PYP Behind the Scenes Part 2: Assessment in PYP

Presented by the Peirce Advisory Council (PAC)

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TAKE THE QUIZ

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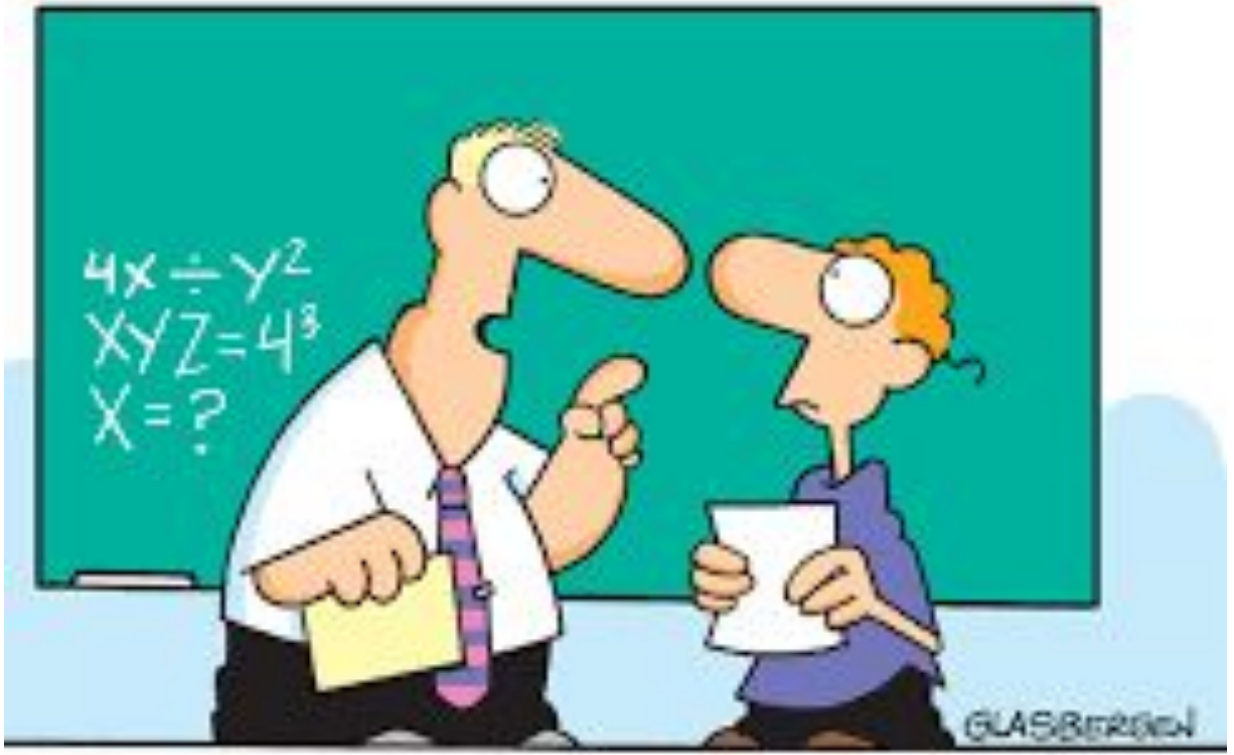
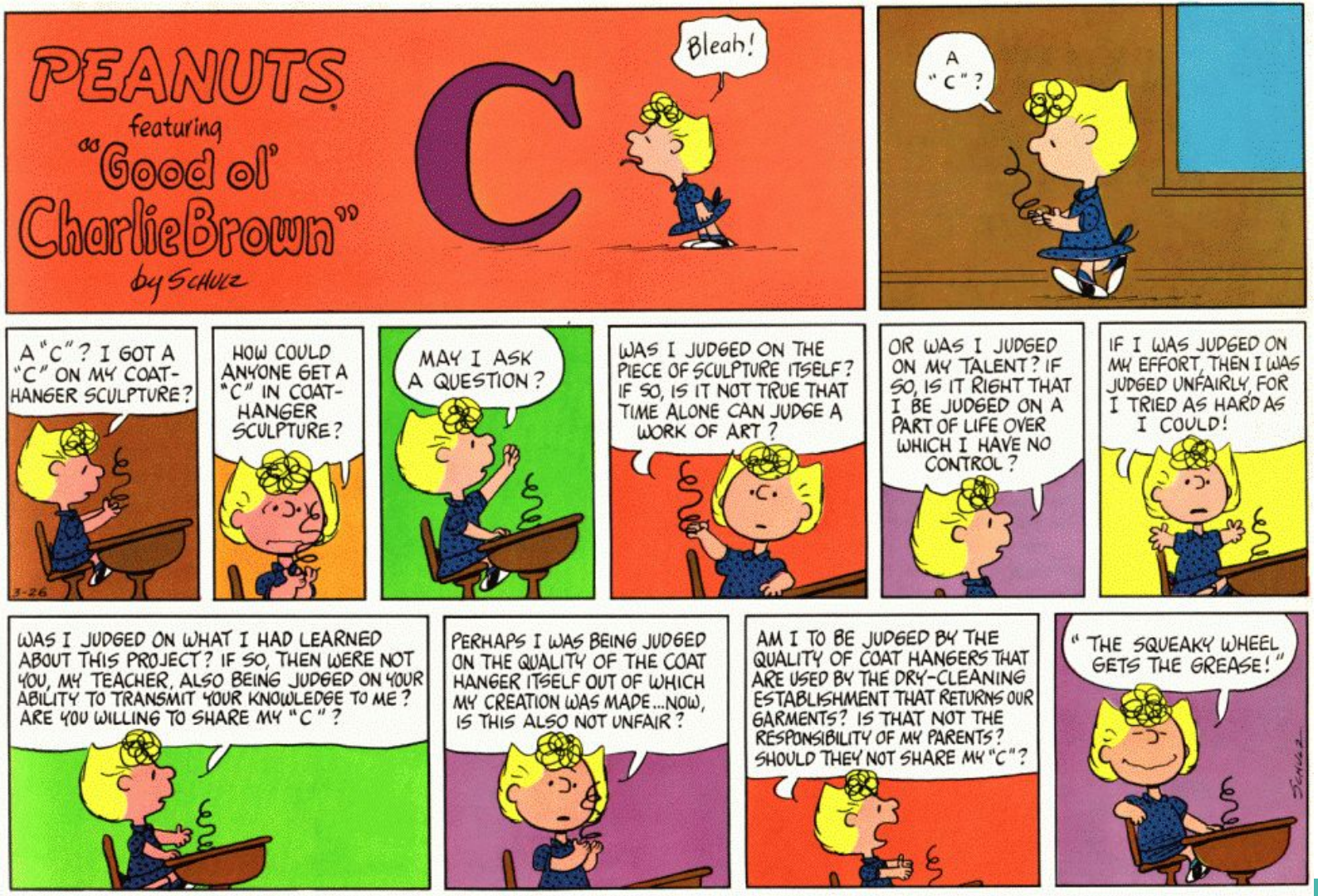
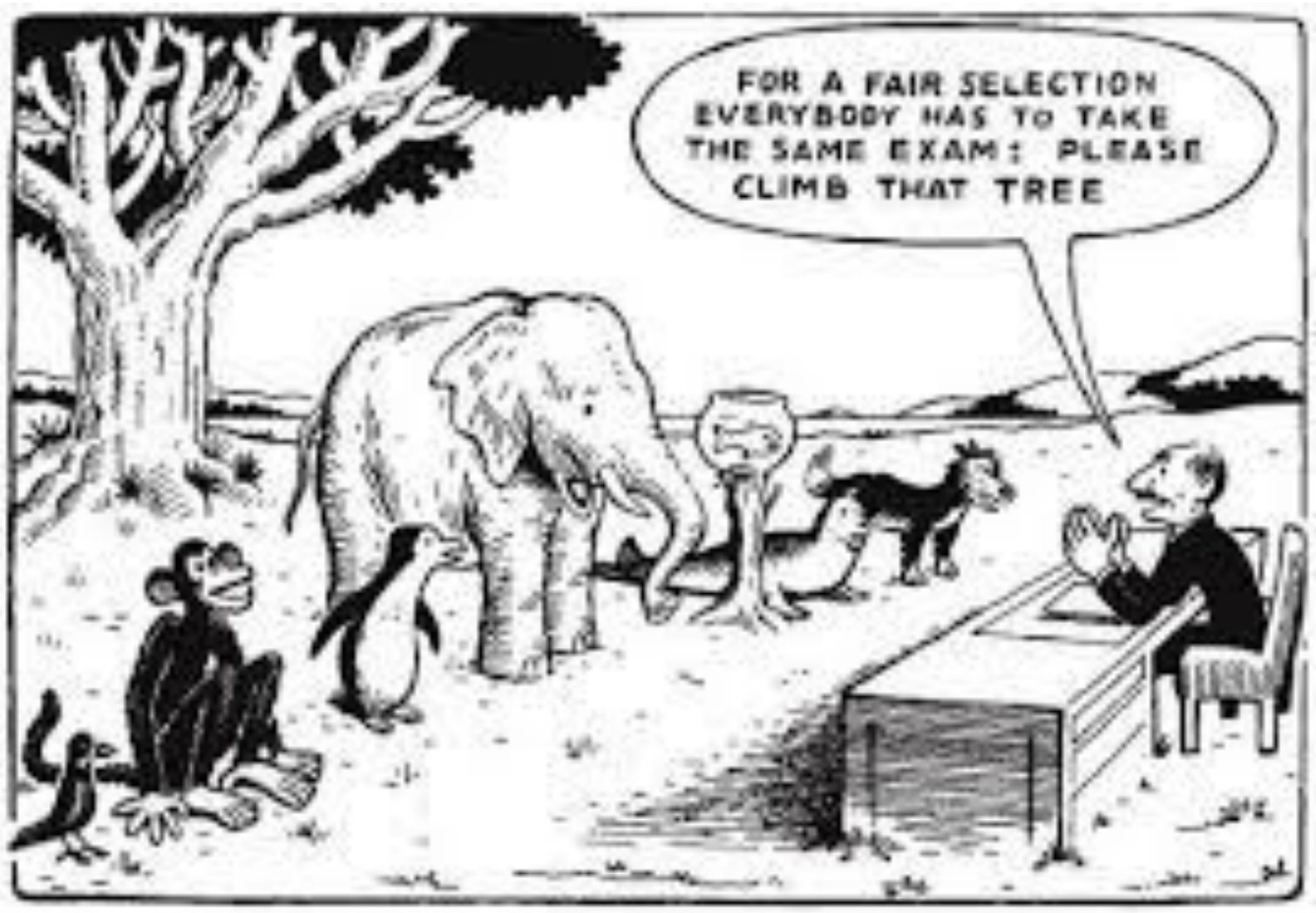


