

Assessment and Reporting in PYP

Mrs. Heather Nicholson and Ms. Stephanie Kinneard





Overview

- **About IB**
- **How we assess understanding**
- **Reporting Scales**
- **Sections on the Report Card**
- **Families as part of the Learning Community**



Discussion Question

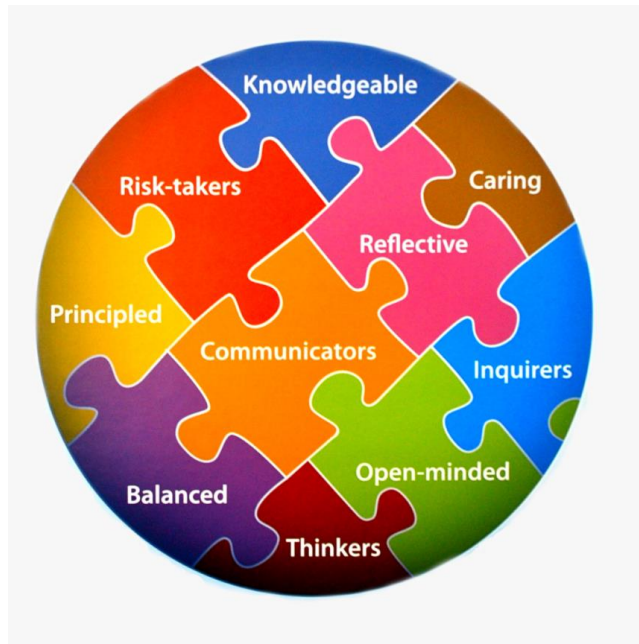
**What was your experience with
report cards as a student?**

Primary Years Programme

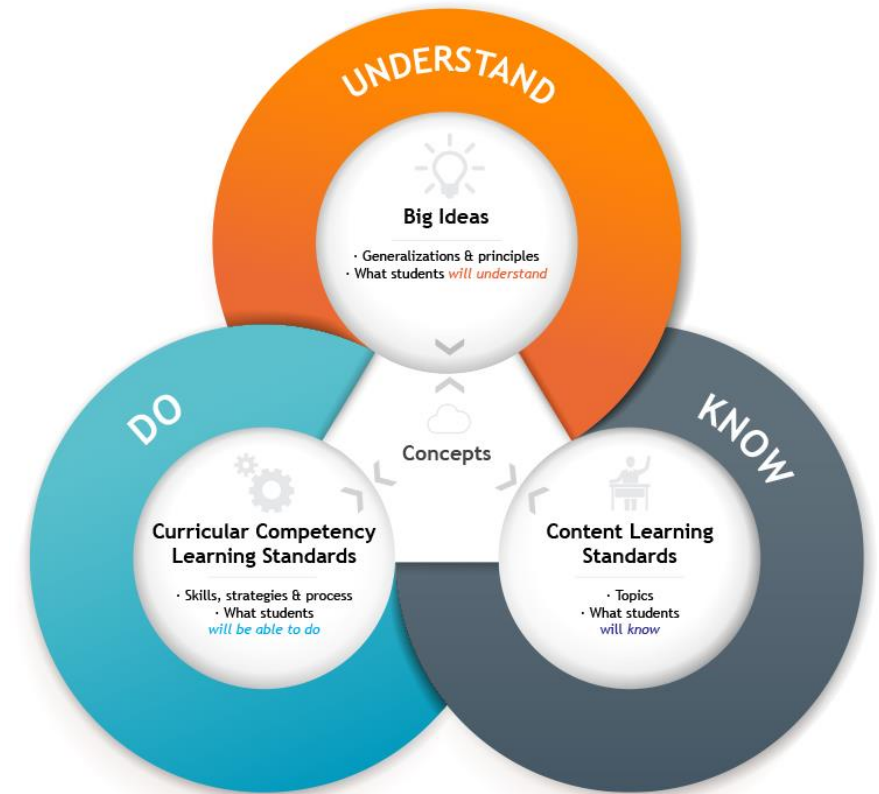


A Framework for Inquiry-based learning

IB Framework



BC Curriculum



Assessment in PYP



Summary

1

Assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching.

2

Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning.

3

Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning.

