



Primary Years Programme (PYP) Assessment Policy

Mission and Vision

Granada Hills Charter (GHC) will provide a positive student-centered environment in which all students will develop academic skills, practical skills, and attitudes to enable them to be successful lifelong learners and productive, responsible citizens in a diverse society.

The school's vision is to ensure that students acquire seminal knowledge and exercise key habits of mind and essential skills leading to graduation and in preparation for college and the 21st century workforce.

Assessment Philosophy

At Granada Hills Charter we are committed to developing internationally minded lifelong learners who collaborate in order to understand, celebrate and impact our diverse school and IB world community. An enriched environment is created through challenging curriculum, intercultural lines of inquiry, student "voice, choice, and ownership" and authentic assessment focused on the whole child. We believe that assessment is vital to teaching and learning, and assessment drives instruction. It is central to the IB's goal of thoughtfully and effectively guiding children through the five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastery of skills, the development of attitudes and the decision to take responsible action (Making the PYP Happen, 2009). At GHC we believe that constructive feedback, self assessment, reflection, and peer review are powerful tools in developing student agency and self-regulated learners. Teachers and students at GHC collaborate to create criteria charts, set learning goals, plan/modify units of inquiry, and assess learning. We value the steps taken during the learning process as much as the final outcome. Ultimately, we believe that assessment is integral in guiding our planning and instruction so all students succeed.

Purpose of Assessment

The purpose of assessment is to evaluate learning and guide instruction. It serves to provide meaningful feedback to students, parents, administrators, and teachers. It is through various types of assessment that all stakeholders gain information on how students are progressing within different content areas and how they are developing as inquirers and globally-minded citizens. Assessment is a helpful tool for teachers to evaluate the effectiveness and depth of the curriculum and to improve planning and instruction. The analysis of assessment information and data helps

teachers best support the unique needs of students as it informs decisions made for differentiation within the classroom.

We will assess students:

- To guide and support student learning
- To teach students the benefits of monitoring their own progress
- To provide differentiated instruction based on student needs
- To evaluate and strengthen our learning process and practices as educators
- To assist in the evaluation of the Programme of Inquiry
- To determine eligibility for special education, EL, and other different ability services

Assessments will allow students to:

- Demonstrate and share their learning and understanding
- Set learning goals
- Reflect on development of the IB learner profile
- Communicate their points of view and understanding
- Build self-confidence
- Monitor learning through the metacognitive process
- Use prior knowledge to build on and guide the inquiry process
- Engage in self and peer reflection
- Take ownership of their learning

Assessments will allow teachers to:

- Provide timely intervention for struggling students
- Collaboratively reflect on student progress and needs
- Differentiate instruction with clear outcomes for individual students
- Provide constructive feedback
- Report on student's conceptual development within units of inquiry
- Co-construct learning goals with students
- Learn to use data to inform and communicate practice
- Report on the learner profile development for each student

Assessments will allow parents to:

- Observe and track student progress and growth on their learning goals
- Intervene and provide support outside of school
- Understand the student tasks and celebrate successes
- View essential elements of units of inquiry and how their child is progressing on the learning continuum

Implementation

Throughout our Programme of Inquiry, students are offered opportunities to share their conceptual understanding as they actively participate in the learning process. Student learning is promoted through assessing prior knowledge and experiences, creating meaningful learning opportunities, regularly engaging in self-assessment and reflection, providing feedback to guide next steps, collaborating with peers and offering peer assessment, promoting intercultural understanding, and encouraging student agency.

Information about student learning is gathered in a variety of ways.

- Student work samples
- Unit of Inquiry Reflection and Goal Setting Sheets
- Results of pre-assessments, formative assessments, and summative assessments
- Anecdotal Records
- IB Portfolios
- Results of standards based state assessments (3rd-5th Grade)
- Student performance or development based on teacher created or collaboratively created criteria charts, rubrics, and learning continuums
- Results of annual English Language Proficiency Assessment for California, or ELPAC (English Language Learners)

Types of Assessment

Assessment, both formal and informal, occur regularly to inform the instructional program. The various types of assessments used at GHC are explained below.

1. Diagnostic Assessment

Diagnostic assessment is used prior to instruction in order to determine the student's prior knowledge, strengths, misconceptions, skills and learning styles. The information obtained helps teachers find out what students already know and is used to adjust instruction to meet specific student needs and guide future learning.

- **KWL** Charts (What do you **Know**? What do you **Want to know**? What did you **Learn**?)
- Class Discussions
- School Created Benchmark tests in Reading and Math
- IXL Math and Language Arts Diagnostic
- Surveys (completed by students and parents)
- Visible Learning Strategies
- Classroom Observations
- ELPAC Placement Test for English Language Learners
- Standardized tests and observations by School Psychological Services, Speech/Hearing Pathologist

2. Formative Assessment

Formative assessment is used frequently throughout the learning process to find gaps in learning, identify specific struggles and to determine next steps. These structured and unstructured

assessments provide continuous feedback on the learning process and to plan the next stage in learning.

