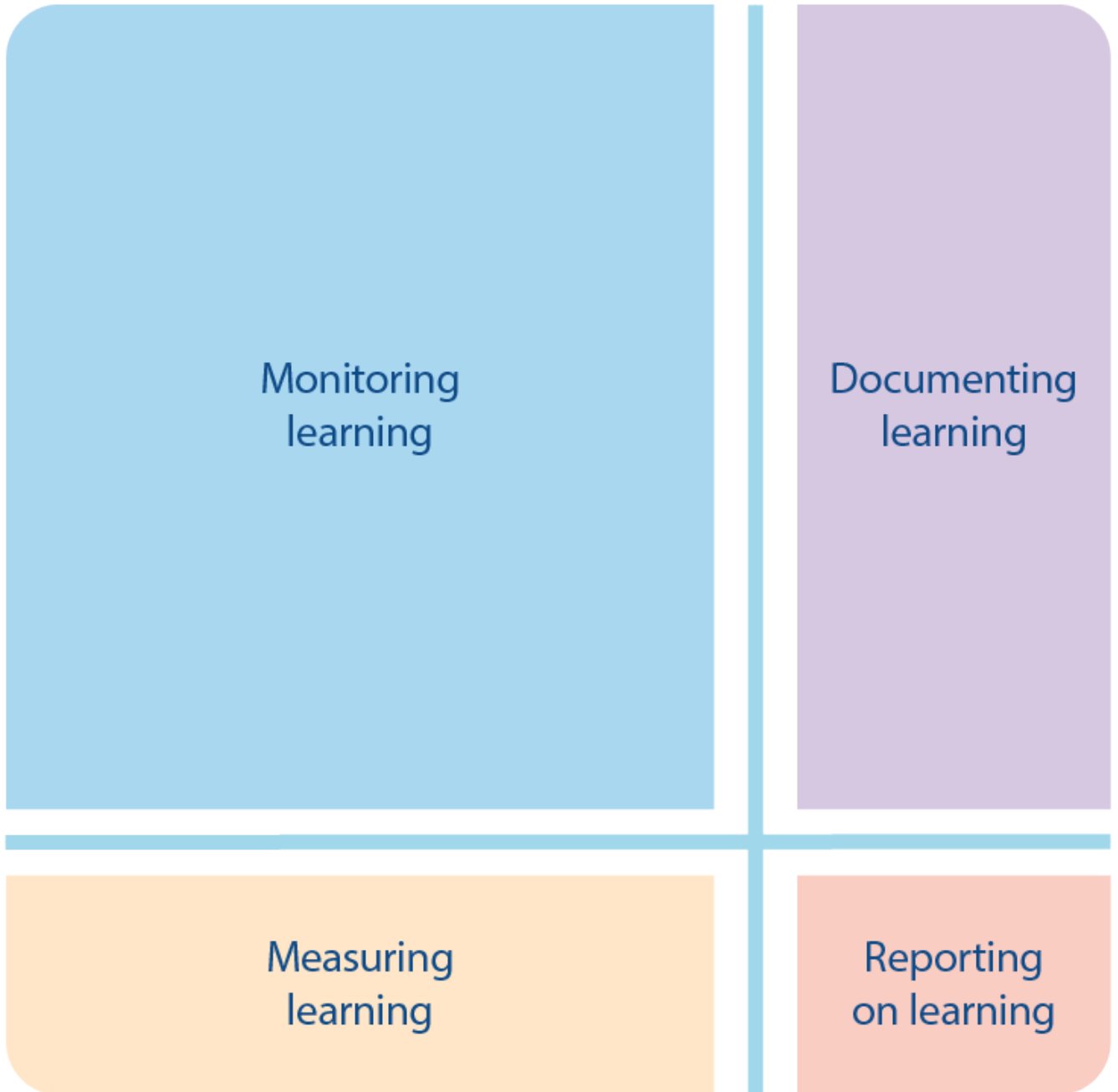


## How to assess

### The four dimensions of assessment

Assessment provides evidence to inform learning and teaching. Both students and teachers are continually asking themselves the questions “Am I making progress? How do I know?” They gather evidence of learning to answer these questions.

