



Presidential Meadows Elementary

IB PYP Assessment Policy

Revised April 2019

PME Mission

Presidential Meadows educates and shapes students by focusing on diversity, academic rigor, and self-reflection to help students become active, compassionate, lifelong learners who take ownership of their environment, respect differences among all people, and are prepared to contribute to a global society.

PME Vision

Every Eagle, Every Day!

Every student will grow a minimum of one grade level every year in every content area.

At Presidential Meadows, we believe the purpose of assessment is to communicate to students and parents areas of strength and needed growth through various types of authentic assessment. Parents also gain information concerning their child's status in relation to grade level expectations and state norms. For teachers, regular assessments help gather information needed to adjust instruction or to reteach for continued learning. Presidential Meadows Elementary focuses classroom time on instruction with formative assessment along the way, and summative assessment at the end of major concepts or skills. Differentiated assessment is provided to

accommodate the different learning styles of students. We believe that assessment is a critical piece of information that is necessary for the best education of our students.

Essential Agreement

At Presidential Meadows Elementary, we believe assessment:

- Is vital to guiding instruction, teaching and learning
- Is ongoing, purposeful and effective
- Involves teachers, students, peers and parents
- Is both formative and summative
- Uses a variety of strategies and tools
- Makes learning expectations and assessment strategies clear to students
- Provides regular opportunities for students to reflect on their own learning
- Shows students' progress over time
- Will be used for evaluation of the programme

Presidential Meadows Elementary is committed to the IB PYP standards and practices and ensuring that the assessment policy is implemented, understood and supported by all staff members. Parents will be informed about the policy through parent meetings, the school newsletter and at student/parent/teacher conferences. (<https://pme.manorisd.net/>)

Assessment in the classroom

Effective assessments allow students to:

- share their learning and understanding of others
- demonstrate a range of knowledge, conceptual understanding and skills
- use a variety of learning styles, multiple intelligences and abilities to express their understanding
- know and understand in advance the criteria for producing a quality product or performance
- participate in reflection, self- and peer-assessment
- base their learning on real-life experiences that can lead to further inquiries
- express different points of view and interpretations
- analyze their learning and understand what needs to be improved.

Effective assessments allow the teacher to:

- inform every stage of the teaching and learning process
- plan in response to student and teacher inquiries
- develop criteria for producing a quality product or performance
- produce evidence that can be reported and understood by the whole school community
- collaboratively review and reflect on student performance and progress
- take into account a variety of learning styles, multiple intelligences and abilities including different cultural context
- use scoring that is both analytical and holistic

Parents gain information pertaining to their child's status in relation to grade level expectations and state standards. Effective assessments allow parents to:

- see evidence of student learning and development
- develop an understanding of the student's progress
- provide opportunities to support and celebrate student learning

Effective assessments allow schools to:

- build a community of practice with shared approaches and a common language
- connect their assessment philosophy to their mission and vision statements as well as the expression of these in the school's action plan
- align teaching, learning and assessment, develop a fuller picture of assessment as an ongoing process as opposed to a single event in time
- identify ways of working that can be transferred from teacher to teacher and encourage greater consistency and quality over time
- ensure assessment practices are positive and meaningful
- develop an environment of trust and respect by demonstrating, as a school, a model for continual improvement where everyone is held accountable

IB PYP Making the PYP Happen, 2009

Reporting

Reporting on assessment communicates what students know, understand and can do. It describes the progress of the student's learning, identifies areas for growth, and contributes to the efficacy of the programme. Effective reporting should:

- involve parents, students and teachers as partners
- reflect what the school community values
- be comprehensive, honest, fair and credible
- be clear and understandable to all parties
- allow teachers to incorporate what they learn during the reporting process into their future teaching and assessment practice

IB PYP Making the PYP Happen 2009

Teachers, students and parents will assess, record and report learning through:

- Units of Inquiry
- Learner Profile
- Student Portfolios
- Conferencing
- District/State Assessments
- Manor School District Report Card
- IB Teacher/Student/Parent Reflections
- Data Digs

UNIT OF INQUIRY:

Purpose: Each unit of inquiry will include both formative and summative assessments.

