme.'* **MTPYPH page 44**

Our goal is to become an authorised PYP school. Therefore we are mindful of the **PYP perspective on assessment** and **standard C4** of the IB Programme standards and practices in all of our assessment and reporting practices and initiatives.

*'Assessment at the school reflects IB assessment philosophy.'*

**Programme standards and practices: standard C4**

## **Who is assessment for and why?**

### **For the student**

- To identify goals and individual strengths
- To see the progress they have made
- To give clear feedback on their learning
- To provide a motivating force that encourages the personal pursuit of excellence
- So they know what is expected of them
- To develop their 'habit of mind'- it's THEIR judgement of themselves
- To honour prior experience and learning
- To hold the student accountable for their learning

### **For the teacher**

- To see what has been understood and learned
- To see if students can apply their understanding to related contexts
- To ensure there is a record of each student's learning
- To ensure teachers are accountable to students/parents/director/themselves
- To support and develop reflective teaching practice
- To inform each stage of the planning process
- To ensure the curriculum is balanced
- To ensure the teacher is using 'backward planning' so goals are clearly identified
- To provide information so that learning engagements are differentiated appropriately
- To give clear feedback to students and parents.

### **For the parent**

- To highlight the progress being made
- To make their child's learning explicit
- To ascertain what their child struggles with and excels in
- To provide a window into learning and what is happening in school
- To give ways a parent can support their child
- To help parents understand the range of assessments undertaken by students
- To show the parent the process of learning and its complexity
- To highlight the student's central role in the assessment process
- To make clear to parents the goals teachers have for each student.

### **For the school community**

- To support and shape the development of international mindedness in our school
- To provide accountability to outside agencies e.g. Canton, IB
- To ensure academic rigour
- To inform decisions about student placement
- To document how the school is helping prepare citizens for life
- To help the school identify strengths and targets
- To lead to further development of the school.

## **How do we assess students at ISOCS?**

### **Our basic principles of assessment:**

- Broad ranging across the curriculum
- Developmental in approach
- Differentiated
- Offers opportunities to show understanding in a variety ways
- Appropriate to age of the student
- Continuous assessment is seen an integral part of the teaching and learning process
- Includes pre-assessment, formative assessment, summative assessment and self-reflection
- Includes but is not limited to portfolios, reports, continuums, conferences, appointments, emails, informal invitations to class showcases and the exhibition
- Uses a variety of strategies and tools
- Addresses the PYP's five essential elements (knowledge, concepts, skills, attitudes and action taken as a result of learning)
- Is realistic and manageable
- Students are clearly aware of criteria for assessment
- Students develop criteria alongside the teachers
- Gives quantifiable data
- Asks probing and thought provoking questions
- Students learn how to assess themselves critically in a supportive and open environment
- Goes beyond the easily measurable.

### **Appendices:**

Portfolio and Reporting Essential Agreements

Letter to new parents about reports and portfolios

Report sample template (Number)

## **ISOCS Portfolio Guidelines**

### **What is an ISOCS portfolio?**

**A portfolio is a collection of 'student learning', chosen and organised thoughtfully throughout the academic year.**

**It is used by the student, teachers and family to help reflect on the student's learning and understanding.**

**A portfolio plays an important role in the way we assess and build a picture of each student's learning at ISOCS.**

1. Portfolios are sent home and returned with each report. They are available freely throughout the year.
2. Portfolios can be stored on paper in folders and/or digitally.
3. A portfolio has a cover page created by the student to identify the owner.
4. A portfolio will have the 'definition of a portfolio' created in cooperation with the students in the front section. This can be added to at different points of the year. This also helps students understand the purpose of building a portfolio.
5. A portfolio is organised into sections appropriate to the age or focus of the class. For example it may be organised by unit or broad subject sections. The portfolio reflects the transdisciplinary nature of the curriculum.
6. Portfolio sections are organised carefully to show learning in a logical order over time.
7. Portfolios will reflect each student's engagement with and development of the Learner Profile.
8. Portfolios will reflect the PYP's five essential elements (knowledge, concepts, skills, attitudes and action).
9. Portfolio samples can include but are not limited to photographs, films, art samples and written tasks.
10. Portfolios will have a broad range of assessment strategies and tools, e.g. rubrics, check lists, anecdotal notes, interviews and student self-reflection.
11. A teacher will aim to show the pre-assessment and summative assessment for each unit and/or area studied in order to show the development of student understanding. Formative assessments should be included where appropriate.
12. Student reflection on learning should be evident throughout the portfolio.