PYP assessment has four dimensions: monitoring, documenting, measuring and reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching. Although the four dimensions of assessment are not weighted the same; each dimension has its own importance and value. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner.



## 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.

## Documenting learning

The documenting of learning is the compilation of the evidence of learning. Documentation can be physical or digital, and can be displayed or recorded in a variety of media forms. Documentation of learning is shared with others to make learning visible and apparent. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria.

Students and teachers can document learning goals, questions, reflections and evidence of learning using a variety of formats.

- **Learning logs or 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.
- **Portfolios:** A collection of artifacts that can also contribute to reporting.

Documentation tools could include exemplars, checklists, rubrics, anecdotal records, portfolios.

## Measuring learning

The measuring of learning aims to capture what a student has learned at a particular “point in time”. Not all learning can be, or needs to be, measured. Measurement tools can be school-designed or commercial, but each measurement tool used provides further data to support a larger picture of student achievement and progress in learning.

Some IB World Schools may administer government or commercially available standardized tests to measure their students’ performance. When standardized achievement tests are used, administrators and teachers are encouraged to carefully consider:

- how to minimize the impact of testing on student well-being
- how to effectively use this data point to add to the comprehensive view of student learning.

## **Analysing learning**

Teachers use multiple data points to evaluate student progress. The aim is to organize, aggregate and disaggregate data to derive information to support evidence-based decision-making. The PYP supports collaborative analysis of data undertaken for individual learners, student cohorts and across the school to identify patterns and trends in student learning. The outcome of this analysis informs and guides decisions about learning and teaching.

Teachers use a range of assessment tools and strategies to compile the most comprehensive picture of student progress and achievement over time. This includes the participation of the student within the process, which builds their assessment capability. Each tool and strategy chosen provides the learning community with accurate and accessible data on each student's learning.

### **Teacher moderation**

It is necessary to have a shared understanding of what quality and success looks like for diverse learners before, during and after learning. Teacher moderation through professional discussions around student samples is an effective strategy.

After any documenting and measuring of learning is complete, teachers collaboratively ask further questions.

- Have the learning experiences provided ample information to allow an evaluation to be made about whether the purposes or learning goals have been met?
- What does a student's performance reveal about their level of understanding?
- Have any unexpected results occurred?
- How could the learning and teaching process be modified as a result of the assessment?
- Should any changes be made to the assessment design or procedure?

### Generation and collection of data and evidence

From monitoring and documenting:

- focused observations
- learning tasks
- feedback
- self-reflections
- self-assessment
- peer feedback
- conferencing
- questioning
- portfolios.

From measuring tools:

- class-based test scores
- standardized test scores.



### Collaborative analysis of data and evidence

Identity:

- working strategies
- possible changes to teaching practice
- students who require additional scaffolding, practice, reinforcement, deeper modelling
- students who need extension, deepen thinking, application of learning
- quality and depth of learning.



### Reflect and act on data and evidence

Consider:

- teaching strategies
- data collection
- decision for time and material resource

## Reporting learning

Reporting on learning informs the learning community and reflects the question “How well are we doing?” It describes the progress and achievement of the students’ learning, identifies areas for growth and contributes to the efficacy of the programme. Reporting is perhaps the most public aspect of assessment, and therefore needs careful consideration in order to provide clear information that is useful to students and parents. If a school awards and communicates grades or other indicators of achievement, it should ensure that these processes are open, transparent and understood by all stakeholders.

No specific formats are preferred by the IB for reporting. The following ways have been used by schools offering the PYP that may be considered or adapted.

- Parent/teacher/student conferences
- Student-led conferences
- Reports
- Learning progressions

### **Self-audit framework for teachers: Integrating assessment**

Assessments are designed to produce data and/or evidence of learning and teaching. This optional tool offers considerations, when designing assessment for knowledge, conceptual understandings and skills, both individually and with collaborative planning teams.

