



World of ABC Assessment Policy

Last Revised: September 2015

World of ABC Mission Statement

Every little step your child takes around the classrooms will lead them to take bigger steps throughout their life. Here at World of ABC, we plant the seed of knowledge and allow your child to flourish in their own unique way, giving them the ability to reach for the stars.

Purpose of the World of ABC School Assessment Policy

This policy will serve to inform teachers of the school's philosophy on assessment and the methods and practices used to assess all students within the school. The school's assessment policy contains input from representative teachers from each grade level, the PYP coordinator, and the school director. It is to be reviewed and (if needed) revised on a routine basis. This policy will apply to all grades within the school offering the International Baccalaureate Primary Years Program. It will be communicated to all PYP teachers, administrators, parents, and students, and all aforesaid parties will be notified of any changes to the policy.

Why do we assess at World of ABC?

- Assessment is used to guide instruction and to inform practice. It identifies what students know, and enables teachers to create lessons that build upon students' knowledge.
- Assessment is also used to provide feedback on the learning process. Students and parents are made aware of their areas of strength and areas in need of improvement, and are given opportunities to act upon this feedback.
- In addition, assessments communicate to school administrators (the director of the school) the overall efficacy of the program. It can highlight any skills that students as a whole struggle with or excel at, thus informing any decisions to modify curriculum and research new approaches to teaching.

What does effective assessment look like?

- In order for assessment to be effective, teachers must:
 - o Have a clear learning outcome in mind prior to assessing.
 - o Utilize diverse methods of assessment to meet the varied needs of the students.
 - o Carry out assessments frequently and continually
 - o Ensure that assessment is authentic, or relevant to real-life situations
- Teachers, students, and parents together are viewed as integral components to the assessment process; all can contribute valuable data that can be used to inform practice and provide feedback on student learning.

What do we assess?

- Teachers at World of ABC assess the essential elements of the PYP program within the context of the units of inquiry (knowledge, conceptual understanding, skill acquisition, attitude development, and initiative to take action).

- Teachers assess each student’s development of the attributes of the learner profile.
- Teachers assess each student’s understanding and demonstration of subject-specific skills in accordance with the school’s scope and sequence documents.

How do we assess, record, and report learning at World of ABC?

Units of Inquiry

- Each unit of inquiry will include summative and formative assessment tasks, which will assess each student’s understanding of the central idea and lines of inquiry.
 - o Formative assessments will establish each student’s prior knowledge, will help guide the teacher’s subsequent instruction, and will help each student work on their individual strengths and weaknesses.
 - o Summative assessment will establish what each student has learned over the course of the unit.
- Formative and summative assessment data will be stored in each student’s portfolio and will be accessible and communicated to each student.
- Assessment within the units of inquiry (whether formative or summative) will include a variety of methods and will be recorded using a variety of tools. Teachers will choose the most appropriate methods (and corresponding recording tools) for each unit, and record the methods and tools used in each unit’s planner. The methods and tools used include but are not limited to:

<u>Methods</u>	<u>Tools</u>
Observations	Rubrics
Performance assessments	Exemplars
Process-focused assessments	Checklists
Selected responses	Anecdotal records
Open-ended tasks	Continuums

- Teachers will reflect upon all assessment methods used (including the usefulness, effectiveness, and authenticity) after each unit of inquiry is taught. Reflection notes will be recorded in the unit’s planner.
- Overall student understanding of each unit will also be recorded in each student’s written report.

Student Portfolios

- Each student’s portfolio will contain both teacher and student-selected work samples (depending on the developmental level of the student). Work samples should demonstrate each student’s growth and development across the school year.
- The contents of each student’s portfolio will be:

- All assessment tasks from the program of inquiry (including formative assessments and assessments showing understanding of the central idea and each line of inquiry).
 - Evidence of development in regards to key targeted language arts and mathematical skills. Teachers will reference the school's scope and sequence documents when assessing skills.
- Portfolio work samples will be stored digitally in the application Seesaw. Each student will have his or her own Seesaw account, accessible only by the student, the teacher and the student's parents. Teachers will take photographs and videos to document evidence of student development, and can annotate uploaded information with text or voice comments.
 - Portfolios will be shared with parents at the parent-teacher conference sessions in November and June. Teachers will explain to parents how work samples demonstrate growth and development in each skill area.
 - Portfolios will also be used by teachers to complete each student's written report twice a year.

Conferences

Parent- Teacher Conferences

- Conferences are an opportunity for teachers to share with parents each student's development in regards to key targeted skills (both in relation to grade level and their own personal expectations), as documented in each student's written report and as evidenced in each student's portfolio. Conferences are also used to discuss any concerns with parents and establish goals for each student.
- Conferences will be held in both November (where the primary purpose would be to establish baseline understanding and set goals for the academic school year), and in June (where the primary purpose would be to demonstrate how each student's understanding has improved since the beginning of the year, and to highlight areas where work is still needed).
- Conferences will be scheduled between the teacher and the parents during a school-designated two week period. Each conference will last approximately fifteen minutes. Conferences may either be held in-person in school, or by telephone.

Teacher- Student Conferences

- Teacher-student conferences are an opportunity for teachers to share with each student their progress and provide information on how they can improve upon and further develop their skills.
- Conferences will be held frequently throughout the year in private with each student.

Written Reports

(Report Cards, Weekly Reports)

Report Cards

- Report cards are used to record each student's understanding of the transdisciplinary units of inquiry, as well as each student's development in regards to key targeted language arts and mathematical skills. Report cards also highlight each student's strengths and areas for improvement.
- Report cards are also used to communicate to parents their child's development; they are used as a reporting tool during parent-teacher conferences.
- Report cards at all grade levels will be standardized, and will serve as the common assessment tool across the school. Report cards will contain three sections:

1. Transdisciplinary Unit of Inquiry

- Description of the unit (transdisciplinary theme, central idea, lines of inquiry, key concepts)
- Narrative report regarding each student's understanding of the central idea, demonstration of the target transdisciplinary skills, attitudes, and/or learner profile traits, and ability to act upon the knowledge gained.

2. Language Arts and Mathematics

- Feedback regarding each student's understanding and demonstration of key targeted language arts and math skills. Skills assessed will be taken from the school's scope and sequence documents. Teachers will use a key to mark each student's proficiency in each section.

3. Social-Emotional/ Self-Management Skill Development

- Feedback regarding each student's demonstration of the social and self-management transdisciplinary skills. Descriptors of each skill will be tailored to be developmentally appropriate for each grade-level. Teachers will use a key to mark each student's proficiency in each skill area.
- Report cards will be filled out twice a year (in November and June) by the student's main teacher. Teachers will also consult with each student's specialist teachers to receive feedback where applicable (for example, if an art teacher helped plan and teach a specific unit of inquiry, that teacher will assist with assessing each student's understanding of the unit).

Weekly Reports

- Weekly reports are used to communicate to parents the lessons and skills taught throughout each student's school week. Teachers also personalize each report to provide feedback to parents regarding their child's understanding of the lessons taught, including areas of strength and areas of improvement. Teachers also inform parents of any activities that can be done at home to reinforce the lessons taught in school.
- Weekly reports are in a narrative format, to be completed by each student's main teacher. Reports are to be completed within a standardized document. Reports are to be emailed to each student's parents on the last day of each school week by 10:00 pm.