

Assessment and Reporting in Elementary



Mrs. Heather Nicholson and Ms. Tamara Warner

MEADOWRIDGE SCHOOL





What do we want parents
to know about
assessment and
reporting?



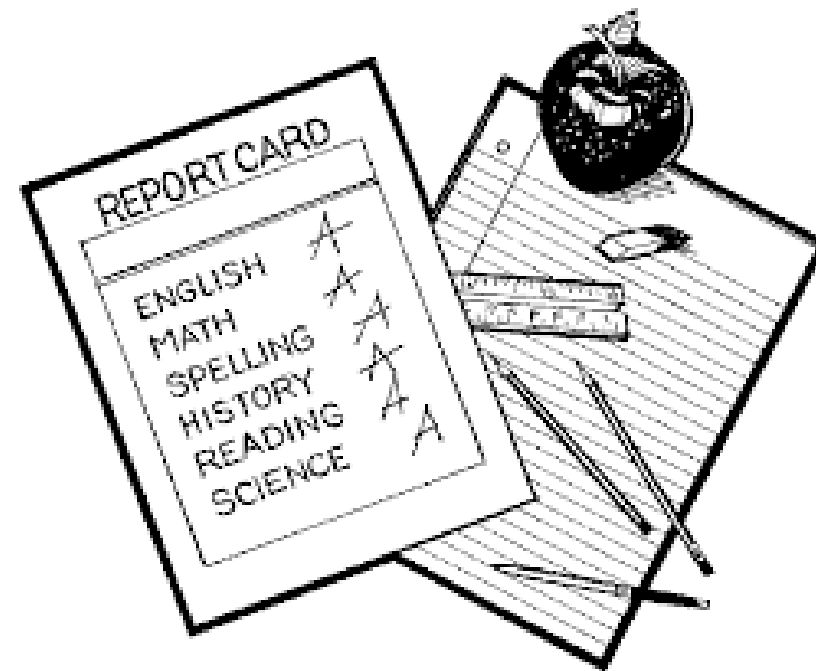
Talking points

- **About IB**
- **How we assess learning**
- **Proficiency Scale**
- **New Report Card, digital**
- **Families as part of the Learning Community**

Think about the reports you received. What were they measuring?

Ideas

- Report cards
- A report about a swim class
- Transcripts from a course
- Performance review at work