Assessment addresses all the elements of the programme framework: knowledge, concepts, skills, and action, as well as growth within the learner profile and attitudes.

Formative Assessments are interwoven within each unit of inquiry. Pre-assessment is considered a form of formative assessment and will demonstrate a students' prior knowledge to plan the next stage of learning with the context of the lines of inquiry. Formative assessments and teaching are directly linked; neither can function effectively or purposefully without the other. The tools and strategies of formative assessment can be but are not limited to:

Tools	Strategies
Anecdotal notes	Observations
Checklists	Performance Assessments
Rubrics	Process-focused Assessments
Exemplars	Selected Response
Continuums	Open-ended Task

Formative assessment provides teachers with an opportunity to incrementally deepen and extend learning by giving students regular and frequent feedback, helping learners to:

- recognize the criteria for success
- engage in thoughtful reflection
- become more knowledgeable and improve understanding
- develop the capacity for self-assessment
- foster enthusiasm for learning.

Summative Assessments take place during and after a unit of inquiry is taught and is an opportunity for students to demonstrate what has been learned highlighting the knowledge, concepts, and skills acquired through the unit of inquiry. Summative assessments may include any of the following: acquisition of data, synthesis of information, applications of knowledge and processes. In order for an assessment to be considered summative, a student must be able to use what they have learned and apply it in a new way. Authentic summative assessments prompt students to take action and communicate learning to parents, students and teachers.

IB PYP Exhibition takes place in 5th grade and is the culminating point of the IB PYP Primary Years Programme experience. Under the guidance of teachers and mentors, students carry out an extended, collaborative inquiry. It requires an extensive reflection process about what the students have learned throughout the programme. This exhibition requires that each student demonstrate the essential elements of the PYP: knowledge, concepts, skills, attitudes and action.

Student generated reflections will take place at the end of each unit.

Teacher assessment/reflection of each unit will occur after a unit of inquiry is taught. As a grade level team, teachers will rewrite/revise sections 6, 7 and 8 in their planners. Teachers will also date notes made in section 9.

Essential Agreements

1. Communication is sent home at the beginning of each unit of inquiry to introduce the focus and goals of the unit to parents. This includes:
 - a. Description of the transdisciplinary theme
 - b. Central ideas and lines of inquiry
 - c. Concepts and skills being focused on during the unit
 - d. Learner Profile attributes being focused on during the unit
 - e. How parents can support student learning at school and at home
2. At the end of each unit of inquiry, students will complete a reflection on their learning. This reflection may be written, drawn, and/or recorded and is placed in the student's portfolio. It includes the following:
 - a. A general reflection of the unit of inquiry, including knowledge and understanding gained about the central idea
 - b. A response to a piece of work from the unit of inquiry
 - c. Actions that the student was inspired to take/would like to take as a result of this unit
 - d. Application of PYP essential elements (attitudes, knowledge, concepts, skills and action)
3. One document is completed by the teacher for each unit of inquiry. This report is sent home at the end of each unit.

LEARNER PROFILE:

Purpose: All stakeholders in the learning process are expected to model the attributes of the Learner Profile. Students will self-reflect and set goals on their development and growth of the attributes.

Essential Agreements

1. Students are encouraged to reflect continuously on how they are displaying the learner profile and related attitudes.
2. Formal reporting on student demonstration of the learner profile is incorporated into the student unit of inquiry reflection for all six units of inquiry in Kdg.- 4th grade and in all five units of inquiry and the Exhibition in 5th grade.
3. All units of inquiry have focus attributes that will be revisited during the duration of the unit.

STUDENT PORTFOLIOS:

Purpose: Portfolios are a collection of the student's work that is designed to demonstrate successes, growth, higher order thinking, creativity and reflection. They celebrate student learning through the PYP, showing the development of the whole child, both within and outside the Programme of Inquiry in all subject areas. Portfolios are used by students to communicate this development with teachers, parents, and peers throughout the year.