	Conceptual understandings	Skills	Knowledge
<b>Monitoring learning</b>			
The monitoring of learning occurs daily through a variety of strategies: observing, questioning, reflecting, discussing, and learning with peers and teachers to form meaningful feedback and feedforward for next steps in learning.	What conceptual understandings am I planning for and monitoring? How will my students know the purpose of monitoring learning?	How am I modelling the skills I want my students to build? How am I monitoring the skills I want my students to build?	What relevant prior knowledge might my students already have? How do I plan to find out?
<b>Documenting learning</b>			
The documenting of learning is shared with others to make learning visible and apparent. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria	How am I documenting feedback and reflection on new understandings? How am I using this information?	Are/how are my students identifying connections to others learning and prior experience? In what ways are my students and I documenting skill developing?	How have my students and I identified and documented their learning?
<b>Measuring learning</b>			
The measuring of learning gathers "point-in-time" data	How have I given multiple opportunities for my students	How might my students use their strengthened skills in	Have I got the right balance between challenge and

on achievement and progress. Not all learning can be, or needs to be, measured.	to access, use and demonstrate new understandings?	other contexts? What will support them to do so?	knowledge? How do I know?
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**Figure AS05** *Self-audit framework for teachers: Integrating assessment*

## Assessing early learners

Students in the early years acquire key learning milestones that are fundamental for future school success. This includes their cognitive ability to reflect on their knowledge, conceptual understandings and skills. A wide range of assessment strategies informs learning and teaching of young learners.

Early years teachers observe how students monitor and adjust their own behaviour, especially at play, in order to:

- build a clear picture of the student and their interests
- identify what and how the student is thinking and learning
- assess the effectiveness of the learning environment on the student's learning
- plan learning engagements for individuals and small groups.

When observing, teachers also document what the students say and do. By listening carefully to the dialogue between students, teachers learn about their current interests, existing knowledge, level of involvement and social skills. Teachers share these observations with students and parents. Collaborating with colleagues, they analyse group interactions, discover strengths, identify learning goals and reflect on the effectiveness of teaching practices.

## Giving and receiving feedback

Feedback has been identified as one of the most effective teaching practices (Hattie, Timperley 2007) and should, therefore, form the core of assessment. Effective teacher feedback offers opportunities for reflection and action. It encourages learning adjustment, promotes continuous improvement and celebrates success. Effective feedback is timely, specific and well considered to provide students



with opportunities to practise metacognitive skills (Booth, Hill, Dixon 2014). It helps students develop strategies to self-adjust and has a powerful influence on engagement and self-efficacy towards learning.

