

Option One: Planning for Assessment

1. Use the Planning for Assessment self-audit tool (below) to reflect against one of your own planners.
2. Use post-it notes or digital notes to annotate your planner, using these questions as prompts for your annotations:
 - a. In what areas do you plan to evidence learning
 - b. Which areas could you strengthen in your next planning cycle?
3. **Formulate two questions that you would like to pose to the group.** Questions may be around challenges, or strategies, or implementation, or asking for support in a particular aspect of planning for assessment.

	Conceptual understandings	Skills	Knowledge
<p>Monitoring learning The monitoring of learning occurs daily through a variety of strategies: observation, questioning, reflection, discussing learning with peers and teachers, and meaningful feedback to feed forward for next steps in learning.</p>	<p>What conceptual understandings am I planning for and monitoring? How will my students know the purpose of monitoring learning?</p>	<p>How am I modelling the skills I want my students to build? How am I monitoring the skills I want my students to build?</p>	<p>What relevant prior knowledge might my students already have? How do I plan to find out?</p>
<p>Documenting learning The documenting of learning is the compilation of the evidence of learning. Documentation of learning is shared with others to make learning more visible and apparent. It reveals insights into learning and provides opportunities to reconnect learning with learning goals and success criteria.</p>	<p>How am I documenting feedback and reflection on new understandings? How am I using this information?</p>	<p>Are/how are my students identifying connections to other learning and prior experiences? In what ways are my students and I documenting skill development?</p>	<p>How have my students and I identified and documented their learning?</p>
<p>Measuring learning The measuring of learning gathers "point-in-time" data on achievement and progress. Not all learning can, or needs to be, measured.</p>	<p>How have I given multiple opportunities for my students to access, use and demonstrate new understandings?</p>	<p>How might my students use their strengthened skills in other contexts? What will support them to do so?</p>	<p>Have I got the right balance between challenge and knowledge? How do I know?</p>

PYP: From principles to practice/Learning and Teaching/Assessment/How to Assess/Self-audit framework for teachers

Option One: Designing Assessment

1. Select an assessment engagement on which you would like feedback, or support developing. Choose an engagement you have either:
 - a. used previously and would like to strengthen to use again, adding new elements
 - b. drafted for use and would like input into how to reflect both design approaches
2. Annotate the assessment task so that your partner has a clearer picture for offering support. For example:
 - a. Provide context: Grade level, when task was/will be used and by whom
 - b. What is your challenge?
3. Ask for specific feedback from your partner. For example:
 - a. How can I invite students to co-design?
 - b. How do I manage this process?
 - c. How can I incorporate forwards-by-design in my task?
 - d. How can students evidence learning that was not planned?
 - e. Am I measuring knowledge, concepts and/or skills?
4. Share the different completed tasks with the whole group.

PYP educators consider the following questions when designing assessments:

- What learning goals will be achieved?
- How can I involve students in the assessment design?
- How could students engage in dialogues with teachers about the development of learner profile attributes?
- What data or evidence should be gathered?
- What tools or strategies should be used to gather data?
- How will the evidence be monitored or measured?
- How could students be asked to evidence any additional learning?
- How will the results be shared as feedback to the students?
- How will the results be used to inform next steps in learning and teaching?
- How will the results of the assessment be used to inform the learning community?

