



Assessment Policy May 2018

Table of Contents

1. [Purpose and Guidelines of the Document](#)
2. [Philosophy](#)
3. [Common Practices to All Divisions](#)
4. [Primary School](#)
5. [Middle and Upper School](#)
6. [Appendices](#)
7. [Bibliography](#)

Section 1: Purpose and Guidelines of the Document

The purpose of the schoolwide WIS assessment policy is:

- to clarify understanding of the assessment process for all stakeholders (students, parents, teachers, administrators, colleges and other institutions as needed)
- to provide teachers with guidelines to ensure common understanding of the assessment process
- to establish a culture of growth and data analysis for students and teachers

The Assessment Policy is reviewed at least every three years by the Teaching and Learning Committee in collaboration with contributors from all divisions and the PYP and DP coordinators.

Section 2: Philosophy

Assessment at WIS is grounded in our mission statement and core values: we believe that assessment practices need to be rigorous, diverse, research-based and geared toward highlighting individual responsibility of the student. We believe that the best assessments are those that are authentic, or reflect real world challenges and situations. To us, assessment

informs and improves teaching and learning. Assessment practices are part of the learning cycle, inform a teacher's practice to best meet the needs of our learners, and illuminate the strengths, weaknesses and effectiveness of the programs.

Section 3: Common Understandings to All Divisions

Common practices to all divisions stem from our Core Beliefs about Learning and our Framework for Excellence in Teaching. They include using assessment as data to inform teaching, and are linked to our school-wide goals of Design Thinking, Diversity and Inclusion, Differentiated Instruction, and Health and Wellness.

Core Beliefs about Assessment

The guiding principles of our assessment practices derive from our Core Beliefs about Learning and are the following:

- The primary purpose for assessment is to improve learning. (Core belief 1)
- Assessment provides all learners with the capacity to demonstrate what they know, value, and are able to do. (Core belief 1)
- Assessment focuses on demonstrations of understanding that move beyond gathering and recalling information. (Core belief 2)
- Assessment is moderated through collaboration to enhance fairness, reliability and validity. (Core belief 2)
- Learners self-assess and develop their capacity to monitor their own learning. (Core belief 3)
- Learners reflect upon and evaluate assessment tasks. (Core belief 3)
- A range of assessments and monitoring processes are used to gather information about what learners know, value and are able to do. (Core belief 4)
- Assessment about what learners know, value and are able to do is used to plan teaching sequences and to diagnose areas for challenge and intervention. (Core belief 4)
- Assessment respects and includes different ways of knowing. (Core belief 4)
- Assessment is fair, free from bias, and inclusive for all learners. (Core belief 5)
- Assessment incorporates judgments from learners, peers, and educators. (Core belief 5)
- Assessment includes the work of groups as well as individuals. (Core belief 5)
- Assessment includes the monitoring of learners' emotional wellbeing. (Core belief 6)
- Learners monitor the extent to which emotions affect and influence their learning. (Core belief 6)
- Assessment provides timely, precise, and constructive feedback. (Core belief 7)
- Learners are clear about what is being assessed. (Core belief 8)
- Assessment encourages learners to exhibit their actual understandings. (Core belief 8)
- Assessment is in itself a central learning experience. (Core belief 8)
- Assessment tasks are based where possible on real-world contexts and embedded in recurrent learning. (Core belief 8)

- Assessment takes different contexts into consideration. (Core belief 9)
- Assessment encourages learners to question and reflect on their learning and their use of thinking and learning strategies. (Core belief 10)
- Assessment opportunities are designed to explicitly test learners' ability to apply their learning in new and unfamiliar situations. (Core belief 11)
- Assessment encourages learners to reflect and question and to continuously plan for future learning. (Core belief 12)
- Learners note and use errors as a means of improving their own learning. (Core belief 12)
- Assessment products may vary widely to reflect different ways of demonstrating understanding. (Core belief 12)

Framework for Excellence in Teaching

Additionally, WIS assessment practices are linked to our Framework for Excellence in Teaching, which includes:

- Collaboration: Teachers collaborate regularly to design, discuss, and reflect on student learning, and moderate assessments within departments.
- Communication: Teachers communicate in a timely and clear manner with students and parents.
- Clarity: Teachers create an established set of expectations for thinking and learning that will inform assessment practices.
- Variety: Teachers assess student learning throughout the lesson with varied forms of feedback. They highlight students' success and areas of growth.

