

413 PYP Assessment Policy

I. PURPOSE

The purpose of this document is to share with the staff, our stake holders, and our school community the philosophy that guides our daily work in assessment of learning. This assessment policy documents teaching and learning and helps to involve our families and communities in assessing whether our students are growing to become internationally-minded people.

II. STONEBRIDGE WORLD SCHOOL MISSION STATEMENT

Teachers and staff at Stonebridge World School have experience working with a diverse student population. Drawing upon that experience we have developed a learning program for the school which features research-based curriculum, hands-on learning opportunities, small class sizes, comprehensive family support services, and opportunities for active parent participation. We know that how students learn is as important as what they learn so we support families in helping their children learn and grow.

Our mission is to create an environment with a global perspective that prepares students to excel academically.

Our vision is to develop motivated and principled global citizens for lifelong learning and productive citizenship.

III. ASSESSMENT BELIEFS

The primary purpose of assessment is to inform instruction and guide teaching. "Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do, and feel at different stages in the learning process. Students and teachers should be actively engaged in assessing the students' progress as part of the development of their wider critical thinking and self-assessment skills...Additionally, the PYP stresses the importance of both student and teacher self-assessment and reflection." (Making the PYP Happen, 2009)

At Stonebridge World School, we agree that assessment plays an integral part of student's learning. Regular assessments are administered to students to provide faculty with data that shows what our students know and are able to do. Our teachers constantly reflect on their instructional practice to ensure that all students are meeting the goals.

IV. PURPOSE OF ASSESSMENT

We agree that the purpose of assessment is...

- A. to inform instruction
- B. to show growth
- C. to access prior knowledge
- D. to check for understanding

E. to gather data

V. PRICIPLES OF ASSESSMENT

We agree that effective assessments...

A. are ongoing

B. are authentic

C. happen at all stages of learning

D. are both formative and summative, informal and formal

VI. TYPES OF ASSESSMENTS

Pre-assessment is used throughout the unit because the teacher may not know what students have been taught and what they have retained. Pre-assessment is a useful tool that can help determine what needs to be reviewed, emphasized, or introduced for the first time.

Formative Assessment provides information that is used in order to plan the next stage in learning. It is interwoven with learning and helps teachers and students to find out what the students already know and can do, formative assessment aims to promote learning by giving regular and frequent feedback. This helps learners to improve knowledge and understanding, to foster enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success. (Making the PYP Happen, 2009)

Summative Assessment aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned. It informs and improves student learning and the teaching process and prompts students towards action.

VII. ASSESSMENT STRATEGIES

Observation: Students are observed continually with an emphasis on individual and class growth.

Performance Tasks: Students complete tasks that have more than one acceptable solution to show their understanding.

Open-Ended Tasks: Students are asked to discuss concepts, respond to questions and have open discussions.

Tests/Quizzes: Students can display knowledge of topics and concepts through a quick test or quiz.

Student Reflections: Students are asked to reflect on what they have learned throughout the units.

VIII. ASSESSMENT TOOLS

Rubrics: Rubrics are created to inform students about expectations before an assessment or activity. They are used after the assessment or activity to accurately rate the work.

Exemplars: These are selected by teachers as an example of what the expectations are and are used to judge others work

Checklists: Indicators teachers look for when checking for students' understanding.

Anecdotal Records: Notes taken by teachers during observations of students' understanding.

IX. ASSESSMENT INSTRUMENTS

Fountas and Pinnell: Students in grades 1-6 are given the Fountas and Pinnell assessment in September, November-December, February-March and May-June. Students are given the Running Record and Comprehension piece of the assessment.

AimswEB: Students in grades K-6 are given different pieces of the Reading AIMS web assessment three times a year.

NWEA: All students take the NWEA assessment three times a year.

MCA: Students in grades 3-6 will take the Reading and Math MCA II in April of each year. 5th grade students will also take the Science MCA.

X. ASSESSMENT POLICY REVIEW

Every 2 years the assessment committee will revise and update this policy. The committee will refer to the guidelines established by IB for this area. After updating the policy the committee will bring the proposed policy to the leadership team for final approval. The approved Assessment Policy will be shared with the staff and school community.

XI. PORTFOLIOS

We agree that portfolios are a purposeful collection of student work that are intended to show progress, understanding, creativity, reflection and higher-order thinking over time.

- A. Each classroom teacher agrees to keep a portfolio on each student.
- B. Portfolios will include a title page for each theme, along with another title page for each unit including the theme, central idea, lines of inquiry and concepts.
- C. Portfolios will include the following student work from each of the six units of inquiry: one student-chosen artifact, the summative assessment and the student's self-reflection of the unit.
- D. Portfolios will be used at each conference.
- E. Specialists may contribute to the portfolio as appropriate.
- F. Portfolios will be passed on with the students throughout their years at the Stonebridge World School. When students leave in the 6th grade, they will take their portfolios with them.
- G. Students leaving with prior notice will have the portfolio sent with them. Students leaving without prior notice will have their materials saved by their teacher until the end of the year.

Approved: 10/25/12

Revised: 5/10/17