4

Learning goals and success criteria are co-constructed and clearly communicated

5

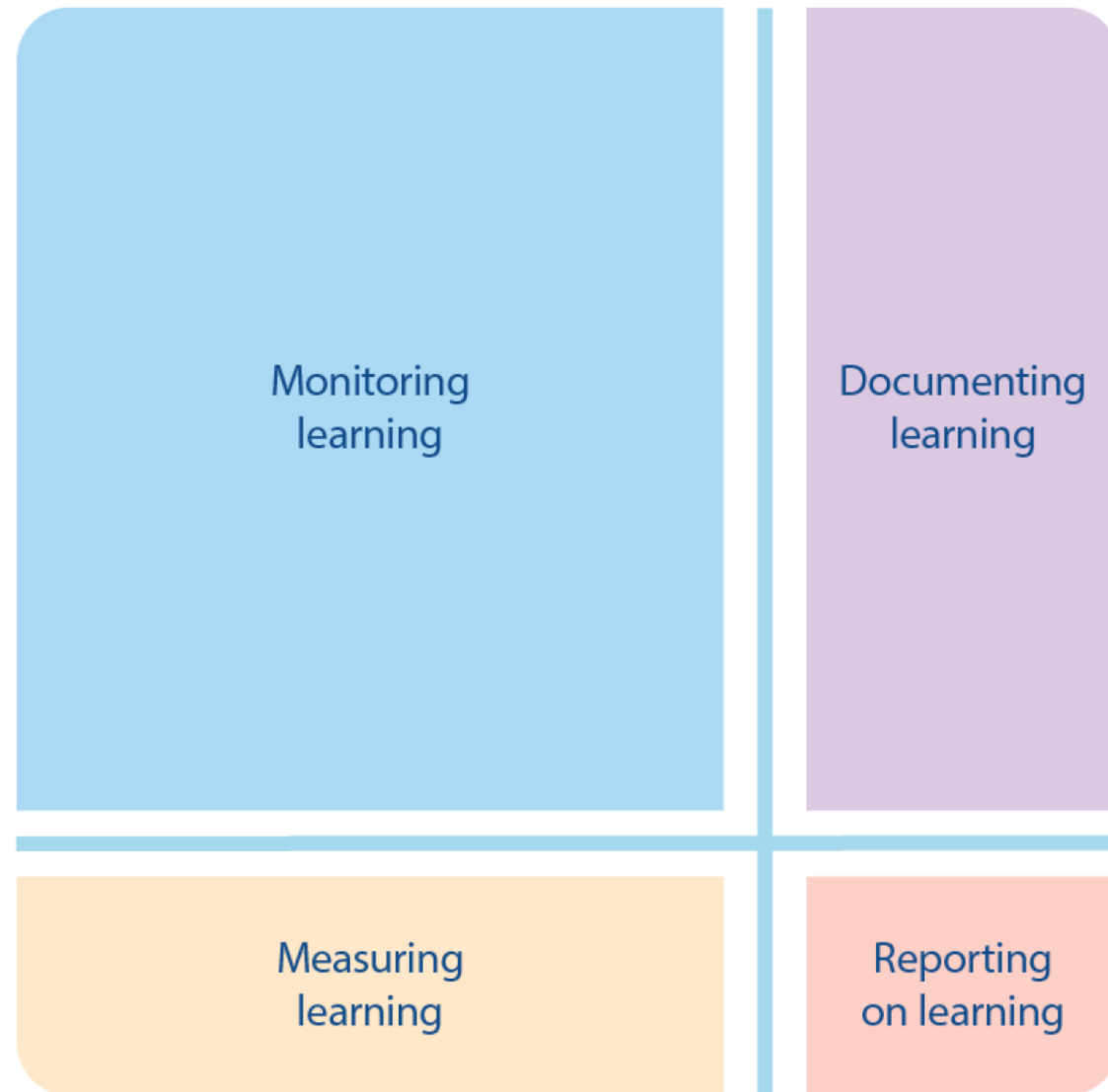
Assessment design is both backward and forward looking



Gathering Evidence of Student Learning

- Focused observations
- Learning tasks
- Feedback
- Self-reflections
- Self-assessment
- Peer feedback
- Conferencing
- Questioning
- Portfolios

Four Dimensions of Assessment



Performance Scales



Approaching Expectations
Meeting Expectations
Exceeding Expectations



Developing
Demonstrating

The Report



- Teacher Reflection
- Student Reflection
- Approaches to Learning
- Content Areas (K-5)
 - Language Arts
 - Math
 - Units of Inquiry
 - Art
 - PHE
 - Music
 - French (Gr. 2 to 5)

Junior Kindergarten

- Social and Self Management Skills
- Numeracy
- Literacy
- Creativity
- Physical Development
- Units of Inquiry

The Learning Community

As Partners with Families

Ways to Support





Samples

Questions, Comments

Exit Ticket





