



# Supporting and sharing student learning in the PYP: assessment and reporting



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# Supporting and sharing student learning in the PYP:

- Assessment
  - Assessment at AISL
  - Why, what, when & how of assessments: formative & summative
  - Feedback
- Reporting
  - Informal reporting: feedback
  - Formal reporting channels: report cards, scale
- Question & answer wrap up @ the end



# Assessment at AISL

At AISL, assessment is an **ongoing process** of gathering and evaluating information in order **to guide learning** and teaching that contribute to the development of the whole person.

Our goal for assessment is to **empower and motivate students to take ownership of their learning (student agency)**.

Assessment develops and supports independent learners in becoming **confident, courageous, and reflective**.

# Assessment

We believe that highly effective, purposeful assessment is intended to be:

- student-centered
- aligned with learning objectives
- meaningful, frequent, and ongoing
- clear criteria
- assessed in authentic contexts
- engages students in the reflection of their learning
- is differentiated by learning needs
- provides opportunity for peer feedback and self-reflection



# Why we assess?

Assessment is integral to all teaching and learning. It allows:

- Students to understand what they know & can do and what they need to learn.
- Teachers to differentiate instruction based on evidence of student learning.
- Parents to understand how their child is doing and how to best support their child at home.



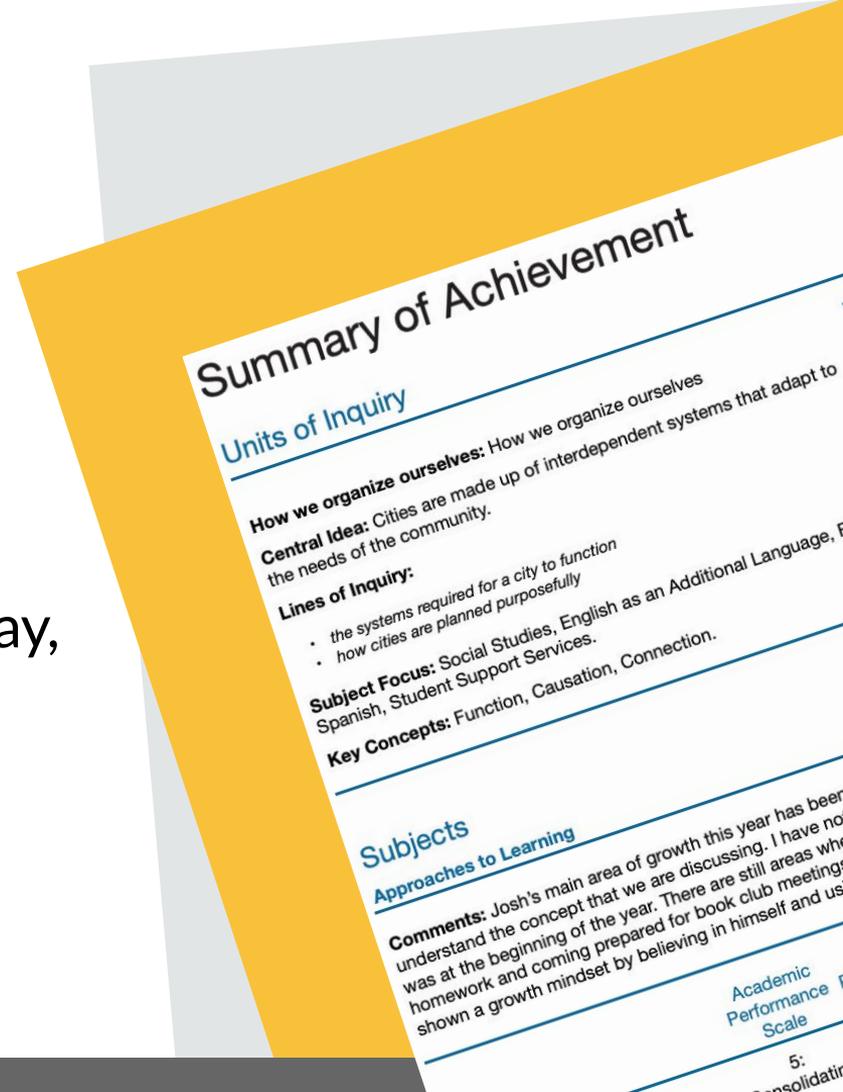
# Key aspects of PYP assessments

- Authentic real life assessments
- Apply understanding rather than reproducing knowledge
- Used formatively to guide learning engagements
- Used summatively to demonstrate growth
- Be able to apply knowledge



# Feedback and Reporting channels

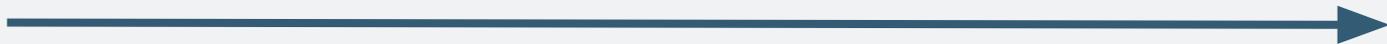
- Informal:
  - Celebrations of learning
  - Teacher/parent meetings
  - SeeSaw
- Formal
  - F&P, JAM, GloSS, Words Their Way,
  - Writer's Workshop
  - MAP Growth Assessment
  - Report cards
  - Conferences



# Reporting Scales: Self-Management

For each subject area, a student receives both an achievement grade and a self-management mark. Self-management is one of the IB's Approaches to Learning (ATLs). This mark is representative of the student's perseverance, organization, and resilience as part of the learning process and replaces the former 'Effort' grade.

1	2	3	4
Rarely observed even when support is given	Observed sometimes, especially when given support	Observed frequently with some independence	Observed consistently and independently



# Reporting Scales: Achievement

## ELC Learning Descriptors

Not seen yet	Beginning	Consolidating	Extending
Not yet observed	The student is beginning to demonstrate some proficiency in this area	The student demonstrates proficiency in this area	The student consistently and independently demonstrates proficiency in this area



## KG-G5 Academic Performance Scale Descriptors

1	2-3	4-5	6-7
Not yet	Beginning	Consolidating	Extending
Not yet able to demonstrate the knowledge, skills and concepts.	The student is beginning to demonstrate the knowledge, skills and concepts.	The student is consolidating the knowledge, skills and concepts.	The student is extending the knowledge, skills and concepts.

# Additional Modern Language Scale

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<p>Learners in Phase 1 are taking their first steps in learning a new language. They are able to recognize a few spoken or written words and phrases. They can speak about some very familiar topics <b>using simple, memorized phrases</b> and can write some simple words.</p>	<p>Learners in Phase 2 are beginning to be able to use the target language to communicate by <b>using and recognizing some memorized words and phrases</b> in context about a familiar topic.</p>	<p>Learners in Phase 3 are beginning to synthesize their ideas when communicating in the new language. They are now able to understand the main ideas in conversations and texts by recognizing keywords and phrases. They are starting to be able to <b>express basic thoughts and ask simple questions while speaking and writing</b> depending partially on memorized phrases.</p>	<p>Learners in Phase 4 are beginning to be independent in their new language. They can understand the main ideas in short presentations or in simple texts on a familiar subject. They can <b>engage in short everyday social interactions and present simple information orally or in written form</b> using a series of simple sentences.</p>	<p>Learners in Phase 5 can communicate comfortably about familiar topics in the target language. By listening or reading, they can understand the main idea of a variety of topics. They can <b>converse with others</b> using a series of sentences with increasing precision in word choice and <b>can write on a wide variety of familiar topics</b> using connected sentences.</p>

**Any  
Questions**

