Assessment

at Peak School

Overview of presentation

+ Peak School Assessment Policy Overview

+ Assessment – types of (formative & summative)

+ Recording – tracking and monitoring

+ Recording - learning Journeys

+ Reporting - parents timeline

+ Reporting - conferences (types & roles of participants)

Assessment Policy

INTRODUCTION

+ "Assessment is integral to all teaching and learning at Peak School. It is the means by which we analyse student learning and the effectiveness of our teaching and acts as a foundation on which to base our future planning, teaching and learning".

AIM

+ "The main aim of assessment in the PYP at Peak School is to provide quality feedback to all stake holders and to inform further learning".

Assessment Policy cont

+ *The assessment component in the school's curriculum can itself be subdivided into three closely related areas.*

+ **Assessing** – how we discover what the students know and have learned

+ **Recording** – how we choose to collect and analyse data

+ **Reporting** – how we choose to communicate information

THE IMPORTANCE OF ASSESSMENT
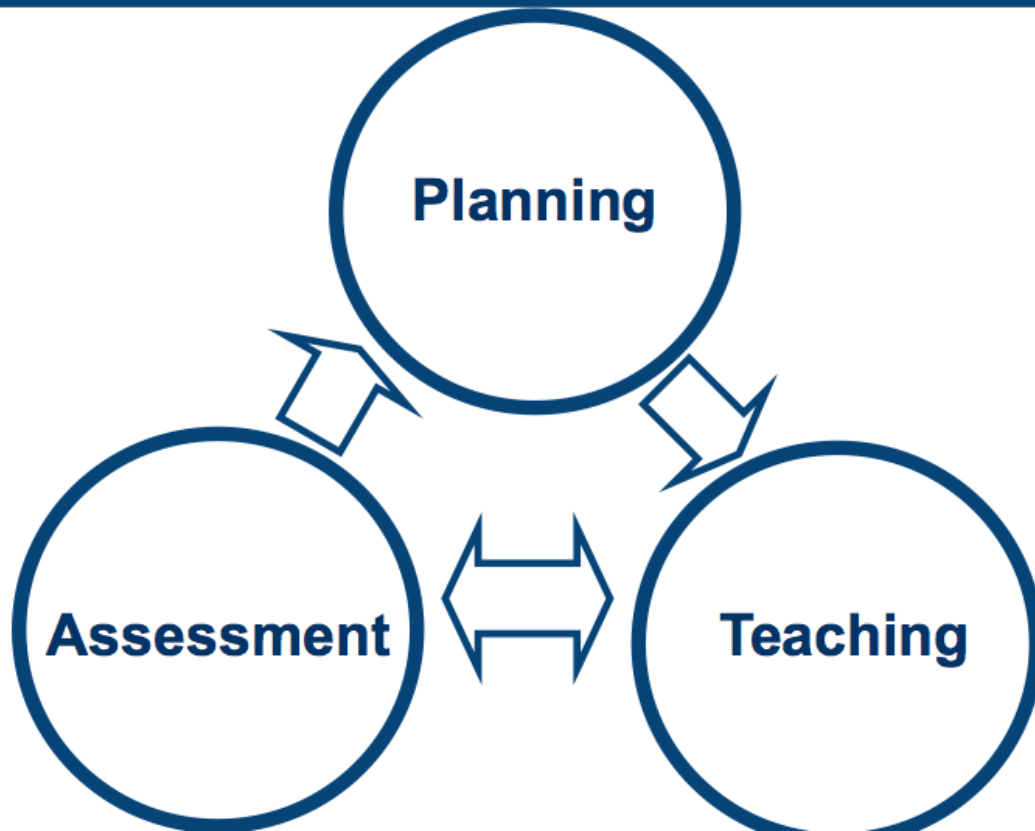
ASSESSMENT

Diagnostic- pre testing students to see what they know before teaching the unit of inquiry.

Formative- assessing students' strengths and weaknesses, and providing feedback during the unit .

Summative- Testing the student's knowledge at the end of teaching a unit of inquiry .

Diagnostic or Pre Assessment

Takes place prior to the growing. You can diagnose the plants strengths and weaknesses.

You can identify what it needs to be bigger

and stronger

ASSESSING - FORMATIVE

+ Formative assessment is the ongoing analysis of a plant's needs - we must recognize when it needs to be fed, watered, and provided with sunlight in order for it to grow.

ASSESSING - SUMMATIVE

Summative assessment of the measuring of the plants growth at a point.

The measurement tells us how much the plants have grown.

It does not affect the growth of the plants.

Assessment in the classroom includes:

+ collecting evidence of students' understanding and thinking

+ documenting learning processes of groups and individuals

+ engaging students in reflecting on their learning

+ students assessing work produced by themselves and by others

+ developing clear rubrics*

+ identifying exemplary student work

+ keeping records of test/task results

To support ongoing assessment.....

Standardized Tests

+ Year 1 and 2 children complete PIPS baseline test (start of Year 1 and start of Year 2)

+ Year 3, 4, 5 and 6 children complete INCAS test (Term 1)

+ Year 4 and 6 children complete the ISA writing test (Term 1)

What is PIPS and what does it do?

