



COSTEAS-GEITONAS SCHOOL (CGS) IB PYP ASSESSMENT POLICY

IB mission statement

The international Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

School Mission Statement

At CGS we strive to provide an academic setting where every student's skills and character can flourish to the fullest by encouraging meaningful connections between classroom and real life experiences. Our students work in an environment of ongoing inquiry, cooperation and mutual respect as they acquire a high caliber education and positive life attitudes to make a contribution to the world they live in.

Purpose of Assessment

At CGS we believe that assessment is integral to all teaching and learning. Assessment is ongoing, varied, purposeful and transparent. It is central to the goal of Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP) of thoughtfully and effectively guiding students through the following essential elements of learning:

- the acquisition of subject-specific knowledge
- the understanding of concepts
- the development of approaches to learning
- the development of skills
- the decisions to take action and reflect upon it in order to support the development of the IB Learner Profile

Assessment is key to planning, teaching and learning at CGS. The development of knowledge, conceptual understandings and skills requires that both teachers and students demonstrate assessment capability. In all programmes, PYP, MYP and DP teachers use various tasks, strategies and tools in order to offer students the opportunity to achieve learning goals, taking into consideration different learning styles and student needs. Assessment aims at providing feedback on the learning process and input about the learning outcomes to all stakeholders. Students are actively involved in the assessment process as part of their journey towards becoming autonomous lifelong learners.

Assessment is a thoughtful, collaborative and informative process that involves all stakeholders. It provides a direction of vision for the teachers, the learners, the parents, the administration and the wider school community to help create a culture of continuous learning and intellectual growth.

Effective assessment should enable **students** to:

- Promote a deep understanding of subject content and development of skills
- Select evidence, such as samples of their learning, that best demonstrate the intended learning goals
- Be actively engaged in their learning process by reflecting on their learning and understanding through

self and peer assessment

- Develop the metacognitive skills to reflect and act on constructive feedback
- Foster positive attitudes towards learning

Effective assessment should enable **teachers** to:

- Provide clear and specific learning goals and success criteria
- Use a wide range of tools and strategies that monitor, document and measure students' learning
- Differentiate their assessment tools and strategies based on students' needs, abilities and learning styles
- Collect evidence of students' learning
- Provide descriptive and specific feedback to guide students in their next learning steps
- Reflect on their practices and adjust their teaching and / or learning goals.
- Make judgments about students' progress and report to parents

Effective assessment should enable **parents** to:

- See evidence of and celebrate their child's learning and development
- Better understand students' needs and areas for improvement in order to support them

Effective assessment should enable the **school leadership** to:

- Make informed decisions based on assessment data about new initiatives and whole school improvement plans which will advance learning and student success
- Recognize needs, and provide professional development opportunities
- Provide relevant support materials, resources and processes

IB PYP

Characteristics of effective assessment that underpin the PYP Programme

According to the Clarke (2012, as cited in IBO, 2019) there are seven key characteristics that underpin the Primary Years Programme. These characteristics are:

Authentic: It supports making connections to the real world to promote students' engagement and active participation in the learning process.

Clear and specific: This includes desired learning goals, success criteria and the process students use to learn.

Varied: It uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.

Developmental: It focuses on an individual student's progress rather than their performance in relation to others.

Collaborative: It engages both teachers and students in the assessment development and evaluation process.



Interactive: Assessment encompasses ongoing and interactive dialogues about learning.

Feedback to feedforward: It provides on current learning to inform what is needed to support future learning and raises students' motivation.

At CGS, we employ a variety of assessment practices that focus on these characteristics. For example:

- We adopt assessment practices that actively engage students such as co-constructing their learning goals and success criteria.
- We use rubrics in order to classify our success criteria.
- We differentiate strategies, activities and tools in order to meet students' needs, learning profiles and abilities.
- We discuss with the individuals what they have achieved and how to progress learning.
- We discuss with students their feedback and we encourage them to think forward by providing ways to overcome their difficulties or achieve their goals.

