



Assessment for Meaningful Learning



In the PYP Exhibition

19-21 March 2009

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PYP 'Comfort Zones'

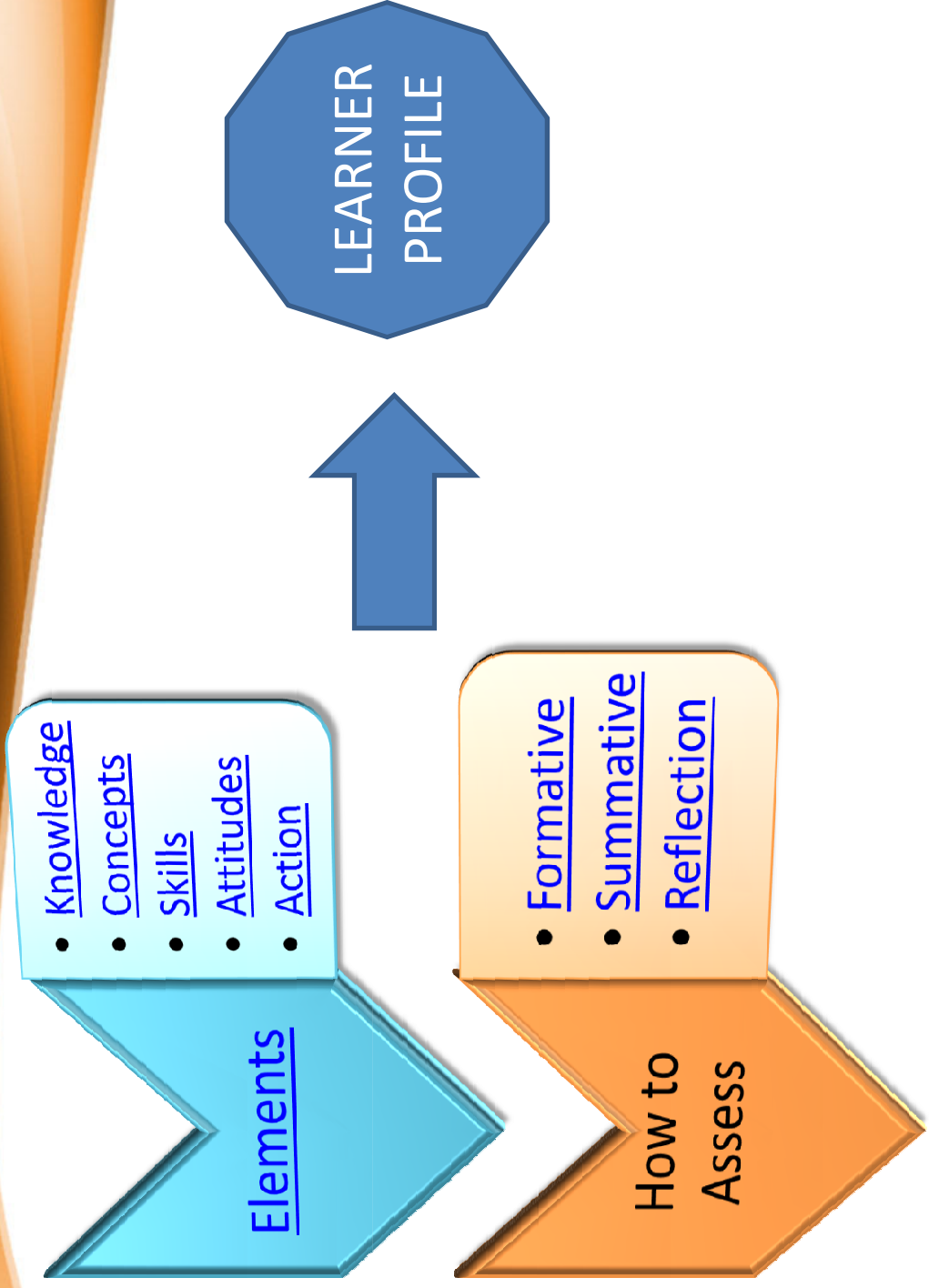
- Hesitation Zone- What am I doing here?
- Confusion Zone- Why is it dark in here?
- Desperation Zone- How could I see the light?
- Sigh of Relief Zone- Hmm.. I start to see the light....
- Twilight Zone- I can see the light...

Reflect on the zones you are in..

In groups of 2 or 3, share briefly about;

- Why am I here?
- What do I not understand about the PYP's beliefs and practices in terms of assessment and the PYP exhibition?
- What factors contribute to my being here?
- How will I get out of here? What help do I need and who can help me?