Primary Years Programme



A Framework for Inquiry-based learning

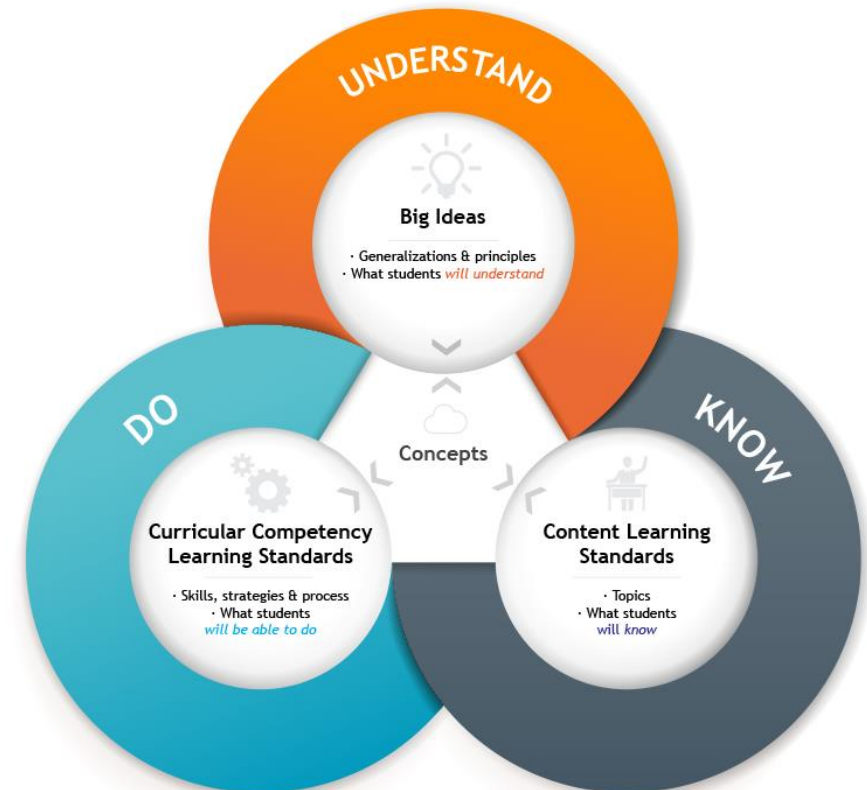
The Learner Profile



ATL Skills



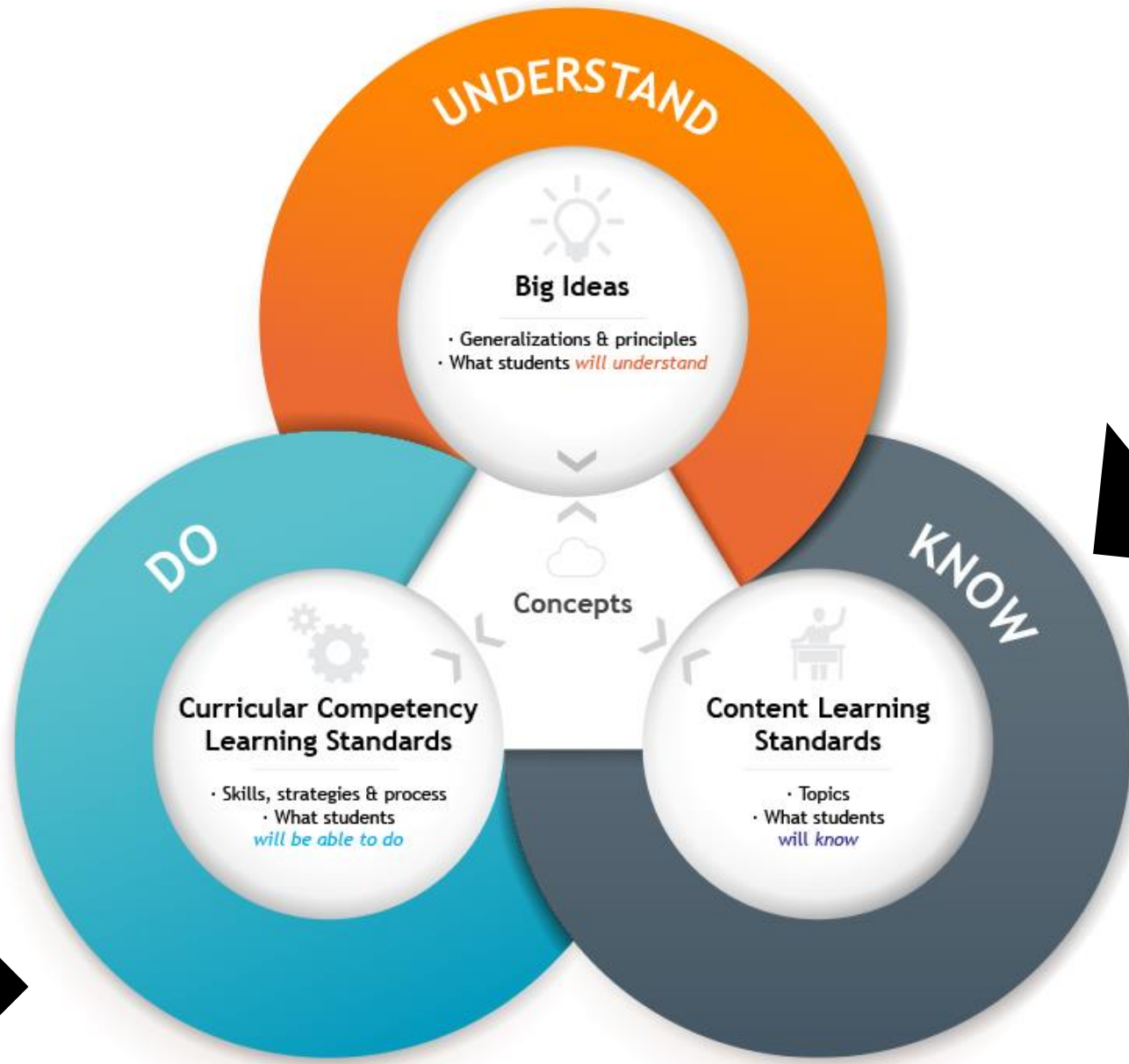
BC Curriculum





NEW

What skills, strategies and process is the learner able to do?