The Four Dimensions of Assessment

There are four main dimensions that underpin the Primary Years Programme: monitoring, documenting, measuring and reporting on learning. All of them aim to provide evidence to inform teachers' teaching and students' learning even though they have their own functions. The PYP chooses to put more emphasis on monitoring and documenting learning since those two dimensions are critical in providing actionable feedback for the learner. At the same time, however, both recording and reporting are very important at CGS for an effective and meaningful assessment in all dimensions.

Teachers' questions – Designing assessment

CGS PYP educators consider questions when designing assessments. Some examples of questions are presented below:

1. What learning goals will be achieved?
2. How can I involve students in the assessment design?
3. How could students engage in dialogues with teachers about the development of learner profile attributes?
4. What data or evidence should be gathered?
5. What tools or strategies should be used to gather data?
6. How will the evidence be monitored, documented or measured?
7. How could students be asked to evidence any additional learning?
8. How will the results be shared to feed back to the student?
9. How will the results be used to inform next steps in learning and teaching?
10. How will the results of the assessment be used to inform the learning community?

1. Monitoring Learning

Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria.

It occurs daily through a variety of strategies:

observation, questioning, reflection, discussing learning with peers and teachers, and well-considered feedback to feed forward for next steps in learning.

Tools used for monitoring include open-ended tasks, written or oral assessment, and a learning portfolio.

Assessment Types

CGS employs a variety of assessment strategies and tools, which demonstrate student achievement. Although we have three assessment practices in assessing PYP students' learning, essential components of our policy are "assessment for learning" and "assessment as learning" since teachers have time to identify concepts that students struggle, skills that have not acquired, and learning standards that have not yet achieved so that teachers can modify instruction and adjust their practices to maximize learning and students' goals achievement.

Assessment Types	Description
Assessment for Learning (Formative Assessment)	It is conducted throughout the learning process and provides insights into students' understanding, knowledge, skills and dispositions. <ul style="list-style-type: none">• Pre-assessment: It takes place prior to the new learning and helps teachers to find out what students already know and/or can do.
Assessment as Learning	It is conducted throughout the students' learning process. Its goal is to support students in learning how to become a self-regulated lifelong learner.
Assessment of Learning (Summative Assessment)	It takes place at the end of the teaching and learning cycle.

2. Documenting - Recording

The documenting of learning is the compilation of the evidence of learning. The aim of documenting learning is to make learning visible and apparent, to reveal insights into learning and to provide opportunities for students and teachers to reconnect with learning goals and success criteria.

Assessment Strategies

At CGS we use a variety of assessment strategies during the Primary Years Programme (PYP) in order to gather information about students' learning. Teachers are encouraged to be fair and provide appropriate strategies and tools to meet all students' needs, abilities and learning profiles.

- **Focused Observations:** all students are observed regularly with teachers noting the progress of individuals, groups and the whole class.
- **Performance assessment:** students apply what they have learnt to authentic and significant challenges and problems. They employ numerous approaches to the problem, for which there is not only one correct response. Students are encouraged to make use of various skills.
- **Process-focused assessment:** students are observed with a particular skill in mind and the observations of typical or non-typical behaviors are recorded.
- **Open-ended tasks:** Students are asked to communicate an original response. This can be a written answer, a drawing, a diagram or a solution.
- **Wait time strategy:** Students have time to answer questions, so they can move beyond factual

understanding to make connections and discuss deeper understandings.

- **Concept maps:** Students use concept maps to show connections and relationships between concepts.
- **Peer feedback:** Assessment involves students assessing each other's work according to a set of criteria and offering feedback suggestions. Peer feedback requires time. In our school, teachers model students how to provide feedback before handing this important aspect of students' learning to the students.
- **Project-based assessment (individually or in groups):** Project-based assessment is often a component of project-based learning, in which students are engaged in problem-solving and exploration. Project-based assessments can take any number of forms. For example, students reflect on their process and content, and evaluate their performances. If students are working in groups, teachers also assess individual learning rather than just only giving a shared grade on the final product.
- **Self-Reflection:** Students take time and reflect on their performances having in mind their success criteria and learning goals. We aim students to identify their strengths, weaknesses, skills, problems, achievements, happiness, and solutions.

