

# Planning effective assessments (MTPYPH, p.46)

- Design assessments in the planner**
  - Share their learning and understanding with others
  - Know and understand in advance the criteria for producing a quality product or performance
  - Demonstrate a range of knowledge, conceptual understanding and skills
  - Use a variety of learning styles, multiple intelligences and abilities to express their understanding
- Effective assessments allow students to:**
  - Participate in reflection, self- and peer-assessment
  - Base their learning on real-life experiences that can lead to further inquiries
  - Express different points of view and interpretations
  - Analyse their learning and understand what needs to be improved
- Effective assessments allow teachers to:**
  - inform every stage of the teaching and learning process
  - plan in response to student and teacher inquiries
  - develop criteria for producing a quality product or performance
  - gather evidence from which sound conclusions can be drawn
  - provide evidence that can be effectively reported and understood by the whole school community
  - collaboratively review and reflect on student performance and progress
  - take into account a variety of learning styles, multiple intelligences and abilities including different cultural contexts
  - use scoring that is both analytical (separate scores for different aspects of the work) and holistic (single scores).
- Effective assessments allow parents to:**
  - see evidence of student learning and development
  - develop an understanding of the student's progress
  - provide opportunities to support and celebrate student learning.
- Questions when planning assessments (MTPYPH, p.31)**
  - What is the function of the assessment? What central idea or learning objectives are being assessed? What evidence of the learning will be looked for? How can the evidence be collected? What experiences are being provided/supported to help the students be successful with the assessment? Will the assessment task demonstrate understanding? Is the assessment reliable enough to allow sound conclusions to be drawn? How will the assessment data be analysed and recorded? How and when will feedback be given?

- The Role of the Teacher**
  - models behaviours and skills
  - supports content learning
  - use multiple means of assessment
  - acts as a facilitator

- The Role of the Students**
  - View themselves as active participants in the process of learning
  - Accepts invitations to learn and readily engage in the exploration process
  - Plan and carry out investigation
  - Communicate using a variety of methods
  - Propose explanation and solutions and build a store of concepts
  - Raise questions
  - Use observations
  - Critique their science practices

- Reporting: How we choose to communicate information.**
  - Conferences
    - Teacher-student
    - Teacher-parent(s)
    - Three ways conferences
    - Student-led
  - Written Reports

- The Role of the Environment**
  - Appropriate and supportive physical and emotional environments
  - Variety of configurations to encourage communication

## The Exhibition

## ASSESSMENT in the PYP

### Assessing: How we discover what the students know and have learned.

### Recording: How we choose to collect and analyse data.

- Documentation
  - Portfolio
- What we assess (when we value international mindedness) (Davy, 2011)
  - Concepts
  - Skills
  - Knowledge
  - Attitudes

### School Assessment Policy

### Tools and strategies

- TOOLS**
  - Rubrics
  - Exemplars
  - Checklists
  - Anecdotal records
  - Continuums
- STRATEGIES**
  - Observations
  - Performance assessments
  - Process-focused assessments
  - Selected responses
  - Open-ended tasks

- Pre-assessment
- Formative assessment (lines of inquiry)
  - Next steps
- Summative assessment (Central idea)