+ Standardized assessment which monitors progress at the beginning of Year 1 and 2

+ Durham University UK – used locally and internationally.

+ All ESF schools follow the same procedures and timeframes for PIPS testing.

+ PIPS provides an assessment of attainment in reading and mathematics.

+ Allows teachers to build a powerful profile of individual progress over the first year of school.

What is INCAS and what does it do?

- **+** Computerised adaptive assessment programme designed for children from 5-11years

- **+** Developed by Durham University UK – used locally and internationally.

- **+** All ESF schools follow the same procedures and timeframes for INCAS testing.

- **+** INCAS provides feedback on Reading, Spelling, Mental Arithmetic, General Mathematics, Developed Ability and Attitudes

- **+** The results give a profile for the whole school, individual classes and individual students

An Example…

Please note this is an example of feedback, not Peak data.

Assessment	Assessment Date	Age (Yrs:Mths)	Age Equivalent Score (Yrs:Mths)	Age Difference (Yrs:Mths)
Reading	**23/05/2007**	**11:2**	**11:9**	**+0:7**
WordRecog	23/05/2007	11:2	11:0	-0:2
WordDecod	23/05/2007	11:2	10:11	-0:3
Comprehension	23/05/2007	11:2	12:4	+1:2
Spelling	23/05/2007	11:2	11:1	-0:1
GenMaths	**25/05/2007**	**11:2**	**11:1**	**-0:1**
MentArith	**22/05/2007**	**11:2**	**13:10**	**+2:8**
Addition	22/05/2007	11:2	15:3	+4:1
Subtraction	22/05/2007	11:2	15:1	+3:11
Multiplication	22/05/2007	11:2	13:7	+2:5
Division	22/05/2007	11:2	12:6	+1:4
Developed Ability	**21/05/2007**	**11:2**	**11:10**	**+0:8**
PicVocab	21/05/2007	11:2	13:6	+2:4
NonVerbal	21/05/2007	11:2	9:9	-1:5
Attitudes	21/05/2007	Reading Score:5		
Attitudes	21/05/2007	Maths Score:3		
Attitudes	21/05/2007	School Score:4		

What is ISA?

+ ISA is administered by the Australian Council for Educational Research (ACER) and designed for International Schools

+ Split into two tasks – Narrative Writing and Expository Writing

+ Data was sent to parents end of Term 1

RECORDING

Tracking and Monitoring

+ Tracking and monitoring provides a formal record of ongoing assessment of pupil progress of key skills across the curriculum.

+ It informs planning for teaching and learning and supports formative assessment strategies. It provides data about pupil progress to ESF, school management, curriculum leaders, school council and parents.

What we use to track and Monitor

+ PIPS, INCAS and ISA (writing)

+ Reading Benchmark/Informal Inventory

+ Moderated writing samples

+ Rubrics linked to phases from Scope and sequence documents

+ Strategies assessment to determine students approach to solving number problems (selected year groups)

+ Anecdotal evidence/checklists/observations etc

RECORDING – Child's journey in learning

+ Forms part of both recording and reporting. That is – evidence of student learning and understanding

+ Shows evidence of the learning journey of the student in relation to their understanding of the central idea

+ Such evidence can be found in a exercise books/reflection book, a collection of photographs/video and examples of work, thinking journals, sketch books etc etc

+ The child should be able to understand and talk about their journey in learning using a variety of examples as shown above

REPORTING OVERVIEW

"Reporting on assessment is about communicating what students know, understand and can do".

Reporting to parents, students and teachers occurs through;

+ Parent Information evening (meet the teacher)

+ Conferences (two-way, three-way and student led)

+ Learning Journeys

+ Reports

+ The Exhibition (Year 6)

+ End of Unit presentations

+ Additional meeting requested by teachers or parents

REPORTING TO PARENTS TIMELINE

Remainder of the Year timeline

+ Learning Journeys – March

+ Three way/student Led conference – March

+ Reports (Unit of Inquiry, English, Maths, specialists) - June

REPORTING - CONFERENCES

Parent conferences provide an opportunity for parents to engage in discussion and dialogue about their child's learning. At Peak School they take three forms.

+ Parent conferences (already completed at start of year)

+ 3 way conferences/student Led conferences

REPORTING – ROLE OF THE PARENT

+ During three-way and student-led conferences it is beneficial if parents support and encourage their child, praising both the work products and the child's efforts.

+ Throughout the process parents should feel free to ask questions that prompt their child to look realistically at the quality of their learning.

+ Most importantly, the parents' should enjoy observing their child confidently and enthusiastically discussing his/her learning.

CONCLUSION

+ ASSESSMENT IS THE FOUNDATION FOR EFFECTIVE LEARNING AND TEACHING

+ IT FORMS AN INTEGRAL PART OF PLANNING & TEACHING TO ENSURE CHILDREN ARE CONSTANTLY EXPOSED TO WORK AT THEIR LEVEL

+ WE ARE COMMITTED TO DEVELOPING/REVIEWING/REFINING OUR REPORTING TO PARENTS PROCEDURES TO ENSURE PARENTS BECOME FULLY INFORMED ABOUT THEIR CHILD'S STRENGTHS AND WEAKNESSES