

Helen C. Peirce School of International Studies
PYP Assessment Policy
2016-2017

Philosophy of Assessment

At Peirce School of International Studies, our educational approach to assessment focuses on the whole child as developed through the Learner Profile Attributes. We believe that in order to assess a child, we need to focus not only on the academic concepts being taught, but also on the social and emotional well-being through the Learner Profile Attributes and PYP Attitudes. Assessment is meant to support and encourage a student throughout his/her academic career, which is why the assessments are ongoing, varied, and purposeful. We endorse teacher and student reflection to gain better understandings of what we know, can do, and feel at different stages in the learning process. At the center of all stages of assessment development, we focus on the Essential Elements of the PYP - Knowledge, Concepts, Skills, Attitudes, and Action - through a collaborative process among all stakeholders within the school community.

Purpose for Assessment

The fundamental purpose for all assessment at Peirce is to enhance student learning and promote student growth. The approach is taken through formative and summative practices, while informing stakeholders how to better support students through a collaborative approach.

Why Do We Assess?

- to show growth in the development of the Learner Profile, PYP Attitudes, Transdisciplinary Skills
- to show the different levels of understanding - growth - differentiation
- to guide and/or inform instruction
- to inform parents how they can better support their child at home
- to show student's progress in moving forward towards mastery of a standard
- to collect and analyze student data to inform instruction
- to allow for grouping and regrouping of students
- to measure student attainment of a learning target
- to allow students to demonstrate their accumulation of knowledge in a way that is relevant to them

Principles for Assessment

- standards-based
- allow for revision
- supportive environment

- written so that students understand what is being asked of them and are able to demonstrate their knowledge (allows the teacher to actually get the information he/she is looking for with regards to student understanding)
- allows for students to be invested and involved

Assessment Practice

- **How do we assess?**

- rubrics - student friendly
- product/performance-based
- observational checklists
- media
- peer assessment
- self assessment
- anecdotal
- assessing the process
- end of chapter
- exit slips
- journaling
- formative assessments
- summative assessments
- social-emotional check before starting the day and ending the day
- teacher student conferences

- **District/State Mandated Assessment**

- NWEA - 2nd-8th Grade
- REACH - PK-8th Grade
- PARCC - 3rd-8th Grade
- DIBELS/TRC - K-2nd Grade
- ACCESS - K-8th Grade
- Early Screening Inventory - PK
- Pre-IPT - PK (ESL Only)
- PE Fitness Testing - 3rd-8th Grade
- Home Language Screenings

**Please see our Language Policy for more information regarding Language Assessment.

- **How do we document the learning process?**

- *Records of Learning*
 - Teachers will have students keep Records of Learning for each unit. The format of the records could vary from unit to unit (eg. portfolio; journal; notebook; folders; process journals; composition notebooks; interactive notebooks; digital)

- The records of learning will contain all relevant work from each unit, including, but not limited to: writing, reflections, drawings, pictures, diagrams, assessments, etc.
 - The teacher will keep 1-2 copies total of the records of learning and the summative assessment from each unit.
 - The copies will be kept, as a grade level, along with all relevant materials for that unit, in a binder or box. One teacher at each grade level will be responsible for maintaining that binder or box.
 - The copies will also be turned in to the PYP Coordinator, who will maintain a progression of learning across all grade levels.

- **How do we report to stakeholders on learning?**
 - Reports
 - Unit - sent home at the end of each unit
 - Learner Profile - at the end of each unit, and at 1st and 3rd quarters
 - CPS Progress Reports - 5th week of each quarter
 - CPS Report Cards - Quarterly
 - Student Led Conferences
 - 1st and 3rd Quarters
 - Parent Teacher Conferences
 - Phone Calls/In Person Conversations
 - Parent Portal
 - Reflections
 - Within the units
 - Specific to the Learner Profile & Attitudes

****For more information regarding this policy, please contact Mrs. Kimberly Lebovitz, PYP Coordinator.**