Assessment Formats / Tools

Early Years:

- **Learning journals:** These are used to record feedback and reflections of ongoing learning.
- **Learning stories:** Narratives that document an instance when the learner shows knowledge, conceptual understandings or skills.

Early Years & Primary:

- **Exemplars:** samples of students' work that serve as a concrete standard against which other samples are judged.
- **Checklists:** lists of information, data, attributes or elements that should be present in students' work or performance.
- **Rubrics:** an established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Students as well as teachers can develop rubrics.
- **Anecdotal records:** brief written notes based on observations of students. Anecdotal records are invaluable in planning the next phases of learning since teachers can use them for reflection on student learning.
- **Portfolio - Student-led conference:** An ongoing purposeful collection of students work and is designed to demonstrate growth, creativity, and reflection.

3. Measuring Learning

The measuring of learning aims to capture what a student has learned at a particular time and analyzing the data. However, not all learning can be or needs to be measured. There are plenty of measurement tools that compile an understanding of student progress and achievements.

Description
Students Presentations, Unit tests, Standardized test scores, Video of a performance, Exhibitions of work, Class-based test scores

Reporting learning

Reporting learning at CGS aims to inform the learning community about what students understand, know, have achieved, and need to develop. It also describes the progress and achievement of students' learning, contributes to the efficacy of the programme and identifies areas for growth. Reporting needs careful consideration in order to provide clear and specific information about students' progress and learning to their parents.

Reporting learning in PYP is determined by both formative and summative assessment types and it is represented through the following ways:

Conferences (Parent-Teacher-student)

There is a parent- teacher conference in December, March and June. This conference is designed to give parents information about the students and the school's programmes. This is the place where teachers also answer parent's questions, address their concerns and help them define their role in the learning process.

A State Report Card is filled out by the teachers three times a year and is given to the parents during the parents/ teacher conference. (Grades Third and Fourth – scale A, B, C / Grades Fifth and Sixth – scale 1-10). Also, at the beginning of each school year, CGS organizes informative meetings in which parents have the opportunity to meet their students' teachers and learn the purpose of each lesson.

In addition, Grade 2- Grade 6 students at the beginning of the year, taking responsibility for their learning, complete after discussion a textbook with their teachers and then present to their parents their daily life as CGS students. So, students are active agents at their learning.

During the school year, students have regular conferences with their teachers in order to provide them with detailed feedback about their performance and progress.

“Descriptive” Report Card

A detailed report card is filled out by the teachers and is sent to the parents 3 days prior to the parents/ teachers conference three times a year. This report card is in the form of a rubric with all the goals that are set for each subject and includes reporting on the student's personal and social development. For Grades 1-4, it is on a 1-5 scale, 5 being the highest. For Grades 5-6, it is on a 1-8 scale to facilitate the transition from the PYP to the MYP. For Grade 6, when applicable, the MYP assessment criteria for MYP year 1 have been embedded in the report as far as possible.

	Descriptive Report Card for Early Years
Very good	The student meets the goal without support.
Good	The student approaches the goal with or without teacher support.
Needs improvement	The student needs considerable teacher support to approach the goal.