13. Portfolios should aim for a balance of student and teacher chosen samples. This may vary according to the time of year and the class.
14. Teachers should support students in the selection of samples as appropriate to the age of the child.
15. Portfolio samples will be clearly labeled to inform parents of each task description and aim, unless a clear description is already part of the task. This also helps the parent focus their discussion with their child at home and understand our objectives as teachers.
16. Samples should be from the homeroom and single subject classes. This should be negotiated within teams to ensure realistic time scales and numbers of samples are observed.
17. Returning students will return their 'old' portfolio to school in August so that the new homeroom teacher (and specialist teachers if appropriate) can review the previous year's portfolio. The 'old' portfolios are returned to the students when the relevant teachers have had sufficient time to review the documentation.
18. A selection of portfolios will be copied in order to keep a school record of this form of documentation. These will provide examples of good practice and be available to share with new teachers and visitors.
19. In addition to a portfolio, at ISOCS we use e.g. informal and formal meetings, published assessments, reports and ongoing discussion to help understand and assess a child's learning in school.

Portfolio guidelines published July 2011

### ISOCS Report Guidelines

1. Reports are sent home four to six times a year to ensure parents are consistently informed of their child's progress through the year.
2. Reports are written as a reflection after the end of unit assessments are given, to accurately reflect student understanding.
3. One report may record reflections for one or more units.
4. Teacher comments are added only where it is felt these further inform parents. Avoid comments to just fill space.
5. Single subject teachers add comments twice a year at appropriate negotiated points of the year using a blank box. At present the German and PE teachers add comments.
6. The first and last report of the year should include a closing comment on a student's general progress.

#### Example:

A great start to the year Aled. Your enthusiasm for sharing ideas and commitment to learning has really stood out in class.

7. Student portfolios accompany the reports home.
8. Reports are to be read through by a team member and feedback given.
9. Mathematical development is reported using the IB PYP maths continuum.
10. **Verdana** is the script font.
11. Font size (10) should be used consistently throughout the document.
12. The colours used to denote the level of understanding are from the paint fill option on Windows 7. The shade intensity is the third out of the five options on the drop down menu.

#### Example:

KEY:	
Beginning	The student has had initial experience or exploration of the concept or skill.
Developing	The student is developing an understanding of the concept or skill with strongly scaffolded and teacher-led instruction.
Applying	The student can apply the concept or skill with some teacher support and guidance.
Independent	The student can apply this concept or skill independently in relevant contexts.

13. Only one box is marked per statement:

**Correct**

	Beginning	Developing	Applying	Independent
The student can		X		
The student can		X		
The student understands			X	
The student can				X

**Incorrect**

	Beginning	Developing	Applying	Independent
The student can	X	X		
The student can		X	X	
The student understands			X	X
The student can			X	X

14. The teacher can add additional lines of text to the statement boxes. Lines not needed should be removed.

15. Space should be left for parent comments:

Teacher comment:

Parent comment:

16. If a student is leaving the school the 'parent comment' should be removed, as the report will not be returned.

17. Absences are marked at the top of the report.

Example:

**Number of days absent: 4/49**

The student was absent for 4 days out of a reporting period of 49 days.

18. At the end of the year absences for the whole year are marked additionally:

**Number of days absent this year: 4/175**

The student was absent for 4 days out of an academic year of 175 days.