Curricular Competency Areas of Assessment

Language Arts

Comprehend and Connect
(reading, listening, viewing)

Create and Communicate
(writing, speaking, representing)

Mathematics

Reasoning and Analyzing

Understanding and Solving

Communicating and Representing

Connecting and Reflecting

Curricular Competency Areas of Assessment

Language Arts

Comprehend and Connect (reading, listening, viewing)

Use sources of information and prior knowledge
to make meaning

Use developmentally appropriate reading, listening, and
viewing strategies to make meaning

Use personal experience and knowledge to connect to stories and
other texts to make meaning

Recognize the structure and elements of story

Create and Communicate (writing, speaking, representing)

Create stories and other texts to deepen awareness of
self, family, and community

Plan and create a variety of communication forms
for different purposes and audiences

Communicate using sentences and most conventions of
Canadian spelling, grammar, and punctuation

Explore oral storytelling processes

Mathematics

Reasoning and Analyzing

Use reasoning to explore and make connections

Develop mental math strategies and abilities
to make sense of quantities

Understanding and Solving

Develop, demonstrate, and apply mathematical understanding
through play, inquiry, and problem solving

Develop and use multiple strategies to engage in problem solving

Communicating and Representing

Explain and justify mathematical ideas and decisions

Represent mathematical ideas in concrete, pictorial,
and symbolic forms

Connecting and Reflecting

Connect mathematical concepts to each other and to
other areas and personal interests

Incorporate First Peoples worldviews and perspectives to make
connections to mathematical concepts



Emerging	Developing	Proficient	Extending
The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

I am beginning in my learning	I am learning more on my own and need practice	I get it and can show you how much I understand	I get it and go beyond what is expected of me
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Emerging



When we are a new driver, before we get behind the wheel, we need to learn the basic rules of the road requiring significant support and supervision.

Developing



As a newly licenced driver, we can drive independently and more competently, but with some restrictions and further practice.

Proficient



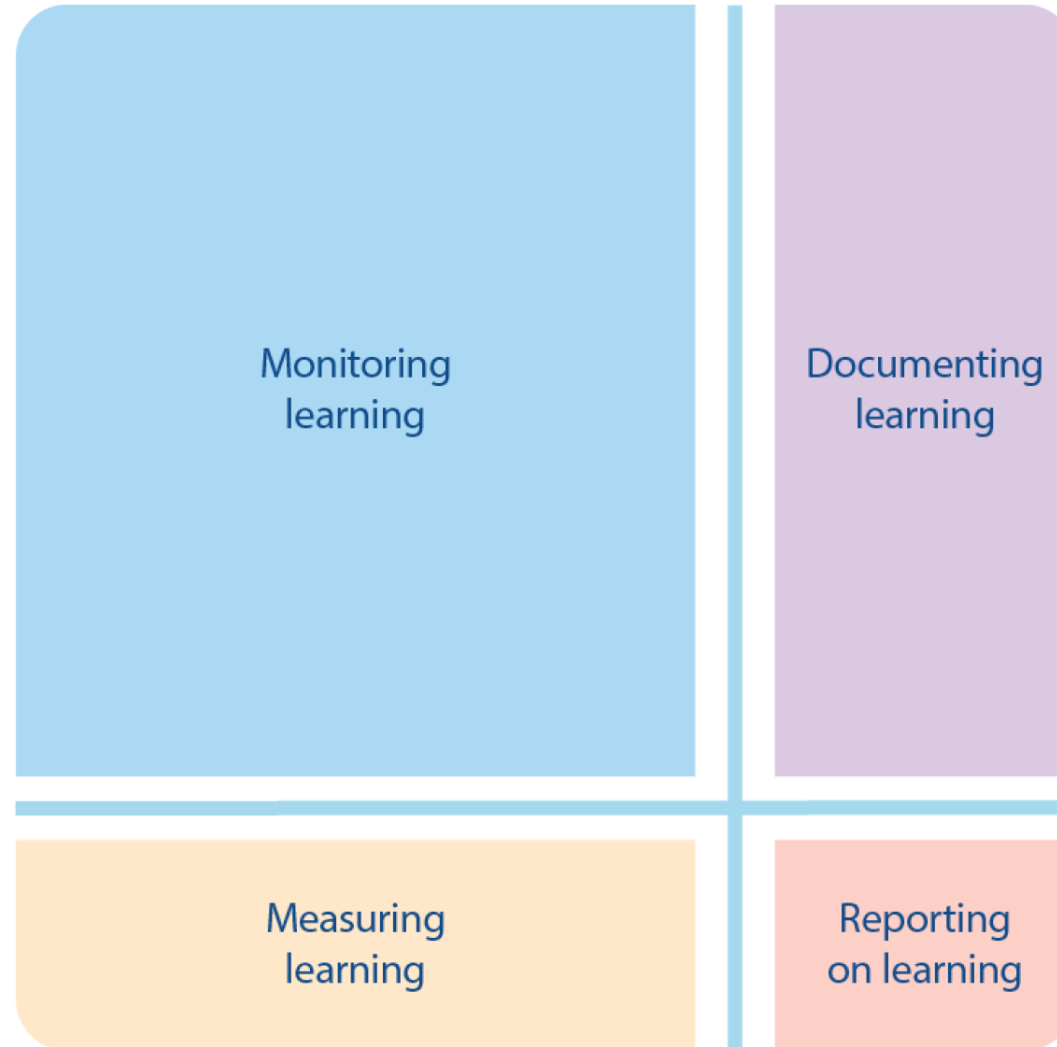
Drivers demonstrate proficiency by showing an accumulation of skills that allows them to drive with ease and confidence in a variety of contexts.