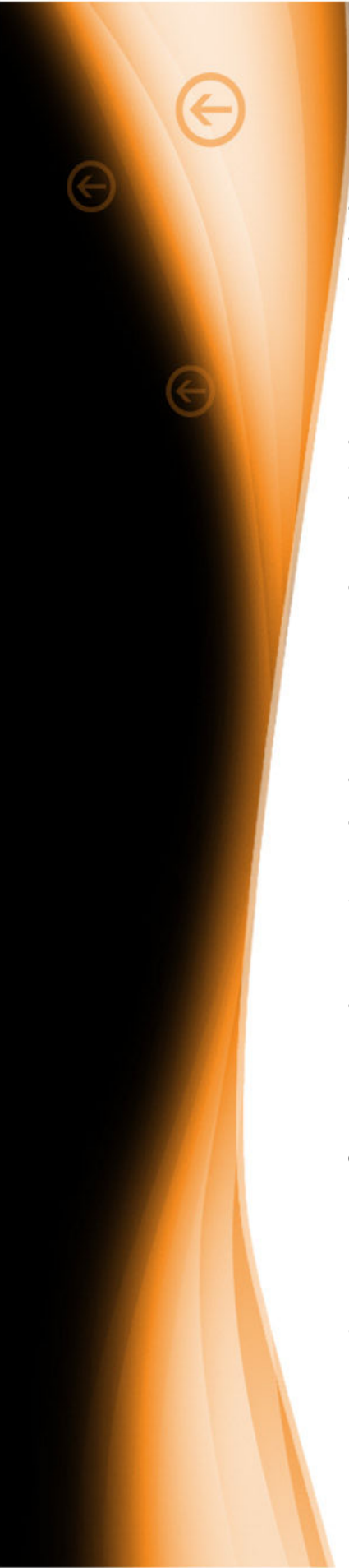
Assessment and the PYP Exhibition



Inquiry Cycle

Monitoring the Exhibition

- Assessment of the exhibition takes place within the school. It should be ongoing throughout the whole process of the exhibition and it should be rigorous.
- In Sekolah Ciputra, we monitor the exhibition process using:
 - [Student weekly planning](#)
 - [Mentors feedback](#)
 - [Exhibition timeline](#)
 - [Exhibition timeline for teachers, mentors, and students](#)

- 
- Evidence of completed exhibitions should be available and schools should therefore record the exhibition appropriately, for example through:
 - individual student learning journals
 - teacher anecdotal records of student work and performance
 - a class journal
 - a permanent record of the exhibition ([student planners](#) and [teacher planner](#), photographic or on video).



Thank You

NOW WHAT?

Essential Features of the Exhibition

(edited from [Exhibition Guidelines 2008](#)) 

- Exhibit the attributes of the **IB learner profile**
- Incorporate all the **key concepts**
- Synthesize aspects of all six **transdisciplinary themes**
- Use skills from all five sets of **transdisciplinary skills**
- Explore significant and relevant **knowledge**
- Display **attitudes**
- Engage in **action**
- Student-led, in-depth **inquiry** facilitated by teachers
- **Ongoing assessment, summative assessment and reflection** on the event itself



Formative Assessment

- There should be ongoing formative assessment of the process as well as summative assessment of the Exhibition.
- Students should be aware of the criteria being used to assess their performance and participation in the Exhibition. There should be many opportunities to reflect on their own learning and to assess their own work as well as that of their peers.
- If a school uses mentors, they could be asked to give feedback to students throughout the process of the Exhibition.

Formative Assessment

- **Evidence** can be collected throughout the Exhibition process and may include planners, photographic and video evidence, interview notes, draft writing, and feedback and comments from peers, teachers, mentors and parents.
- In addition to assessing the process of the Exhibition, there should be an opportunity to assess the students' understanding of the essential elements in relation to the central idea.
- Learning experiences should allow students to **make connections** between the central idea, the lines of inquiry and the transdisciplinary themes.



Summative Assessment

- Identify the elements of the Exhibition to be assessed and establish assessment criteria **for and with the students.**
- There should be assessment of **each individual** student's contribution to, and understanding of the Exhibition.
- At the beginning of the Exhibition process, consider ways in which evidence of students' understanding of the Exhibition issue and their participation in the Exhibition process can be collected.



Reflection

- There should be opportunities for students and teachers (including mentors) to reflect on all aspects of the Exhibition **throughout the process.**
- The “Exhibition reflection tool” is based on standard D2 of the IB Programme standards and practices (2005) and will be useful when assessing the Exhibition and suggesting actions for the following year.
- Parents and other visitors may be asked to assess and/or reflect on the Exhibition using established criteria.
- Schools are required to **keep a record** of their Exhibition. This record could include evidence of assessment and reflection including examples of student work.



Element - Knowledge

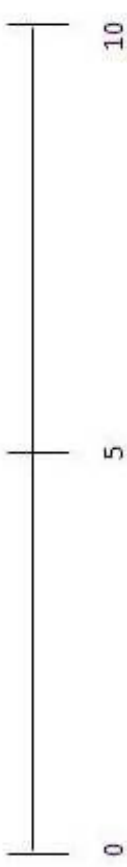
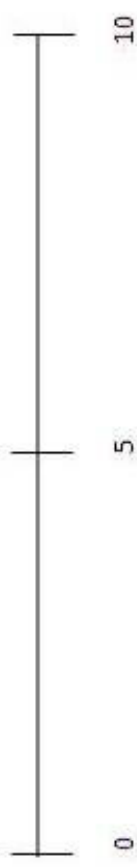
- Significant, relevant content for the students to explore and know about, taking into consideration the prior experience and understanding.



