

Riverhills Elementary Magnet School
IB World School
IB-PYP Assessment Policy

Mission Statement

To guide all learners by providing meaningful opportunities which inspire life-long innovators to be caring, responsible and successful. Students will develop into globally minded citizens through collaboration, reflection, action and inquiry.

Philosophy

At Riverhills Elementary Magnet School, all stakeholders collaborate and plan for effective assessments that drive the instructional decisions in the school. Current knowledge and experience are assessed to guide the direction and planning of future lessons as a support for new learning. With a balance of formative and summative assessment, both formal and informal, teachers monitor level of student understanding and identify strengths and weaknesses. Instructional grouping and strategies are determined through synthesis and reflection on assessment performance to ensure that each child is moving forward and growing. Assessment also plays a role in communicating the effectiveness of both teaching and learning processes with all stakeholders, including parents and community.

Assessment Practices and Strategies

At Riverhills Elementary Magnet School, products, performances and tasks are designed to show understanding of learning objectives inside and outside of the units of inquiry. Effective assessment practices include:

- Assessing for prior knowledge. Tools for pre-assessments include, but are not limited to:
 - KWL
 - Chalk Talk
 - Reflection Journals
 - Discussions/Brainstorms
- Assessments evaluate student progress and performance in both content areas and units of inquiry.
- Assessments provide authentic and meaningful feedback from which sound conclusions can be drawn.
- Formative assessment tasks are woven throughout the daily learning to provide teachers and students with useful feedback on progress of understanding and application of knowledge/concepts.
- Summative assessment tasks take place at the end of the learning process for students to demonstrate what has been learned. Summative tasks can include choice of product to address different learning styles. Summative assessments are also value tools for reporting the effectiveness of synthesis and application of their learning.
- Students have opportunities to contribute towards the development of assessments.
- Students use self-assessments and peer assessments to set personal goals and to gauge performance and understanding.
- Tools for formative and summative assessments include, but are not limited to:
 - Monitoring of personal goals
 - Student questions that extend learning
 - Student created questions
 - Rubrics – teacher and student created
 - Checklists – teacher and student created
 - Tests, quizzes
 - Journal reflections
 - Guided responses
 - Self- and peer-assessments
 - Graphic organizers
 - Observations/anecdotal records
 - Performance tasks

- Visible thinking strategies
- One-on-one conferences
- Standardized tests
- Maintaining a PYP Portfolio to gather artifacts that reflect student growth and understanding.
 - The PYP Portfolio is housed in the classroom and follows the student throughout their time at the school.
 - The PYP Portfolio will include evidence of the summative task for each unit of inquiry for every grade level. The work is accompanied by a teacher or student checklist/rubric and a student reflection evaluating the level of understanding of the central idea and the lines of inquiry.
 - It can also include more artifacts from throughout the unit that highlight student growth in their understanding. These artifacts can be student selected or teacher chosen.
 - Artifacts can also include work from the related arts classes.
 - The PYP Portfolio will be shared with parents during the student-led conference.
 - There is a formal review of the portfolio in fifth grade in preparation for Exhibition.
 - When students leave the school, they keep their PYP Portfolio contents.
- A variety of resources and approaches are utilized to offer choices and opportunities to maximize on different learning styles.
- Grade-level grading expectations are established to ensure consistency.
- Performance on assessments are recorded and monitored by teachers and administration to document student success, growth and areas of weakness. Students also set and track personal goals based on performance.
- Teachers work collaboratively to develop assessment tools, reflect on strategies, and analyze data.

Standardized Assessments

All students participate in state and district mandated standardized tests throughout the school year. Data from these tests are reported and analyzed to help monitor student progress, to identify strength and weakness areas, to direct instruction decisions, and to judge the effectiveness of teaching and learning processes.

Reporting

Riverhills Elementary Magnet School

- Teachers provide feedback to students through one-on-one conferencing.
- The school sends out a nine-week report card quarterly (October, January, March, and June). Mid-term notices are sent home to parents to communicate progress.
- Teachers meet each family at least twice in the academic year. At least one of those meetings is a student-led conference prepared by the student to actively engage in communicating their progress.
- PYP Report Card communicates progress in relation to the Learner Profile.
- All single-subject teachers report progress in their specific subject areas on the quarterly report card.

Plan for Implementation and Review

The school's Leadership Team along with the PYP Coordinator is responsible for the implementation of the assessment policy. Teachers and administration will communicate the policy to parents. The Leadership Team will ensure the policy is put into practice and monitored via classroom observations, participation in team planning sessions, academic review meetings, school presentations, etc.

Resources

Making the PYP Happen: A curriculum framework for international primary education, IBO
 Assessment in the PYP: Annotated samples, IBO