Extending



Some drivers use skills in a variety of increasingly more sophisticated contexts, with different vehicles, and possibly exploring different terrain and weather.

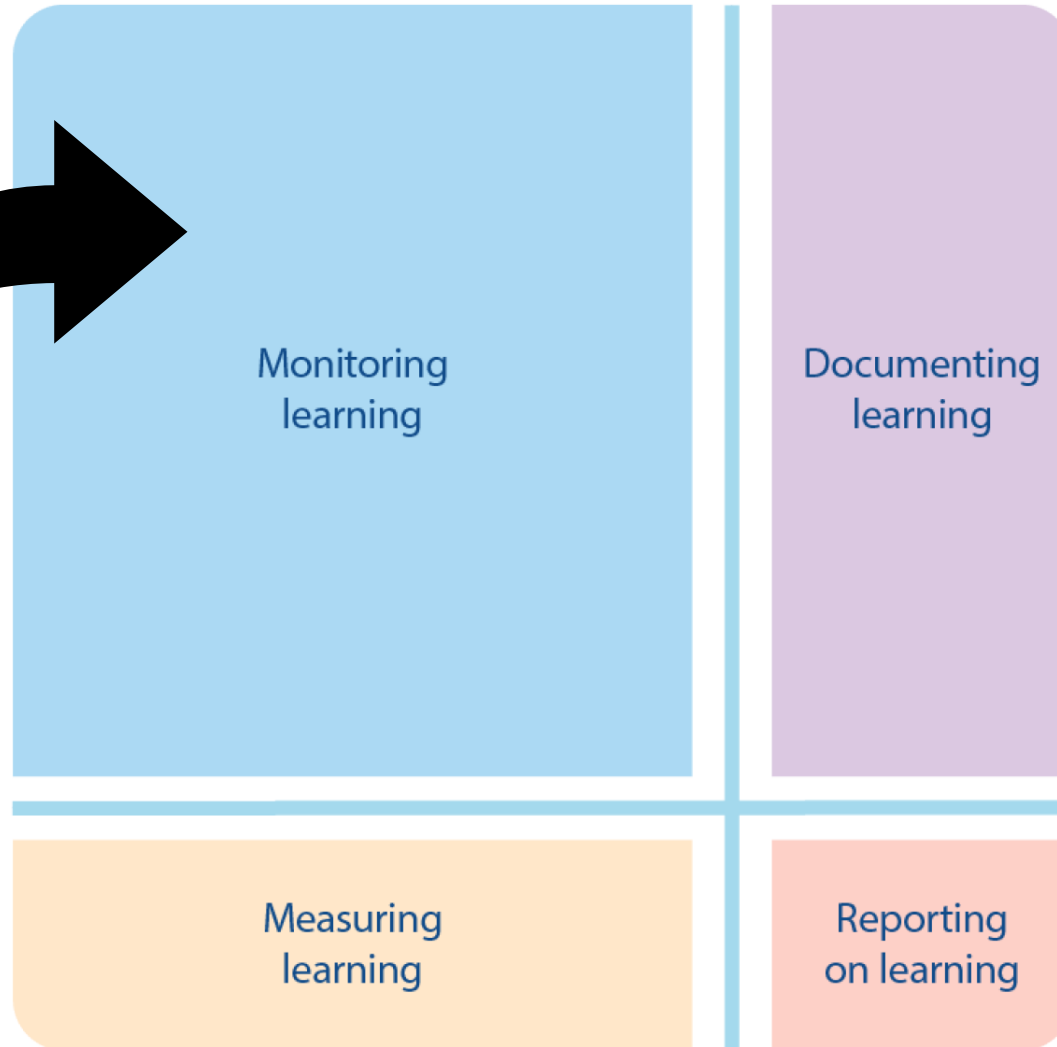
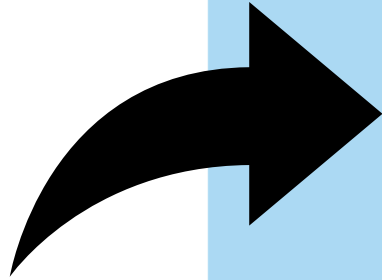
Four Dimensions of Assessment (IB)



