



# PYP

## ASSESSMENT POLICY

ACADEMIC YEAR  
**2021 - 2022**





## Cedars school PYP Assessment Policy

The IB Primary Years Program (PYP) for children aged 4 - 12 nurtures and develops young students as caring, active participants in a lifelong journey of learning.

### Introduction

The purpose of assessment at Cedars Interdisciplinary School is to improve student learning, to provide information on student learning and to contribute to the efficacy of learning programs.

Assessment is the ongoing process of gathering evidence for and of learning. This evidence will be used to give recognition and timely feedback to the learners and all other stake holders.

Assessment will reflect best practice that supports the learner and the teacher in the promotion of student achievement.

It provides a framework within which educational objectives are set and students' progress is continuously encouraged and monitored. Furthermore, it helps the school as a community of learners to strengthen learning across the curriculum.

At Cedars Interdisciplinary School we believe 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
- the decision to take action

### Definitions

The assessment component in the school's curriculum can itself be subdivided into three closely related areas.

- Assessing – how we discover what the students know and have learned
- Recording – how we choose to collect and analyze data
- Reporting – how we choose to communicate information

### Assessing

The assessment of the students' development and learning is an essential component



of the curriculum, and helps to inform continued development, learning and teaching. Students are observed in a variety of situations and a wide range of assessment strategies are implemented.

At Cedars Interdisciplinary School the classroom employs a range of formative and summative assessments, which demonstrate student achievements.

❖ Summative assessment:

Aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned.

It can assess several elements simultaneously: it informs and leads to improvement in student learning and the teaching process; it measures understanding of the central idea, and prompts students towards action.

Percentage And Details	Monthly 40%			Final 60%		
	W.A.	H.W.	C.H.	W.A.	H.W.	C.H.
	80%	10%	10%	80%	10%	10%

❖ Formative assessment:

Provides information that is used in order to plan the next stage in learning.

It is included in unit plan and takes place during regular classes.

It is interwoven with learning, and helps teachers and students to find out what the students already know and can do.

Formative assessment and teaching are directly linked and function purposefully together.

Formative assessment aims to promote learning by giving regular and frequent feedback throughout the learning process.

This process helps learners to improve knowledge and understanding, to foster self-motivation and enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success.

There is evidence that increased use of formative assessment particularly helps those students who are low achievers to make significant improvements in their understanding.



## Assessment in the classroom includes:

- collecting evidence of students' understanding and thinking
- documenting learning processes of groups and individuals
- engaging students in reflecting on their learning
- students assessing work produced by themselves and by others
- developing clear rubrics
- identifying exemplary student work
- keeping records of test/ task results.

## Recording

The Cedars staff use a range of methods and approaches to gather information about a student's learning.

They record this information using a variety of tools.

Assessment tools	Rubrics	Exemplars	Checklists (KGs)	Examinations
Assessment strategies				
Observations	•	•	•	
Performance assessments	•	•	•	
Selected responses	•	•	•	
Open-ended tasks	•	•	•	

Teachers use a range of methods to document the evidence of student learning and understanding.

Also have written records of standard conversations, comments, explanations and hypotheses as well as annotated pieces of students' work that form part of a student portfolio.

## Reporting

Reporting on assessment at Cedars includes communicating what students know,



understand and can do.

Reporting involves parents, students and teachers as partners and is honest, comprehensive and understandable to all parties. Reporting at Cedars, for an outline for each year level.

Reporting to parents, students and teachers occurs through:

- Getting to know you conference.
- Conferences: (parent- student-teacher), (student-teacher), (parent - teacher), and (Student Led).
- The Portfolio.
- Year 5 Exhibition.
- Twice yearly written reports.

### **Getting To Know You Conference (KGs)**

In the week prior to school starting, Kindergarten's teachers meet with each family to hear about each child.

Information gathered about social, emotional, or physical learning needs provides a basis for planned learning. This is also an opportunity to share written information about curriculum and classroom administration.

### **\*\* Portfolio**

A child's portfolio is a collection of his or her work to demonstrate reflection and growth, creativity and engagement.

Portfolios should celebrate student learning through the PYP showing the development of the whole child, both within and outside of the Program of Inquiry in all subject areas.

Portfolios are used by students to communicate this development with parents and with teachers and peers throughout the year.

Portfolios are intended to be student-managed with teacher guidance so students take ownership of their portfolios.

The balance of 'teacher-selected' versus 'student-selected' content in portfolios depends on the age and maturity of students.

Teachers should help students learn how to thoughtfully choose which items to include/keep in their portfolios and provide students opportunities to thoughtfully



remove items also.

Portfolios should be easily accessible to students. Students should understand the purpose of portfolios, the process used to compile them, and be able to explain why specific materials are in the portfolios.

Portfolio content are not limited to written work, and that depends on the grade or the level. Like for Kindergartens It can be represented to reflect different learning styles and experiences, including drawings, photos, artworks, and written contents.

Portfolios are stored in plastic display folders in classrooms. Students will take their portfolio home at the conclusion of each term and return them at the beginning of the following term, with the exception of the end of year when portfolios will be kept at home.

There might be an e-Portfolio also to store different types of multimedia.

Portfolio content at each year level should include the following:

### **Written Reports**

The written reports have a summative grade based on the Curriculum of Kurdistan and IB Achievement Standards.

PYP Approaches to learning are reported on through a continuum, while all other components of the program are covered through the written comment.

At the end of each term, a written report is sent home.

The report contains a mark for each Curriculum learning area and a detailed general comment from the class teacher.

### **Learning Journeys**

Teachers across a year level select one Unit of Inquiry through which to present a Learning Journey. Parents and community are invited to share in student learning.