"Algebra will be important to you later in life because there's going to be a test six weeks from now!"


PEANUTS
featuring
"Good ol' CharlieBrown"
by Schulz
C
Bleah!
A "C"?
A "C" ? I GOT A "C" ON MY COAT-HANGER SCULPTURE?
HOW COULD ANYONE GET A "C" IN COAT-HANGER SCULPTURE?
MAY I ASK A QUESTION?
WAS I JUDGED ON THE PIECE OF SCULPTURE ITSELF? IF SO, IS IT NOT TRUE THAT TIME ALONE CAN JUDGE A WORK OF ART?
OR WAS I JUDGED ON MY TALENT? IF SO, IS IT RIGHT THAT I BE JUDGED ON A PART OF LIFE OVER WHICH I HAVE NO CONTROL?
IF I WAS JUDGED ON MY EFFORT, THEN I WAS JUDGED UNFAIRLY, FOR I TRIED AS HARD AS I COULD!
3-26
WAS I JUDGED ON WHAT I HAD LEARNED ABOUT THIS PROJECT? IF SO, THEN WERE NOT YOU, MY TEACHER, ALSO BEING JUDGED ON YOUR ABILITY TO TRANSMIT YOUR KNOWLEDGE TO ME? ARE YOU WILLING TO SHARE MY "C"?
PERHAPS I WAS BEING JUDGED ON THE QUALITY OF THE COAT HANGER ITSELF OUT OF WHICH MY CREATION WAS MADE...NOW, IS THIS ALSO NOT UNFAIR?
AM I TO BE JUDGED BY THE QUALITY OF COAT HANGERS THAT ARE USED BY THE DRY-CLEANING ESTABLISHMENT THAT RETURNS OUR GARMENTS? IS THAT NOT THE RESPONSIBILITY OF MY PARENTS? SHOULD THEY NOT SHARE MY "C"?
"THE SQUEAKY WHEEL GETS THE GREASE!"
SCHULZ


FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE

Assessment and Learning

Assessment for learning

- Learner-centred
- forward thinking
- involves the entire learning community
- a collaborative effort
- determine what students already know and can do with further guidance

Assessment as learning

- helps students to take responsibility and develops enthusiasm and motivation for their learning
- encourages students to actively design, manage and measure their own learning
- self-assess, to reflect on and to make adjustments in future learning.

Assessment of learning

- opportunity to gauge their acquisition of knowledge, development of conceptual understandings and skills during the inquiry.

PROTOCOL FOR CLASSROOMS

Just Observe – Please do not talk to the students or teachers

Please do not judge the students or teachers

Focus on moments of inquiry

Please do not take pictures or video

Characteristics of effective assessment

- **Authentic:** It supports making connections to the real world to promote student engagement.
- **Clear and specific:** This includes desired learning goals, success criteria and the process students use to learn.
- **Varied:** It uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.
- **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.
- **Collaborative: I**t engages both teachers and students in the assessment development and evaluation process.
- **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.
- **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning and raises students' motivation.

Effective Assessments

• are mindful of the well-being of students to ensure self-assessment promotes a positive sense of agency and self-efficacy
• provide timely, specific and well-considered feedback that students can act upon
• provide students with opportunities to experience success
• challenge students to take risks to extend their learning
• challenge students when there are misconceptions or misunderstandings so they can self-correct
• support students in viewing mistakes as learning opportunities.

Effective Assessments

•provide multiple opportunities and contexts for students to practise their skills
• clearly define and communicate learning goals and success criteria with students and parents
• design guided and open-ended learning experiences that allow for a range of opportunities to demonstrate skills in different contexts
• collect and use observable learning evidence that can be seen, heard or touched
• identify where and when students are most ready to learn and be challenged.

Reporting on Student Learning

- Student Led Conferences
- Parent-Teacher Conferences
- Student-Parent Conferences
- Peer Assessment
- Self Assessment

The Exhibition

Still Have Wonderings...

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