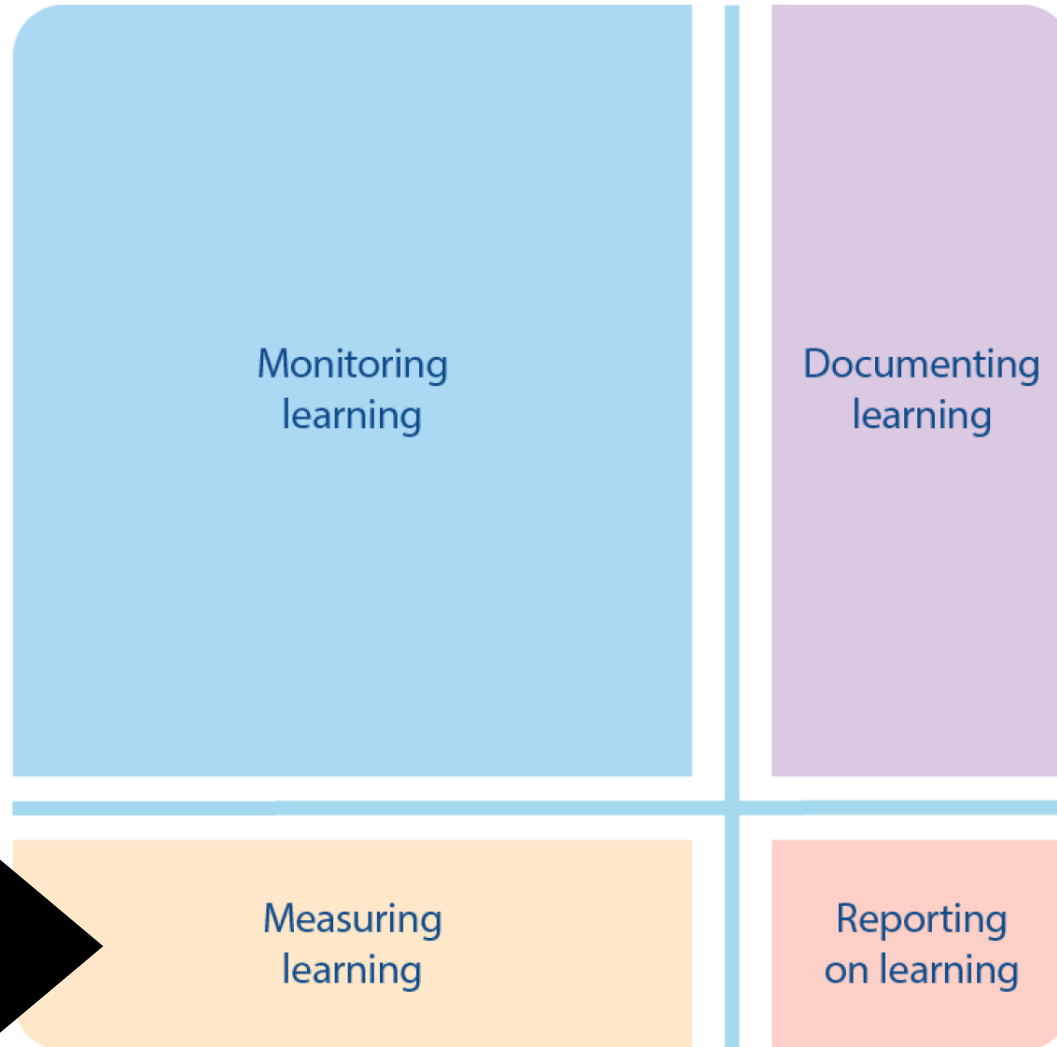
Four Dimensions of Assessment (IB)