- Anecdotal and conference notes
- Student reflection and goal setting
- Classroom observation
- Constructed responses
- Informal quizzes and tests
- Running Records
- Graphic Organizers
- Rubrics: student and teacher created
- Peer review
- Portfolios: reflecting on growth over time
- Progress Monitoring assessments
- Visible Learning Strategies
- Everyday class performance

3. Summative Assessment

Summative assessment is used to measure the acquisition of information, basic skills, and progress towards major concepts within the six transdisciplinary themes, as well as the transfer of what is learned to new situations. Through these assessments, students are given varied opportunities to demonstrate their learning.

- Student reflection and goal setting: notebooks, logs, exit slips
- Student and teacher created exemplars and rubrics
- End of Unit/Module Tests
- Reflection and goal setting sheets for the attributes of the Learner Profile and the Transdisciplinary Skills: IB portfolios
- IB Unit Planner Summative Assessments allow students to demonstrate their understanding of the central idea. Students are encouraged to express that understanding using varying learning styles, multiple intelligences and abilities. The summative assessment task provides opportunities for the student to apply what is learned to a new situation and to demonstrate and reflect.

4. Standardized Assessment

Students in grades 3 - 5 take the Smarter Balanced Assessment Consortium or SBAC annually as directed by California state guidelines. Students who speak a language other than English at home take the annual English Language Proficiency Assessment for California, or ELPAC. The school also administers the NWEA twice a year as a way to measure, monitor, and report student academic growth.

5. 5th Grade Exhibition

When our growing school expands to host fifth grade in 2023, the fifth grade scholars will participate in the PYP Exhibition. The Exhibition will be a student initiated, self-directed, and

collaborative experience where the learners will demonstrate their understanding of the five essential elements of the programme: Knowledge, Skills, Concepts, Attitudes, and Action. This culminating experience will give students the opportunity to exhibit the learner profile, engage in collaborative and in depth inquiry, and model agency and collaboration. The exhibition will provide an authentic summative assessment of each student's entire PYP journey.

Reporting and Communication

Recognizing student achievement and communicating this with the GHC community is something we value and occurs in several ways.

IB Portfolios

PYP students start a digital IB portfolio their first year at GHC. These portfolios are developed by the students over the course of their PYP journey in order to assess and record student learning over time. Digital portfolios have a section for each of the six transdisciplinary themes for each grade level.

IB Portfolios will:

- Include student reflections from each unit of inquiry in each grade level
- Include student work samples and/or videos that demonstrate conceptual understanding of the central idea and/or specified lines of inquiry
- Include student reflection on their demonstration of the learner profile
- Be used as a tool in student-led conferences
- Be used as an indicator of conceptual understanding over time

Written Reports

- Progress Reports are shared with parents twice a year at the midpoint of each semester. They serve to communicate whether students are making adequate progress towards meeting grade level standards and how they are developing transdisciplinary skills within the Programme of Inquiry.
- Academic Report Cards are completed twice a year, at the end of each semester. These summative reports share student achievement in meeting grade level standards using a grading scale of 1 - 4 and demonstration of transdisciplinary skills (Communication, Social Skills, Thinking Skills, Self Management, and Research Skills). Teachers provide written comments on student performance and development.
- Unit of Inquiry Reports are currently being developed by our PYP collaborative grade level teams with the goal of offering clear and specific, authentic feedback on student development within each of the six transdisciplinary themes covered each year.

Conferences

- Parent Teacher Conferences are held in the fall semester. Students, parents, and teachers meet to discuss student progress and achievement, goals or next steps, and to discuss the overall social and academic development of the student.
- Student Led Conferences will occur starting in the spring semester of the 2022 - 2023 school year. Students will demonstrate agency by leading the conference as they share work

samples, reflections, and their IB Portfolios with parents. Students will identify their goals and next steps for where they need to improve, as well as their strengths and evidence of the development of the learner profile.

Policy Review

The PYP assessment policy is reviewed twice yearly- once with the teaching staff, administrators, and program coordinator during professional development before the start of the school year and then again during the spring semester by a committee of teachers, program coordinators, and parents. Feedback and input from all stakeholders guides the revision of the policy to best meet the needs of our school community. This assessment policy is also reviewed through its governance structure once every five years during the charter renewal cycle. The assessment policy is located on our school website and shared with parents during “Back to School Night” at the start of each school year.

Policy Reviewed/Revised - June 2022