Assessment is an important step in teaching and learning. At Dr. Maya Angelou French Immersion it allows us to gather information and analyze information about each student's performance. It gives teachers, parents, and students a starting point to refine, revise, and make future plans for our teaching and learning. According to the IB Primary Year Assessment Program Handbook, it is how together we can guide our students, from novice to expert, through the learning process.

The purpose of this document is to give you a better understanding of what assessment looks like at an IB-PYP candidate school in the Prince George's County Public School System.
Types of Assessments Used

**Diagnostic/Pre-Assessments**

Diagnostic assessments are used before concepts are taught to see what students may already know and to serve as a base-line measure so that we may compare what they have learned after teaching. Types of diagnostic and pre assessments used include the Diagnostic Reading Inventory in Kindergarten through Second grades, Scholastic Reading Inventory from Second through Eighth grades, Scholastic Math Inventory from Second through Eighth grades, and Prince George’s County Math and Science unit assessments.

**Formative Assessments**

Formative assessments are the bread and butter of our classroom practices. They range from teacher created tests to graphic organizers to peer or self assessments. Their purpose is to give the teacher and student frequent feedback to monitor learning. They also provide students and parents with a record of their progress mastering a task.

**Summative Assessments**

Summative assessment takes place at the end of the teaching and learning process and is used to evaluate what students have learned. It also shows how effectively students understand the central idea of the unit. Summative assessments are frequently compared to district, state and national standards of benchmark tests. Types of summative
assessments used at Maya Angelou French Immersion include Math and Science post-unit assessments, MSA and FAST science assessments, 3 through 8 grade PARCC assessments, fourth grade DELF A2 test, and the Eighth grade STAMP test.

**National Assessments**

All Third through Eighth graders participate in the Partnership for Assessment of Readiness for College and Careers (PARCC) to align state educational testing. Maryland students began PARCC testing in 2015.

**Assessment of the Essential Elements of the PYP**

The five essential elements of the PYP are assessed through the six units of inquiry (UOI) taught during the year. They are:

**Knowledge:** assessment of the knowledge learned in each unit is done through the summative assessment.

**Skills, concepts and attitudes:** Our UOIs give students opportunities to explore different skills, concepts and attitudes relative to that unit. Teacher and student reflection on each of these areas is recorded and is used as a type of assessment. Students are also give self-assessments to complete at the end of each UOI. Central to these reflections are the attributes of an IB Learner, and our reviews of these reflections look for qualitative data across grade levels.

The 5th Grade Student Showcase: Our 5th grade students will collaboratively develop and present their own central idea reflecting a topic that is simultaneously local and global in nature. Students will dive deeply into the process of inquiry by exploring ideas of interest, researching, proposing solutions, taking action, reflecting, and presenting their learning process through the writing of white papers, creating videos, works of art, or multimedia presentations. The community will be invited to view and listen to these presentations during a culminating event.

**School-Wide Assessment Tools**

**Rubrics:** Rubrics are established sets of criteria used for scoring or rating our students’ tests, portfolios, or performances. The aim of a rubric is to provide the student with descriptors that explain the details, characteristics or signs to look for in the work as well as how the teacher will rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.

**Benchmarks/exemplars:** These are samples of students’ work to serve as concrete standards against which other samples will be
graded. Benchmarks/exemplars can be used in conjunction with rubrics or continuums.

*Checklists:* These are lists of information, data, attributes, or elements that should be present both when assignments are given and when they are graded. Checklists may be imbedded in a rubric.

*Anecdotal records:* Anecdotal records are brief, written notes based on observations of students. These records may be part of a student’s portfolio or noted in electronic grade books.
How will we know what our students’ have learned?

Our assessments take into consideration the different learning styles of our learners and include, but are not limited to:

**Observations:** Students are observed regularly with a focus on the individual, the group, and/or the whole class participation by teachers, coordinators and administrators to assess understanding and learning.

**Performance Assessments:** Students may be presented with a task that simulates something they may face in the real world. Such tasks may require the use of knowledge and skills that lead students to accomplish a goal or solve an open-ended problem. Such performance assessments are designed to require the thoughtful application of knowledge rather than recalling facts.

**Transdisciplinary Skills Assessments:** Through the assignment and assessment of projects, students will research and develop a presentation or visual representation of an idea across subject matters. The focus is on the process and skill application rather than on the final product. These skills are regularly observed in using rubrics, checklists, narrative notes, and inventories.

**Open-Ended Assessments:** Students are presented with a challenge and asked to provide an original response.
Tests/Quizzes: These assessments provide teachers with snapshot of students’ specific knowledge and are frequently shared during collaborative planning meetings to ensure alignment across grade levels and disciplines.

Student Portfolios: An ongoing, purposeful collection of selected student work is kept in each classroom and is designed to demonstrate growth, creativity, and reflection throughout the academic year.
Works Cited


International Baccalaureate Organization Standards F1 and F2.


We have also looked at the PYP assessment policy of the following schools to help us organize and align our Assessment Policy Handbook:

• Greenwich Public Schools, Greenwich, Ct
• Manor View Elementary School, Ft. Meade, Maryland
• Baltimore International Academy Elementary/Middle Schools, Baltimore, MD