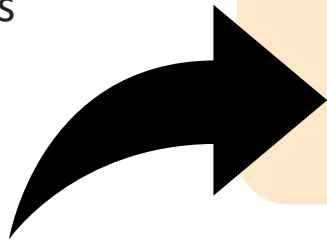
Ongoing
Learning tasks
Discussions/Conferences
Written or oral assessments



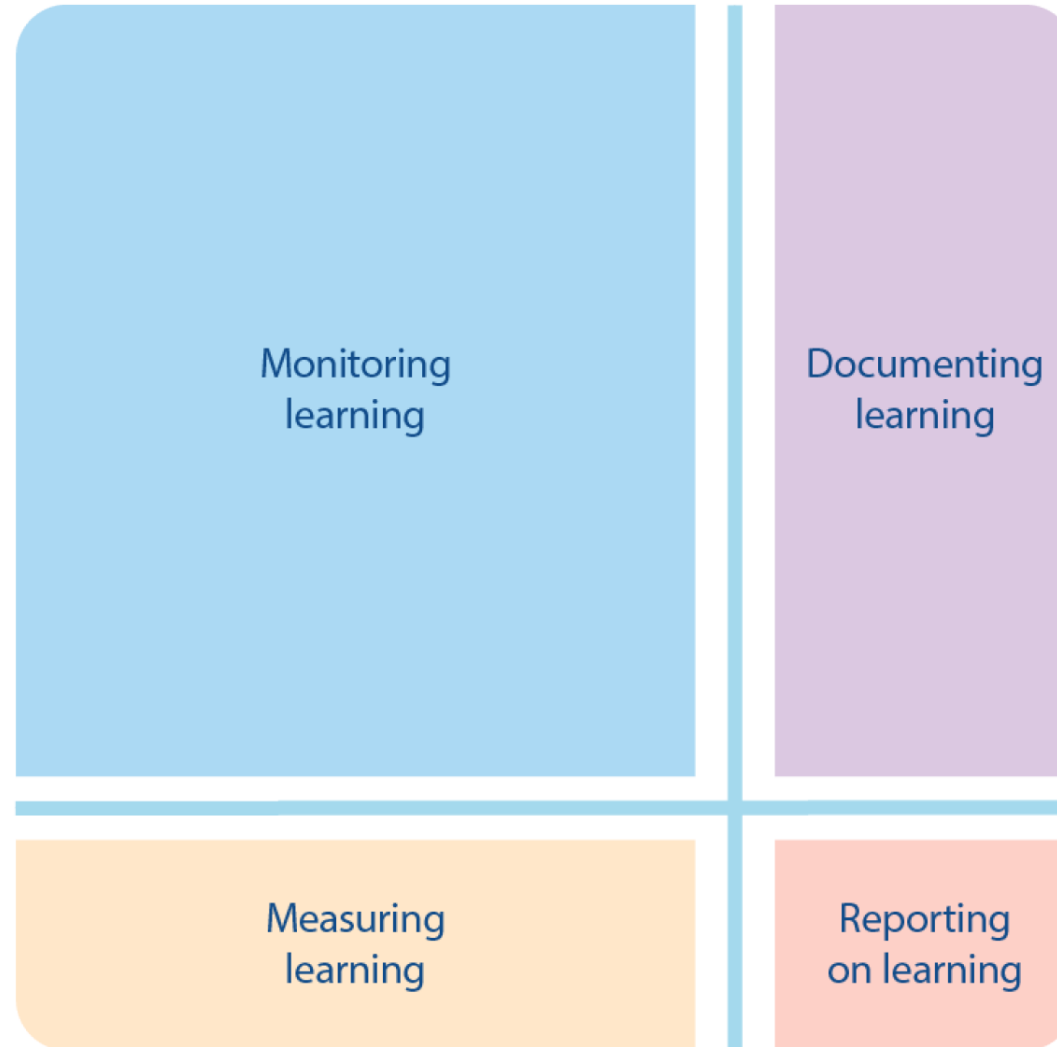
Four Dimensions of Assessment (IB)