19. Draft reports should be handed to the Director two weeks before reports are due to go out to parents.

20. Final reports will reflect that a unit may still be in progress at the time of writing.

21. A timeline will be agreed to ensure the reporting process is transparent.

22. All reports are to be signed and dated by the Homeroom Teacher and Director.



August 2011

Dear Parents,

You will find your child's latest report and portfolio included with this letter. We send the two together because the portfolio compliments the report and helps give you a fuller and more in depth understanding of your child's learning at school. When the teacher writes a comment in the report, you can see what this learning actually 'looks like' in the portfolio.

### **What is a portfolio?**

- **A portfolio is a collection of 'student learning', selected and organised thoughtfully throughout the academic year.**
- **It is used by the student, teachers and family to help reflect on the student's learning and understanding.**
- **A portfolio plays an important role in the way we assess and build a picture of each student's learning at ISOCS.**

Portfolio samples are accompanied by teacher descriptions to describe the task and the specific teaching focus. This will help you have a focussed discussion with your child.

Please find some time to sit down with your child to have an undisturbed discussion about the portfolio. Ask your child to tell you about the tasks and what they did and learned. Ask your child what was easy to do and what was a challenge. Talk about what s/he thinks they need to or could do next. Look back over the portfolio and discuss the changes you spot together. The students are very proud and keen to share their portfolios with you.

You will notice that reflection is an important part of the portfolio. Teachers and students identify and describe what was learned. You will also find samples taken at the beginning of a unit and at the end to show learning over time. Pre-assessments help the teacher identify what students already know and what they do not understand yet. This then informs our planning and goal setting. Summative assessments show what was learned by the end of a unit.

Teachers at ISOCS assess knowledge, conceptual understanding, application of skills, attitudes to learning and action taken as a response to learning throughout the year. We do not rely on a single and narrow way to assess your child. You will see that we use a wide range of assessment tools and strategies so that students have a variety of ways to show their understanding.

The portfolio is also accessible in class at anytime during the year.

In addition to the portfolio and written reports, at ISOCS we use informal and formal meetings, a wide range of teacher created assessments, published assessments and ongoing discussion to help understand and assess your child's learning in school.

Please let me know if you have any further questions about reporting and portfolios at ISOCS.

Kind regards,

Judy Firkins

PYP Coordinator

## REFLECTION ON DEVELOPMENT OF STUDENT LEARNING

Name:

Date:

Number of days absent: /

KEY:	
Beginning	The student has had initial experience or exploration of the concept or skill.
Developing	The student is developing an understanding of the concept or skill with strongly scaffolded and teacher-led instruction.
Applying	The student can apply the concept or skill with some teacher support and guidance.
Independent	The student can apply this concept or skill independently in relevant contexts.

### Unit of Inquiry Transdisciplinary Theme

**Title:**

**Central Idea:**

**Key concepts:**

**Skills:**

**IB learner profile:**

**Attitude/s:**

	Beginning	Developing	Applying	Independent
The student can				
The student can				
The student understands				
The student can				

**Comments relating to IB profile, attitudes and action noted:**

Teacher comment:

Parent comment:

## Mathematics

### IB PYP Learning continuum for number (example)

Phase 1	Phase 2	Phase 3	Phase 4
<p><b>Conceptual understandings</b></p> <p>Numbers are a naming system.</p> <p>Numbers can be used in many ways for different purposes in the real world.</p> <p>Numbers are connected to each other through a variety of relationships.</p> <p>Making connections between our experiences with number can help us to develop number sense.</p>	<p><b>Conceptual understandings</b></p> <p>The base 10 place value system is used to represent numbers and number relationships.</p> <p>Fractions are ways of representing whole-part relationships.</p> <p>The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems.</p> <p>Number operations can be modelled in a variety of ways.</p> <p>There are many mental methods that can be applied for exact and approximate computations.</p>	<p><b>Conceptual understandings</b></p> <p>The base 10 place value system can be extended to represent magnitude.</p> <p>Fractions and decimals are ways of representing whole-part relationships.</p> <p>The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems.</p> <p>Even complex operations can be modelled in a variety of ways, for example, an algorithm is a way to represent an operation.</p>	<p><b>Conceptual understandings</b></p> <p>The base 10 place value system extends infinitely in two directions.</p> <p>Fractions, decimal fractions and percentages are ways of representing whole-part relationships.</p> <p>For fractional and decimal computation, the ideas developed for whole-number computation can apply.</p> <p>Ratios are a comparison of two numbers or quantities.</p>

