

## **PYP - Assessment Policy**

### **Philosophy**

Assessment is a vital part of the school's teaching and learning program. It provides information about student learning and development as well as a framework for curriculum planning, self-reflection and collaboration. With the realization that children learn in different ways, at different rates, and at different times, effective teaching and learning in the classrooms will be promoted by the offering of a variety of assessments. **Students, teachers, and parents** are active participants in the assessment process used to guide students through the primary years program.

**Students** will assume ownership of their learning through the assessment process through a variety of ways; they self-reflect and self-assess, set goals for themselves in their learning and understand the criteria for quality products through the use of rubrics.

**Teachers** collect and use data to drive instruction, differentiate instruction, and provide interventions and enrichment based upon student needs through collaborative and reflective practices in order to evaluate student progress.

**Parents** can understand student learning, provide support outside of school, and celebrate learning and student accomplishments.

Assessment at Wauwatosa Catholic School uses the PYP 5 Essential Elements of Learning as a framework of the guiding principles regarding assessment:

- the understanding of concepts
- the acquisition of knowledge
- the mastering of skills
- the development of attitudes
- the decision to take responsible action

### **Purpose of Assessment**

Assessment is used to promote student learning, to provide evidence of student learning and to guide instruction and evaluate programs. Through the gathering and analysis of information about student performance, there must be a purposeful, ongoing, reflective process that identifies where students are in the learning process and guides goal-setting for the students, teachers and parents. Assessments will be used to:

- Evaluate the whole child by addressing the following questions

What exactly do we expect all students to learn?

How will we know if and when they learned it?

How will we respond when some students don't learn?

How will we respond when some students have already learned?

- Provide feedback about progress to students and parents to assist in development of educational goals
- Acknowledge and promote student learning
- Define meaningful performance goals for student learning and teacher instruction

### **Assessments Required or Recommended by State and Local Governing Bodies**

- Ongoing classroom-based assessments, projects, and performances
- Student Portfolios
- Authentic Assessments
- Standardized tests (ITBS)
- PYP Exhibition Grade 5
- Local assessments used to measure progress on the school improvement goals

### **When and How We Assess**

**Formative Assessment** is used for teachers to assess children's prior knowledge and experiences before beginning any new learning experiences. These initial assessments are connected to instruction and provide instant and frequent feedback, which drives instructional planning. Students are given multiple opportunities to practice new skills and to reinforce skills in which they need additional practice. Students receive specific, descriptive feedback regarding their academic progress.

**Summative Assessment** is used at the end of the learning and allows the student to demonstrate his/her knowledge and understanding of the central idea through a culminating assessment. A clearly defined set of criteria is developed by the teacher and the students. These criteria act as a guide in the student's pathway toward a desired result, such as: individual and group projects, tests, presentations, and portfolios. The PYP Exhibition is the final summative assessment for all fifth graders.

### **Assessment Tools and Strategies**

Teachers assess student progress formatively and summatively using a variety of tools and strategies to provide clear and frequent feedback, including but not limited to:

- Observation with anecdotal notes

- Rubrics
- Open-ended constructed responses
- Student self-assessment and reflection of work process and product
- Classroom benchmarks explicitly designed to measure a process skill or content understanding
- Student Portfolios

### **What is Assessed?**

- Progress and performance in subject areas
- Conceptual understanding of central ideas
- Transdisciplinary skills
- Process skills
- Learner Profile attributes
- Literacy
- Numeracy

### **Reporting and Sharing of Progress**

Educational progress is reported to students, families, staff and the community. Progress is reported in the following ways:

- Parent-Teacher Conferences take place in November each year. This early conference is an opportunity for parents and teachers to discuss student strengths and weaknesses and to help set individual goals for the year.
- Quarterly Report Cards
- Student-Led Portfolio Conference, which provides an opportunity for students to display their portfolio of work, to reflect on their learning and to set goals for the rest of the year.
- PYP Exhibition report of accomplishment
- ITBS performance scores
- Informal Conferences via telephone, e-mail, and face-to-face are held when deemed necessary by either the parent or the teacher.