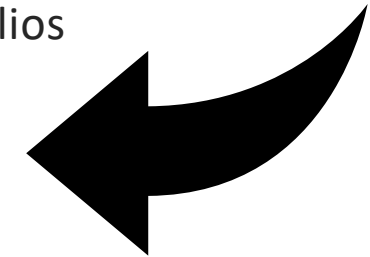
**Captures what is learned
(a particular point in time)**
Performance tasks
Checklists
Rubrics



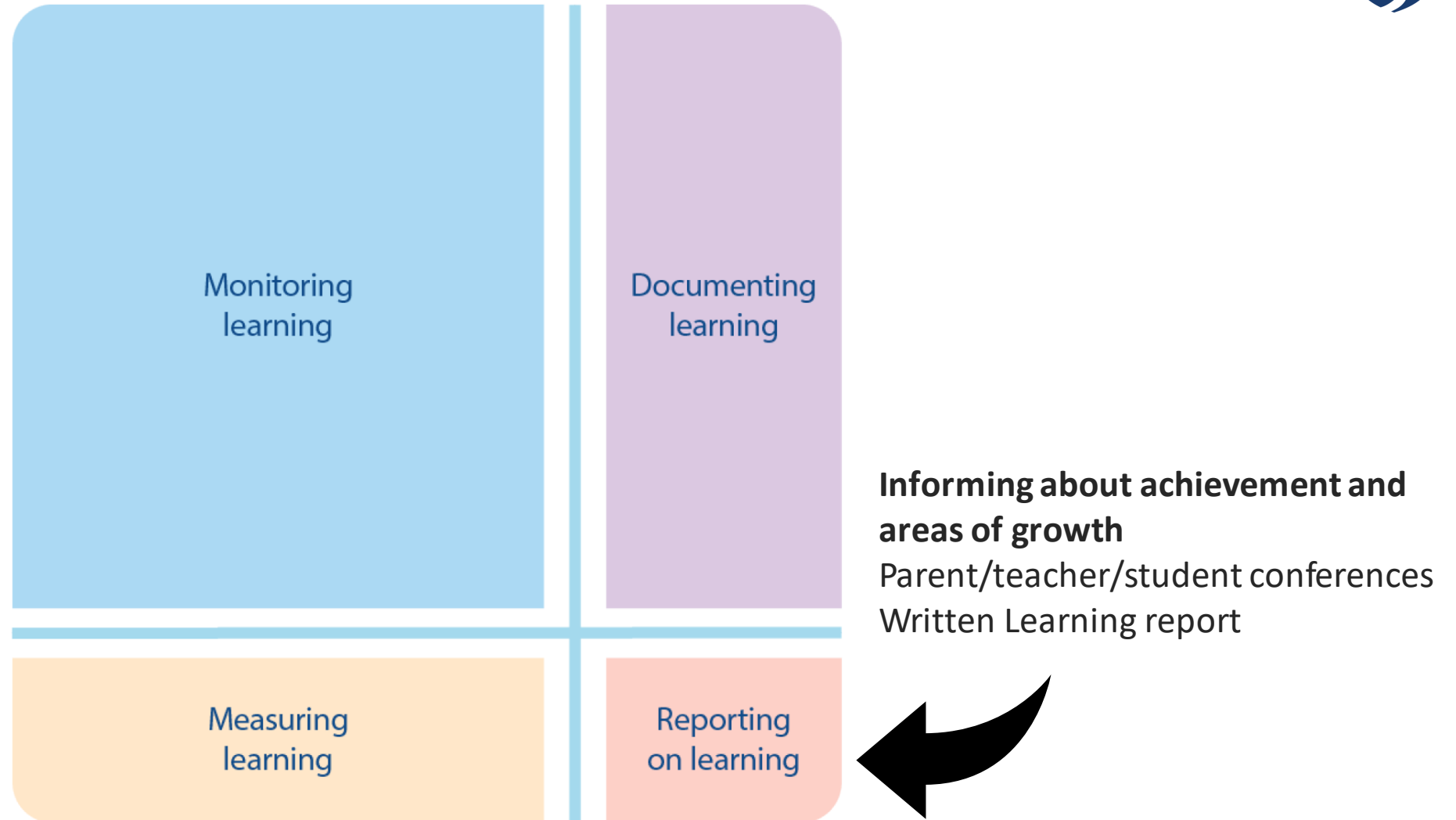
Four Dimensions of Assessment (IB)