The presentation of the Learning Journey can take a range of forms.

Students engaging with visitors and sharing their learning and understandings is the aim.

### **Way Conferences**

Three Way Conferences are formal reporting sessions with both parents and students and are led by the student with support from the teacher.



Conferences take place near the end of each term.

## **PYP Exhibition**

At Cedars students in Year 5 demonstrate their understanding of the program through engagement in the Exhibition.

The Exhibition is shared with the Cedars community and engages teaching and non-teaching staff from across the school.

## **STANDARDIZED ACHIEVEMENT TESTS**

Standardized assessments are used as a part of the whole school assessment policy in an effort to gain as much information as possible about the student as a learner and about the program.

The types of assessment used in the school are many and varied and goes towards making up the whole picture.

Standardized assessments are specifically used for the following reasons:

- To inform teaching
- To provide information which shows growth over time
- To provide comparison with a peer group
- To inform decisions about programs
- To allow the Learning Support Team to determine those students whose basic skills fall outside the normal range expected for students of that particular age.

This information is used alongside other assessment information to determine those students who will access support from the Learning Support team

- To form part of the process of reporting to parents

The database of standardized assessment data is available to teachers on the server. Teachers have information that helps them form groups, plan the program and be aware of those with special needs.

## **ASSESSMENT**

- Assessment should be planned at the start of the unit and should demonstrate clear links between the assessment tasks and all components of the planner, i.e. central idea and lines of inquiry, key concepts, teacher and student questions, learning activities as well as alignment to the appropriate Curriculum Achievement Standard.



- Assessment strategies and tools should be varied and should include pre and post assessment tasks and formative and summative assessments.
- Assessments should include peer and self-assessment where appropriate.
- Students should be involved in the development of some of the assessment activities and tools (eg rubrics). When students are not involved in the development of assessment activities they need to be informed of assessment criteria.
- Assessment will inform and direct future learning.
- Assessment at Cedars is working towards addressing all five of the essential elements (knowledge, concepts, skills, attitudes and action) and the learner profile.

## Assessment strategies

### Observations

All students are observed often and regularly, with the teacher taking a focus varying from wide angle (for example, focusing on the whole class) to close up (for example, focusing on one student or one activity), and from nonparticipant (observing from without) to participant (observing from within).

### Performance assessments

The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem and rarely only one correct response. They are usually multimodal and require the use of many skills. Audio, video and narrative records are often useful for this kind of assessment.

### Selected responses

Single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.

### Open-ended tasks

Situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution. The work, with the assessment criteria attached, could be included in a portfolio.





The following table gives parents a guide to Reporting at Cedars school over the period of the school year.

Year level	Term 1	Term 2	Term 3
<b>4-Year-old (KG 1)</b>	<input type="checkbox"/> Student led three-way Conference <input type="checkbox"/> Portfolio <input type="checkbox"/> Evaluation report card	<input type="checkbox"/> Student led three-way Conference <input type="checkbox"/> Portfolio <input type="checkbox"/> Evaluation report card	<input type="checkbox"/> End of Year Report <input type="checkbox"/> Portfolio
<b>5-Year-old (KG 2)</b>	<input type="checkbox"/> Student led three-way Conference <input type="checkbox"/> Portfolio <input type="checkbox"/> Evaluation report card	<input type="checkbox"/> Student led three-way Conference <input type="checkbox"/> Portfolio <input type="checkbox"/> Evaluation report card	<input type="checkbox"/> End of Year Report <input type="checkbox"/> Portfolio
<b>Year 1 (Grade 1)</b>	<input type="checkbox"/> Individual 'Getting to know you' sessions <input type="checkbox"/> Student led three-way Conference <input type="checkbox"/> Portfolio <input type="checkbox"/> Report card		<input type="checkbox"/> Parents Conference <input type="checkbox"/> End of Year Report <input type="checkbox"/> Portfolio
<b>Year 2 (Grade 2)</b>	<input type="checkbox"/> Individual 'Getting to know you' sessions <input type="checkbox"/> Student led three-way Conference <input type="checkbox"/> Portfolio <input type="checkbox"/> Report card		<input type="checkbox"/> Parents Conference <input type="checkbox"/> End of Year Report <input type="checkbox"/> Portfolio
<b>Year 3 (Grade 3)</b>	<input type="checkbox"/> Individual 'Getting to know you' sessions <input type="checkbox"/> Student led three-way Conference <input type="checkbox"/> Portfolio <input type="checkbox"/> Report card		<input type="checkbox"/> Parents Conference <input type="checkbox"/> End of Year Report <input type="checkbox"/> Portfolio
<b>Year 4 (Grade 4)</b>	<input type="checkbox"/> Individual 'Getting to know you' sessions <input type="checkbox"/> Student led three-way Conference <input type="checkbox"/> Portfolio <input type="checkbox"/> Report card		<input type="checkbox"/> Parents Conference <input type="checkbox"/> End of Year Report <input type="checkbox"/> Portfolio
<b>Year 5 (Grade 5)</b>	<input type="checkbox"/> Individual 'Getting to know you' sessions <input type="checkbox"/> Student led three-way Conference <input type="checkbox"/> Portfolio <input type="checkbox"/> Report card		<input type="checkbox"/> Parents Conference <input type="checkbox"/> End of Year Report <input type="checkbox"/> Portfolio
<b>Year 6 (Grade 6)</b>	<input type="checkbox"/> Individual 'Getting to know you' sessions <input type="checkbox"/> Student led three-way Conference <input type="checkbox"/> Portfolio <input type="checkbox"/> Report card		<input type="checkbox"/> Parents Conference <input type="checkbox"/> End of Year Report <input type="checkbox"/> Portfolio



**THANK YOU !**