Contents of Student Portfolios:

- One piece of authentic student work per unit of inquiry with a reflection including the knowledge and conceptual understanding gained, as well as reflection of the learner profile and approaches to learning skills developed.
- PYP Learner Profile Reflections (Learner Profile Assessment document)
- Evidence of:
 - literacy development
 - mathematical thinking and skills
 - writing development and skills
 - student initiated action (when /if it occurs)

- o student learning in Art, Music, P.E and Spanish

The portfolio is a collection of work selected by the students and teachers and is a record of students' involvement in learning. It is designed to demonstrate success, growth, thinking skills, creativity, assessment strategies and reflection. It provides a picture of progress and development over a period of time. Portfolios enable students to reflect with teachers and parents in order to identify their strengths and growth as well as areas for improvement. Students select samples of work from each IB unit that demonstrates their success, growth, and creativity in learning. A student reflection on the work is also added to their portfolio. The reflection should be written or recorded by the student. Portfolios are a cumulative collection of student work that travels/follows the student from Kindergarten through Fifth grade. Beginning 2019-20 school year, portfolios are housed in the student's classroom and are accessible to the student and his or her family at any time during the school year. The paper portfolio is the property of the student and goes with the child upon leaving or completing 5th grade.

Essential Agreements

- Students will understand the purpose of portfolios, the process used to compile them and they will be able to explain why specific materials are in their portfolios.
- Portfolios are intended to be student-managed with teacher guidance so students can take ownership of their portfolios. Teacher selected versus student-selected content in portfolios will be developmentally appropriate depending on the age and maturity of students. Teachers will model for students how to thoughtfully choose which items to include in their portfolios.
- Portfolio contents need not be limited to written work. A variety of media can be represented to reflect different learning styles and experiences, including drawings, photos, videos, and multimedia

- Portfolios will follow students from one grade to the next. The portfolios are passed on to the new teachers by the previous teacher before the start of the school year. At the end of 5th grade, or when students leave the school, paper portfolios are given to students to take home.

Student/Parent/Teacher Conferences:

Student/Parent/Teacher conferences are held 2 times a year. These conferences are in a formal setting where students along with their teachers are involved in discussing their work and progress with their parents. One portion of the conference is student-led and the other portion is teacher-led.

Report Cards:

The Manor Independent School District required report cards for each quarter in grades Kindergarten – 5th grade.

Mandatory Requirements:

All staff are required to administer all mandated district, state and national assessments. District and state mandated assessments are reported to parents on an ongoing basis.

Collection/Recording:

Grade level teams will provide the PYP coordinator with copies of all Unit of Inquiry assessments. Documents may be sent via hard copy or email. The PYP coordinator will keep all assessments in a designated folder for each grade level.

Professional Development:

All staff members will:

1. Participate in building and district professional development on assessment.
2. Engage in Professional Learning Communities which reflect on assessment policies and practices at grade level meetings, staff meetings and district workshops.

3. Implement assessment strategies that increase student achievement.

Assessment Review:

As a staff, we will review our assessment agreements and policy annually at the end of the school year.

District Assessment Requirements:

Grade Level	Type of Assessment / Name of Assessment		Dates of Assessment
Kindergarten	Math Screener	iReady	Fall, Winter, Spring
	Reading Assessments	TPRI/Tejas Lee DRA/EDL	Fall, Winter, Spring Monthly
1st Grade	Math Screener	iReady	Fall, Winter, Spring
	Reading Assessments	TPRI/Tejas Lee DRA/EDL	Fall, Winter, Spring Monthly
2nd Grade	Math Screener	iReady	Fall, Winter, Spring
	Reading Assessment	TPRI/Tejas Lee DRA/EDL	Fall, Winter, Spring Monthly
3rd Grade	Math Screener	iReady	Fall, Winter, Spring
	Reading Assessments	MVRC DRA/EDL	Fall, Winter, Spring Monthly
4th Grade	Math Screener	iReady	Fall, Winter, Spring
	Reading Assessment	MVRC DRA/EDL	Fall, Winter, Spring Monthly
5th Grade	Math Screener	iReady	Fall, Winter, Spring
	Reading Assessment	MVRC	Fall, Winter, Spring

		DRA/EDL	Monthly
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