Collection of evidence
Reflections
Learning stories
Portfolios



Four Dimensions of Assessment (IB)





Sample Report Card

PYP Term 1 Report 2023-24

Meadowridge School

Term 1 (2023 - 2024)

Prepared: December 04, 2023

Name of Student

Grade	Homeroom Teacher
Grade 2	Katie Carr

Dear Elementary Parents and Guardians,

Each student's learning journey offers numerous reasons to celebrate. We love that Meadowridge learners are naturally curious and explore the world around them through, tuning into their questions, conducting research, sorting out and organizing their findings, going further with new questions, and connecting back in reflection and or action. The inquiry process fosters a love for learning and encourages students to become active seekers of knowledge and to have the agency to make choices, set goals, and take ownership.

A major focus of assessment in the PYP is to provide ongoing feedback on the learning process. Using a variety of assessment tools helps to document what students know, understand, and can do at different stages in the learning process. Together with family conferences, work samples sent home, and evidence of learning in portfolios, this written report is one part of the communication of learning.

Our hope is that the report opens reflective conversations with your child, fosters a celebration of their progress and provides support for their future goals. We are honoured to have our parents as part of the learning community.



Language Arts

Proficiency Scale

Language Arts

Courtney Higginson

- Comprehend and Connect: reading, listening, viewing

Developing

- Create and Communicate: writing, speaking, representing

Developing

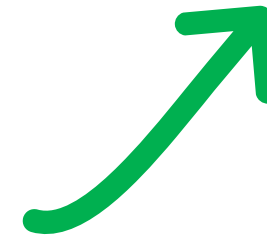
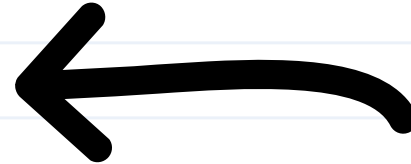
Subject Comment

Strengths

- correctly recognizes and names all letters of the alphabet
- able to produce and identify almost all letter sounds

Areas for Future Growth

- working to correctly identify and differentiate the sounds for vowels I, O, and U
- encouraged to add more details and colours in his drawings to help communicate his intended message





Units of Inquiry

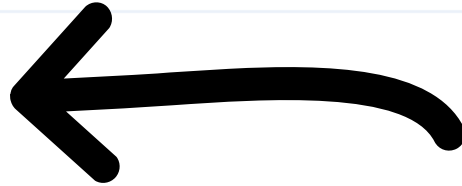
Proficiency Scale

Units of Inquiry

Courtney Higginson

- | | |
|---------------------------------------|------------|
| • Developing conceptual understanding | Developing |
| • Applying transferable skills | Emerging |
| • Engaging with the inquiry process | Developing |

Subject Comment



Strengths

- contributes as a positive team member by participating during learning engagements
- completing his responsibilities, and demonstrating a caring attitude toward his classmates

Areas for Future Growth

- working to develop a deeper understanding of how his actions can affect others both positively and negatively

The Learning Community

As Partners with Families



"Comments are really important."

"The comments should weigh more than the proficiency scale."

-Meadowridge Teacher



Questions, Comments Exit Ticket





Assessment and Reporting in the Elementary School

1. Describe your understanding of assessment and reporting?

Emerging Developing Proficient Extending

2. The most important thing I learned today

3. How are you feeling about receiving your child's report card? (circle any or add your own)

excited nervous proud hopeful confident unsure _____

4. Any other feedback or suggestions to improve future meetings.



If you would like to have an email copy of our presentation, please contact Miss Warner.

tamara.warner@meadowridge.bc.ca

Do you know when they learned?

Can they put on their helmet?

Can they use a kickstand and lock?

Can they can use hand signals yet?

How well do they control the breaks on a hill?

Can they ride up small or large hills in your neighbourhood?

Do they enjoy riding bikes?





Gathering Evidence of Student Learning

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