Learning outcomes	Learning outcomes	Learning outcomes	Learning outcomes
<p>When <b>constructing meaning</b> learners:</p> <ul style="list-style-type: none"> <li>understand one-to-one correspondence</li> <li>understand that, for a set of objects, the number name of the last object counted describes the quantity of the whole set</li> <li>understand that numbers can be constructed in multiple ways, for example, by combining and partitioning</li> <li>understand conservation of number*</li> </ul>	<p>When <b>constructing meaning</b> learners:</p> <ul style="list-style-type: none"> <li>model numbers to hundreds or beyond using the base 10 place value system**</li> <li>estimate quantities to 100 or beyond</li> <li>model simple fraction relationships</li> <li>use the language of addition and subtraction, for example, add, take away, plus, minus, sum, difference</li> <li>model addition and subtraction of whole numbers</li> </ul>	<p>When <b>constructing meaning</b> learners:</p> <ul style="list-style-type: none"> <li>model numbers to thousands or beyond using the base 10 place value system</li> <li>model equivalent fractions</li> <li>use the language of fractions, for example, numerator, denominator</li> <li>model decimal fractions to hundredths or beyond</li> <li>model multiplication and division of whole numbers</li> <li>use the language</li> </ul>	<p>When <b>constructing meaning</b> learners:</p> <ul style="list-style-type: none"> <li>model numbers to millions or beyond using the base 10 place value system</li> <li>model ratios</li> <li>model integers in appropriate contexts</li> <li>model exponents and square roots</li> <li>model improper fractions and mixed numbers</li> <li>simplify fractions using manipulatives</li> <li>model decimal fractions to thousandths or beyond</li> <li>model percentages</li> </ul>

<ul style="list-style-type: none"> <li>• understand the relative magnitude of whole numbers</li> <li>• recognize groups of zero to five objects without counting (subitizing)</li> <li>• understand whole-part relationships</li> <li>• use the language of mathematics to compare quantities, for example, more, less, first, second.</li> </ul>	<ul style="list-style-type: none"> <li>• develop strategies for memorizing addition and subtraction number facts</li> <li>• estimate sums and differences</li> <li>• understand situations that involve multiplication and division</li> <li>• model addition and subtraction of fractions with the same denominator.</li> </ul>	<p>of multiplication and division, for example, factor, multiple, product, quotient, prime numbers, composite number</p> <ul style="list-style-type: none"> <li>• model addition and subtraction of fractions with related denominators</li> <li>• model addition and subtraction of decimals.</li> </ul>	<ul style="list-style-type: none"> <li>• understand the relationship between fractions, decimals and percentages</li> <li>• model addition, subtraction, multiplication and division of fractions</li> <li>• model addition, subtraction, multiplication and division of decimals.</li> </ul>
<p>When <b>transferring meaning into symbols</b> learners:</p> <ul style="list-style-type: none"> <li>• connect number names and numerals to the quantities they represent.</li> </ul>	<p>When <b>transferring meaning into symbols</b> learners:</p> <ul style="list-style-type: none"> <li>• read and write whole numbers up to hundreds or beyond</li> <li>• read, write, compare and order cardinal and ordinal numbers</li> <li>• describe mental and written strategies for adding and subtracting two-digit numbers.</li> </ul>	<p>When <b>transferring meaning into symbols</b> learners:</p> <ul style="list-style-type: none"> <li>• read, write, compare and order whole numbers up to thousands or beyond</li> <li>• develop strategies for memorizing addition, subtraction, multiplication and division number facts</li> <li>• read, write, compare and order fractions</li> <li>• read and write equivalent fractions</li> <li>• read, write, compare and order fractions to hundredths or beyond</li> <li>• describe mental and written strategies for multiplication and division.</li> </ul>	<p>When <b>transferring meaning into symbols</b> learners:</p> <ul style="list-style-type: none"> <li>• read, write, compare and order whole numbers up to millions or beyond</li> <li>• read and write ratios</li> <li>• read and write integers in appropriate contexts</li> <li>• read and write exponents and square roots</li> <li>• convert improper fractions to mixed numbers and vice versa</li> <li>• simplify fractions in mental and written form</li> <li>• read, write, compare and order decimal fractions to thousandths or beyond</li> <li>• read, write, compare and order percentages</li> <li>• convert between fractions, decimals and percentages.</li> </ul>