Descriptive Report Card for Grade 1 - Grade 4	
Excellent Performance	<p>The student:</p> <ul style="list-style-type: none"> • produces high-quality work. • communicates comprehensive, nuanced understanding of concepts and contexts. • consistently demonstrates sophisticated critical and • frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
Very Good Performance	<p>The student:</p> <ul style="list-style-type: none"> • produces work of very good quality. • communicates comprehensive understanding of concepts and contexts. • often demonstrates sophisticated critical and creative thinking. • transfers knowledge and skills in a variety of complex classroom and real-world situations
Good Performance	<p>The student:</p> <ul style="list-style-type: none"> • produces work of good quality. • communicates understanding of concepts and contexts with confidence. • sometimes demonstrates critical and creative thinking. • uses knowledge and skills in familiar and unfamiliar classroom and real world situations, often with support.
Average Performance	<p>The student:</p> <ul style="list-style-type: none"> • produces work of an acceptable quality. • communicates basic understanding of most concepts and contexts with occasionally significant misunderstandings and gaps. • begins to demonstrate some basic critical and creative thinking. • is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
Elementary Performance	<p>The student:</p> <ul style="list-style-type: none"> • produces work of very limited quality. • conveys significant misunderstandings or lacks understanding of most concepts and contexts. • infrequently demonstrates critical or creative thinking. • very inflexible, rarely using knowledge or skills.

Descriptive Report Card for Grade 5 - Grade 6	
Excellent Performance	<p>The student:</p> <ul style="list-style-type: none"> • produces high-quality work. • communicates comprehensive, nuanced understanding of concepts and contexts. • consistently demonstrates sophisticated critical and creative thinking. • frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
Very Good Performance	<p>The student:</p> <ul style="list-style-type: none"> • produces assignments/works in very good quality. • shows a deep understanding of concepts and contexts. • sometimes provides a developed ability of critical and creative thinking. • uses knowledge and skills in familiar and unfamiliar situations within the classroom and in their daily life activities.
Good Performance	<p>The student:</p> <ul style="list-style-type: none"> • produces work of good quality. • communicates understanding of concepts and contexts with confidence. • sometimes demonstrates critical and creative thinking. • uses knowledge and skills in familiar and unfamiliar classroom and real world situations, often with support.
Satisfactory Performance	<p>The student:</p> <ul style="list-style-type: none"> • produces work of satisfactory quality. • communicates basic understanding of concepts and contexts, with few misunderstandings and minor gaps. • often demonstrates basic critical and creative thinking. • uses knowledge and skills with some flexibility in familiar classroom and real-world situations and, with support, in some unfamiliar real-world situations.

Average Performance	<p>The student:</p> <ul style="list-style-type: none"> • produces work of an acceptable quality. • communicates basic understanding of most concepts and contexts with occasionally significant misunderstandings and gaps. • begins to demonstrate some basic critical and creative thinking. • is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
Below average performance	<p>The student:</p> <ul style="list-style-type: none"> • produces work of limited quality. • expresses misunderstandings or significant gaps in understanding for many concepts and contexts. • infrequently demonstrate critical and creative thinking. • generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
Elementary Performance	<p>The student:</p> <ul style="list-style-type: none"> • produces work of very limited quality. • conveys significant misunderstandings or lacks understanding of most concepts and contexts. • infrequently demonstrates critical or creative thinking • very inflexible, rarely using knowledge or skills.
Minimum Performance	<p>The student:</p> <ul style="list-style-type: none"> • produces work of very limited quality. • conveys many significant misunderstandings or lacks understanding of most concepts and contexts. • lacks demonstration of critical or creative thinking. • rarely uses knowledge or skills.

Portfolios - Student-led Conferences

Portfolios are a purposeful collection of students' work that is designed to demonstrate success, growth, student-led action, creativity and reflection. The portfolio is an exhibition of an active mind at work. At CGS the significance of the portfolio is marked by one student-led portfolio day per year (June). Student-led Conferences are led by students aiming to formal report their inquiries to their parents. The focus of this conference is on students' progress, both academic and social. The students are responsible for presenting and communicating their choices to their parents and teachers and for explaining how their learning and understanding has developed. Students take ownership of their learning assessing and evaluating their own progress and acquisition of skills. They are then encouraged to reflect on their learning and to set new goals.