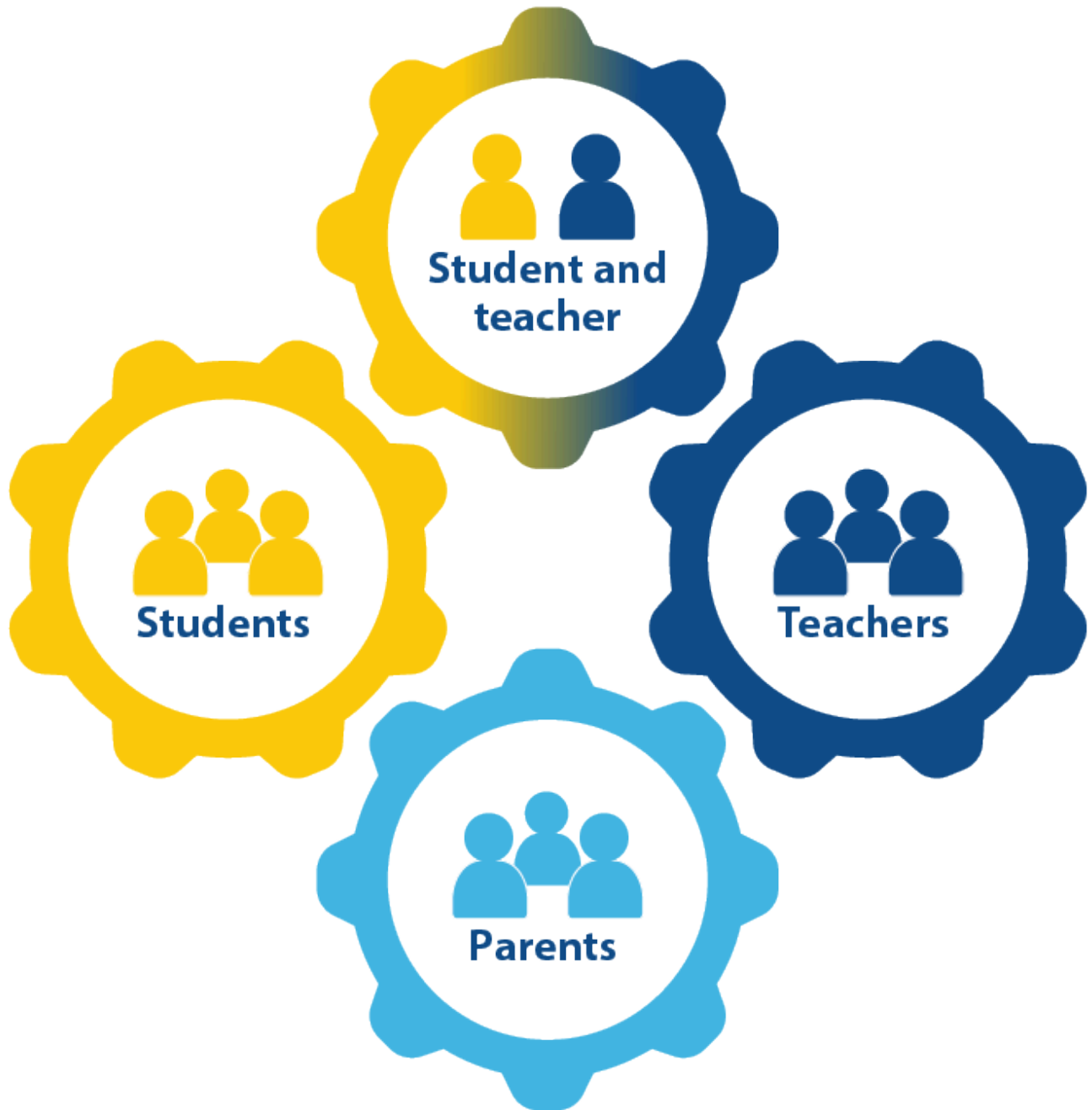
In providing feedback, teachers may also consider whether to focus on knowledge or skills, on the learning process or on self-regulation skills (Hattie 2012). All three types of feedback are necessary; however, students benefit most from feedback that is based on their learning progression. For example, a learner who is learning a skill for the first time might require more feedback relating to that skill or knowledge. At the same time, another learner who has had multiple opportunities to practise that skill will benefit from feedback relating to self-regulatory skills (Hattie 2012).

Feedback on knowledge, conceptual understandings and approaches to learning supports students moving towards their desired learning goals. When giving feedback, teachers should therefore focus on:

**Feedback:** How am I doing?

**Feedforward:** Where to next?

(Hattie and Timperley, 2007)



Teacher feedback can also aim at challenging students' reflection on misconceptions. Supporting students' correction of misconceptions removes potential barriers to learning and enhances deeper conceptual understanding (Hattie 2012).

## Peer feedback

Peer feedback is a key activity through which students use the structure and language of success criteria to appraise and provide feedback on the learning of others. It emphasizes the importance of learning in the context of relationships by providing opportunities to communicate and be listened to. Peer feedback contributes to learning adjustment because:

