

Berta Palacios Elementary PYP Assessment Policy



Berta Palacios Elementary Mission Statement

Through a supportive partnership with parents and the school community we, the staff of Berta Palacios Elementary School, are committed to provide all students with a strong foundation for life-long learning through inquiry that will produce internationally-minded and productive bilingual/biliterate, caring, global citizens.

Assessment Philosophy

In collaborating with administrators, teachers, parents and students, assessments are essential to teaching and learning. Assessments provide information about a student's development and can be used to monitor and measure a students' progress as they work to reach their learning goals.

Purpose

The purpose of assessment is to differentiate instruction in order to enhance student learning. Formal and informal assessments provide essential data to set goals and drive inquiry and student self-reflection. **Students, teachers, and parents** utilize assessment data to guide students through the primary years program.

Students will receive feedback to set goals, self-reflect, self-assess and be responsible for their learning.

Teachers utilize pre-existing data to drive instruction, differentiate instruction and interventions through early assessments.

Parents receive feedback through phone calls, conferences, report cards, progress reports, at home projects, and student presentations.

What Do Assessments Look Like at Our School?

Assessments at Berta Palacios Elementary School include formative and summative assessments. Assessments administered on our campus include district, state, and teacher created assessments. Progress assessments such as TPRI/TEJAS LEE and Circle Assessments are administered BOY, MOY, and EOY. Progress monitoring assessments are administered weekly and every six weeks. Summative assessments at the end of every unit of inquiry are also administered. Summative assessments include self-assessments, student generated reflections, research projects, and community service projects. State assessments are administered for our 3rd-5th grade students within the second semester. All assessment data is analyzed and utilized to enhance instruction, measure student progress, and create a structure for curriculum implementation.

Assessments through Units of Inquiry and the PYP Exhibition

Student Portfolios: Throughout the PYP units of inquiry the students build a portfolio to provide a record/ evidence of their learning and development as an IB learner. These portfolios with authentic pieces of work will showcase their learning process as well as celebrate their success throughout the years.

PYP Exhibition: The PYP Exhibition represents a significant, culminating event in the life of a PYP IB student. It is an opportunity for them to exhibit the IB learner profile attributes that they have acquired throughout their engagement in the programme. The exhibition synthesizes the elements of the PYP and requires the students to share their inquiry process and findings with the school community. Students will use their portfolio to look back through their learning and find a topic that they wish to investigate further. They will be engaged in a collaborative, trans-disciplinary inquiry process that requires them to identify, investigate, and offer solutions to real-world problems.

These portfolios and the exhibition provide opportunities for students to be leaders and take ownership of their learning.