Sharing the Planet




ASSESSMENT FOR PUBLISHER-NEWSLETTER <FINDING INFO and SORTING OUT stage>

| Criteria |
|---|
| Content Clear report/ Information and shows a clear understanding of Central Idea and Transdisciplinary Theme. |
| Layout Uses paragraphs. The layout is interesting and eye catching to the audience. It is easy to read/ follow. |
| Grammar and Punctuation Proper grammar and proper use of Punctuation. |
| Bibliography Bibliography is complete and is written correctly. |



Sharing the Planet

self-assessment




| Criteria |  |  |  |
|---|---|---|---|
| Complete content of proposal | | | |
| Understand the content of the presentation for the action | | | |
| Prepared all the presentation (power point, movie maker, etc.) needed for the action with the correct and complete contents | | | |
| Applying the skills during the action and the preparation | | | |



How the World Works

Assessment of Making Yoghurt Procedural Writing

Put a mark on line provided

| | Range of achievement |
|---|--|
| Using clear and appropriate information |  <p>Excellent Very Good Good Satisfactory Need Development</p> |
| Clear and proper steps |  <p>Excellent Very Good Good Satisfactory Need Development</p> |
| Language usage and grammar |  <p>Excellent Very Good Good Satisfactory Need Development</p> |



How the World Works

Assessment: Venn Diagram

| No. | Criteria | 1 | 2 | 3 | 4 | 5 |
|-----|--|---|---|---|---|---|
| 1. | The kinds of taste enhancement | | | | | |
| 2. | Shows understanding about the differences and similarities between natural & synthetic taste enhancement | | | | | |



How We Express Ourselves

Movie Group 1 Formative Assessment:




Outing Summary

Members: Jesslyn, Siauwy (Angelia),

Vivian

Mentor: Mr. Yan TIC: Ms. Justine



| |  Very Good |  Good |  Not Really | |
|-----------------|---|---|---|--|
| Information | | | | |
| Creativity | | | | |
| Time Management | | | | |

How We Express Ourselves

Performance Task Assessment List Poster

Name:
Group name: Poster 1 (Cing Hua-Ani)

| Element | Possible Points | Earned Assessment | |
|--|-----------------|-------------------|---------|
| | | Self | Teacher |
| Focus The topic is very clear when you first look at it. | | | |
| Main Ideas The main ideas are appropriate to the topic and are presented correctly. | | | |
| Supporting Details Appropriate and accurate details support each main idea. | | | |
| Purpose The purpose of the poster is clearly accomplished. | | | |
| Drawings and Illustrations All illustrations, photographs, and drawings add to the purpose and interest of the poster. | | | |
| Mechanics (C-U-P-S) There are no errors in capitalization, usage, punctuation, or spelling. | | | |
| Layout and Design The overall organization, design, use of color, and use of space help to make the poster interesting and to communicate the message. | | | |
| Creativity The poster is highly original and creative. | | | |
| Neat and Presentable The poster is very neat and presentable. | | | |
| Total: | | | |

| | |
|--|--|
| Did I do my best work? | |
|  TERRIFIC |  OK |
| |  NEEDS WORK |

Element - Concepts

- Powerful ideas that have relevance within the subject areas but also transcend them and that students must explore and re-explore in order to develop a coherent, in-depth understanding.



Element - Skills

- Those capabilities that the students need to demonstrate to succeed in a changing, challenging world, which may be disciplinary or transdisciplinary in nature.



Student's name:

Exhibition Skills Assessment

Students need to determine targeted skills every week time. (2-3 skills)

MANAGEMENT SKILLS
I have set a good time management plan, organized my time, and made a plan to meet my goals. I have a good time management plan, organized my time, and made a plan to meet my goals.

COMMUNICATION SKILLS
I have accepted responsibility, tried to resolve and cooperate with others, resolved conflict and made decisions about my learning.

RESEARCH SKILLS
I know how to formulate questions, I can observe, plan, and collect data. I can record data, organize, interpret it, and present my findings.

THINKING SKILLS
I have acquired new knowledge, understood, applied, and analyzed it. I can evaluate and use dialectical thought to explain different points of view.

COMMUNICATION SKILLS
I have used my listening, speaking, reading, and non-verbal communication skills.



Element - Attitudes

- Dispositions that are expressions of fundamental values, beliefs and feelings about learning, the environment and people.



Element - Action

- Demonstrations of deeper learning in responsible behaviour through responsible action; a manifestation in practice of the other essential elements.
- Sharing the Planet ([proposal](#) and [video](#))
- [How the World Works](#)
- [How We Express Ourselves](#)