



**ADA MERRITT K-8 CENTER**  
**PRIMARY YEARS PROGRAMME (PYP)**

**Assessment Policy**

**School Mission**

*Ada Merritt K-8 Center*

*A place where children always come first  
Where high expectations and standards are the norm  
A place where all staff members know  
We are here to serve children  
and serve each other*

*Ada Merritt K-8 Center  
A place where parents and other support systems  
are valued as  
We know we cannot do it all alone  
A place where the study of languages and international  
perspectives  
are embraced and promoted*

*Ada Merritt K-8 Center  
A place where our mission is to create a  
Vibrant learning community  
Where the minds and hearts of all who enter are  
Nurtured, developed, and respected*

**School Assessment Philosophy**

Ada Merritt K-8 Center recognizes that teaching, learning, and assessing are interconnected. We believe that assessment is a tool used to improve student learning and teaching practices. At Ada Merritt K-8 Center teachers use a variety of assessment methods to truly evaluate students' progress and are constantly reflecting and evaluating their own practices. Teachers demonstrate high expectations for ALL as stated in our mission statement ....”*A place where children always come first, where high expectations and standards are the norm.....*” That’s why teachers are constantly gathering evidence about the students’ current knowledge and experiences as they inquire into new areas of learning to provide the foundation for success.

## **Purpose for Assessment**

The focus of assessment in the IB Primary Years Program at Ada Merritt K-8 Center is to help students develop the five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of attitudes and the decision to take action. Students, parents, staff and administration must have a clear understanding of what is being assessed, the criteria for success and the method by which the assessment is made. Active involvement of both students and teachers results in meaningful and accurate assessment.

### ***What do we assess?***

- Understanding of concepts (big ideas that transcend traditional subject areas)
- Acquisition of knowledge
- Mastery of skills
- Development of attitudes
- Demonstration of the attributes of the IB learner profile
- Student progress and performance in the following subject areas: language; mathematics; social studies; science; the arts; science; personal, social and physical education

### ***Why do we assess?***

The primary objective of assessing students' learning and performance at our school is to monitor progress and provide feedback on the learning process.

- To promote continuous student learning and growth
- To guide children through the five essential elements of learning contained in the PYP (concepts, knowledge, skills, attitudes and action)
- To celebrate what students can do
- To set goals and plan for future student growth
- To evaluate the effectiveness of the learning program

### ***When does assessment take place in our school?***

Assessment is a continuous process that allows teachers, parents and children to identify areas of strength and areas that need improvement, as well as the effectiveness of the program.

- Formative Assessment is on-going throughout the year. It is an integral part of the instructional process and it is used to monitor student learning to provide ongoing feedback that can be used by teachers to guide future instruction. Examples of formative assessment may include, but are not limited to: anecdotal records, student journals, rubrics, checklists, student/teacher feedback, classroom interactions, observations, questioning strategies, and peer to peer evaluations.
- Summative Assessments are the culminating activities/experiences that take place at the end of each unit of study. It is a chance for students, teachers and parents to evaluate progress and demonstrate what has been learned over the course of time. Examples of summative assessments may include, but are not limited to oral presentations, individual or group projects, and visual/technological displays.

- IB Learner Profile Report is sent twice a year: midyear and end of the year.
- State and District mandated assessments occur at times prescribed for all public schools in the school district.

## Principles of Assessment

### *What are the characteristics of effective assessments?*

- Assessments address the needs of students who have reached different stages in their development and those who have different learning styles.
- Assessment must include a range of strategies and task types to meet subject objectives.
- Students are engaged as critical thinkers.
- There are opportunities for both peer and self-assessment.
- There are opportunities for students to reflect on their own learning.
- Teachers provide students with feedback for future learning.
- Assessments, including self-assessment, are an integral and continuous part of the teaching and learning process.

## Assessment Practice

### *How do we assess?*

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

The five essential elements of the PYP are all assessed through the units of inquiry and recorded on the planner for each unit. Grade level teams complete a checklist of all the essential elements to make sure each of them is targeted during the school year and throughout the units of inquiry.

- **Knowledge** - Assessment of the knowledge learned in each unit is done through the summative assessment that reflects the understanding of the central idea
- **Concepts, Skills and Attitudes** - Each unit provides opportunities for the development of different skills, concepts, and attitudes. Reflection on growth in these areas is recorded on the planners and self-assessment done by students
- **Action** - Any action taken by students as a result of learning is noted on the planner and it is displayed around the school

**Learner Profile Assessment** is ongoing throughout the learning process. Teachers identify two or three attributes of the Learner Profile to be reinforced and developed in each unit of inquiry (Section 4 of the Primary Years Programme Planner). An IB Learner Profile Report is sent home twice a year; midyear and at end of the year (Primary Report and Intermediate Report).

Students in the primary grades kindergarten through second grade orally discuss their progress with their parents. Subsequently, parents are encouraged to write their own reflections on the report. Students in grades third through fifth will reflect on their strengths and weaknesses based on their progress in relation to the attributes of the IB Learner Profile.

### **PYP Unit Showcasing**

All units of inquiry conclude with a summative assessment. Students follow teacher created rubrics as a guideline to create their projects. Also each grade level will select a unit of inquiry of their choice to showcase with the Ada Merritt Community of Learners (classmates, parents, and other staff members). At the beginning of the school year the Grade Level Representative will meet with their grade level teams to make the selection. The coordinator will organize and publish this activity. Showcasing may include but are not limited to theatrical presentations, museums, classroom visitations, exhibits, etc.

### **The PYP Fifth Grade Exhibition as a Summative Assessment**

Students who are in fifth grade are expected to carry out an extended, collaborative, inquiry project, known as the PYP Exhibition. Students complete this project under the guidance of their teachers, specialists, and mentors. The Exhibition requires that students demonstrate the five essential elements of the program. Students follow an exhibition guideline to complete their projects. The students are evaluated in the different components of the Exhibition: research paper, display board, and oral presentation.

## **Recording and Reporting Assessment**

### *How do teachers record student progress?*

- Teachers use a variety of assessment tools to record student progress in the PYP, including: **rubrics, checklists, continuums, task or subject-specific criteria, forms, benchmarks/exemplars** and **narrative records**.

### *How is assessment information reported to students and parents?*

- Teachers record grades, assignments, and comments in an electronic grade book, which may be viewed by students and their parents at any time. MYP-generated grades are also converted into Miami-Dade County Public Schools (M-DCPS) grades and entered in the electronic grade book.
- A Miami-Dade County Public Schools Interim Progress Report and a Student Grade Report are issued once in each nine week period.
- Portfolios
- IB learner profile reflection form
- Student-Led conferences
- Conferences: Parent-Teacher, Teacher-Student, Student-Led and Parent-Teacher-Student conferences (held throughout the year)

## **Accessibility**

Grade-Level Chairpersons are responsible for providing the PYP Coordinator with revisions and reflections to their planners, rubrics, tests, and checklists. These documents are maintained by the PYP Coordinator on a shared server for all faculty and staff to have access to. Hard copies are also available in the PYP Coordinator's Office.

## **Assessment Policy Review**

The Ada Merritt K-8 Center Assessment Policy is reviewed yearly to reflect any changes in the three components of assessment in the Primary Years Programme: *assessing, recording and reporting*.