<p>When <b>applying with understanding</b> learners:</p> <ul style="list-style-type: none"> <li>• count to determine the number of objects in a set</li> <li>• use number words and numerals to represent quantities in real-life situations</li> <li>• use the language of mathematics to compare quantities in real-life situations, for example, more, less, first, second</li> <li>• subitize in real-life situations</li> <li>• use simple fraction names in real-life situations.</li> </ul>	<p>When <b>applying with understanding</b> learners:</p> <ul style="list-style-type: none"> <li>• use whole numbers up to hundreds or beyond in real-life situations</li> <li>• use cardinal and ordinal numbers in real-life situations</li> <li>• use fast recall of addition and subtraction number facts in real-life situations</li> <li>• use fractions in real-life situations</li> <li>• use mental and written strategies for addition and subtraction of two-digit numbers or beyond in real-life situations</li> <li>• select an appropriate method for solving a problem, for example, mental estimation, mental or written strategies, or by using a calculator</li> <li>• use strategies to evaluate the reasonableness of answers.</li> </ul>	<p>When <b>applying with understanding</b> learners:</p> <ul style="list-style-type: none"> <li>• use whole numbers up to thousands or beyond in real-life situations</li> <li>• use fast recall of multiplication and division number facts in real-life situations</li> <li>• use decimal fractions in real-life situations</li> <li>• use mental and written strategies for multiplication and division in real-life situations</li> <li>• select an efficient method for solving a problem, for example, mental estimation, mental or written strategies, or by using a calculator</li> <li>• use strategies to evaluate the reasonableness of answers</li> <li>• add and subtract fractions with related denominators in real-life situations</li> <li>• add and subtract decimals in real-life situations, including money</li> <li>• estimate sum, difference, product and quotient in real-life situations, including fractions and decimals.</li> </ul>	<p>When <b>applying with understanding</b> learners:</p> <ul style="list-style-type: none"> <li>• use whole numbers up to millions or beyond in real-life situations</li> <li>• use ratios in real-life situations</li> <li>• use integers in real-life situations</li> <li>• convert improper fractions to mixed numbers and vice versa in real-life situations</li> <li>• simplify fractions in computation answers</li> <li>• use fractions, decimals and percentages interchangeably in real-life situations</li> <li>• select and use an appropriate sequence of operations to solve word problems</li> <li>• select an efficient method for solving a problem: mental estimation, mental computation, written algorithms, by using a calculator</li> <li>• use strategies to evaluate the reasonableness of answers</li> <li>• use mental and written strategies for adding, subtracting, multiplying and dividing fractions and decimals in real-life situations</li> <li>• estimate and make approximations in real-life situations involving fractions, decimals and percentages.</li> </ul>
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Teacher comment:

Parent comment:

## Language

Social purpose: Writing to	Beginning	Developing	Applying	Independent
The student can				
The student can				
The student can				
The student can				
The student recognizes				

Teacher comment:

Parent comment:

**XXXXXX**

	Beginning	Developing	Applying	Independent
The student can				
The student can				
The student can				

### Signatures:

Teacher/s: \_\_\_\_\_ Date:

Director: \_\_\_\_\_ Date:

Parent: \_\_\_\_\_ Date:

Student: \_\_\_\_\_ Date:

Report template first published August 2009

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