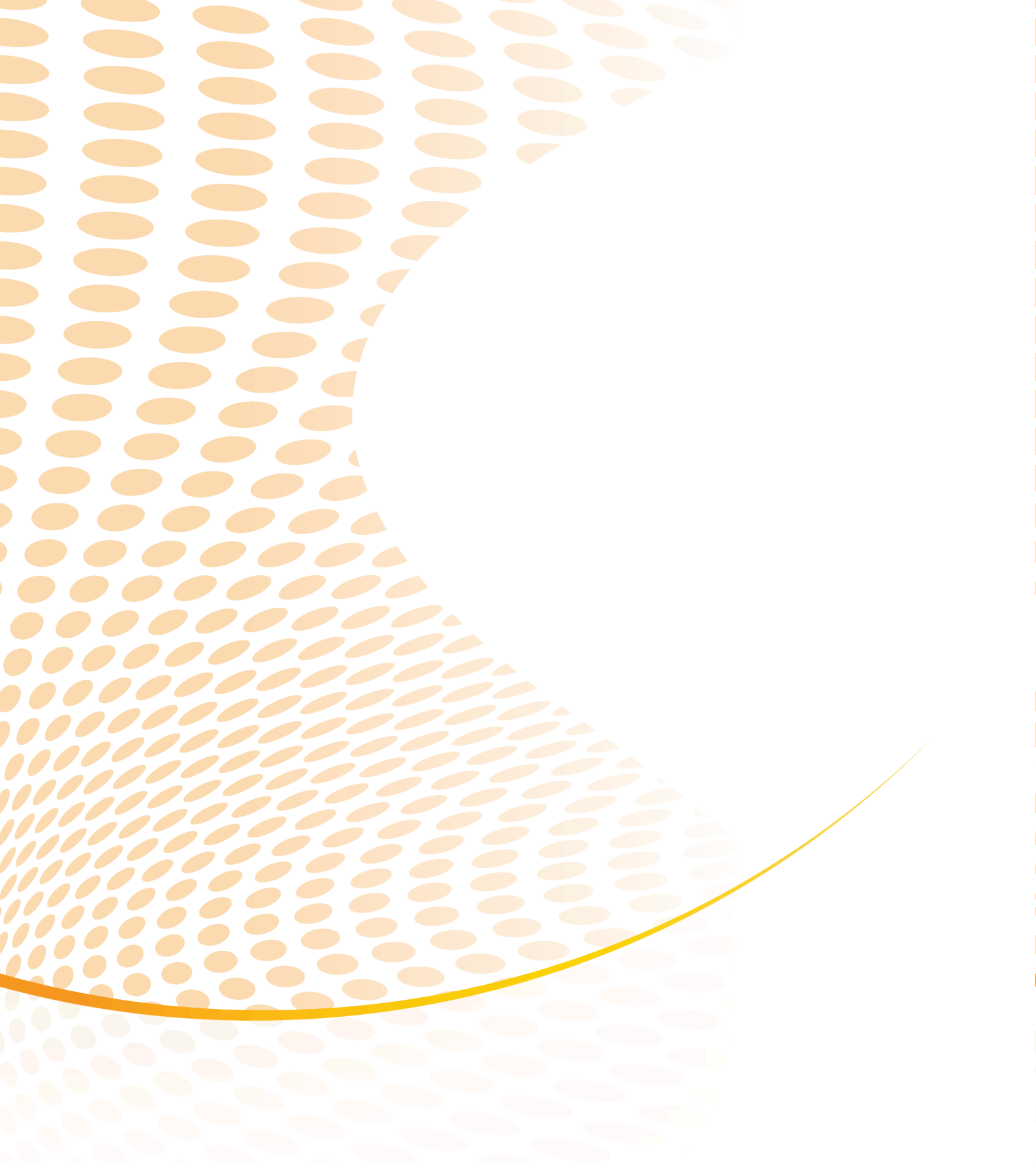
- it is given in language that students naturally use
- students are more ready to accept feedback from one another.

(Black et al. 2004)

Students who provide feedback to peers also benefit: in giving feedback, they increase their assessment capability. Peer feedback also gives teachers information about how a student's understanding of a learning experience is similar to, or different from, their peers.

To support this, teachers model how to provide effective peer feedback by:

- using language that shows respect for the learning of others
- referring to shared understandings of what quality and success looks like for diverse learners
- providing authentic and ongoing experiences in giving meaningful feedback
- supporting students to interact with the learning of others
- conferencing in small groups.



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