Use of Data

Assessment is used by teachers to gauge the effectiveness of their teaching, modify instruction as needed, and monitor student progress over time. Documentation of assessment results over time builds complex data that is evaluated to inform the development of strategies that support student learning, teacher reflection, and the iterative improvement of assessment tools and data quality.

We collect documentation of student assessments, including pre-, formative and summative assessments. The resulting data is maintained by teachers and administrators and used to inform overall assessment of student progress. It can be reported to and understood by students, parents, teachers and administrators. We share assessment data with parents through ongoing communications throughout the year, in addition to scheduled communications such as parent teacher conferences or report cards.

Links to Our Four School-wide Goals

Our assessment practices are developed and implemented with consideration of our school-wide goals of Differentiated Instruction, Diversity and Inclusion, Design Thinking and Health and Wellness.

Differentiation

Our assessment practices include a variety of strategies geared toward a variety of learners. We also use pre-assessment as a way to plan for differentiation, using strategies such as curriculum compacting, reteaching, peer-teaching and tiered assignments. We do not rely on any one assessment to plan our instruction, but consider a wide range of relevant and authentic performance data, formal and informal, standardized and non-standardized instruments, in order to address student needs.

Diversity and Inclusion

Assessment practices at WIS are inclusive of all, culturally responsive, and fair. They are regularly moderated by departments to ensure consistency of practices among colleagues, departments and grade levels.

Design Thinking

Assessment practices at WIS take in consideration the iterative nature of learning and include multiple opportunities for feedback, formal and informal, and are inspired by the design thinking cycle (empathize, define, ideate, prototype and test).

Health and Wellness

An effort is made to monitor the length, time and timing of the most significant assessments at all grade levels to ensure balance for learners and teachers. This includes creating grade-level assessment calendars, monitoring them and using them for planning purposes. Teachers also take into consideration the social and emotional needs of their students when planning assessments and delivering feedback.

Section 4: Assessment in Primary School

- Assessment Tools and Strategies
- Internal and External Assessments
- Reporting

Assessment Tools and Strategies

At the Primary School, many different types of assessments are used by teachers to inform teaching and learning. Assessments in the classroom include pre-assessment, formative assessment, summative assessment and student self- and peer-assessment. Additionally, many are shared with parents: Celebrations of Learning at each grade level and the Primary Years Program Grade 5 Exhibition allow students, teachers and parents to examine and reflect upon learning. Portfolios allow students to share and reflect upon their learning, and student-led conferences provide an opportunity for students to share their learning and reflections with their parents. Finally, cumulative binders are used by teachers to collect data about student growth through the Primary School years.

Assessments in the Classroom

- ❑ *Pre-Assessment:* Teachers assess students' prior knowledge and experience before embarking on new learning, according to principles of differentiation. Examples of pre-assessments include pre-tests, thinking routines, or anecdotal records.
- ❑ *Formative Assessment:* Formative assessment is woven into the daily learning process. It provides teachers and students with information about how learning is developing and helps the teacher to plan the next stage of learning. Formative assessments for the Units of Inquiry are done in both languages, as the languages might teach different skill sets at different times. The tools and strategies of formative assessment can be (but are not limited to): observations, written anecdotal notes, learning continuums, checklists, rubrics, oral presentations, exit slips, graphic organizers, self-assessments, learning logs and class discussion.
- ❑ *Summative Assessment:* Summative assessment takes place at the end of each Unit of Inquiry and is an opportunity for students to demonstrate what has been learned, highlighting the knowledge, concepts and skills acquired through the Unit of Inquiry. The summative assessment for the Units of Inquiry can be done in one language or shared by the two languages, as unit learning is a shared experience between two languages.
- ❑ *Self-Assessment:* Student self-assessment is interwoven throughout daily learning to engage students in reflection and assessment on their own learning. The students are given time to reflect on progress in all subject areas, including consideration of the attributes expressed in the Learner Profile.

Assessments Shared with Parents

- ❑ *Celebrations of Learning:* Grade level teams and specialists target specific Units of Inquiry to invite parents into the classrooms to share in a Celebration of Learning for that unit. This takes place throughout the year.
- ❑ *Primary Years Programme Exhibition:* The Exhibition is the culminating experience for the IB Primary Years Programme and takes place at the end of Grade 5. It requires students to synthesize their prior knowledge and apply it in a self-directed manner. The Exhibition provides an authentic summative assessment for the Primary Years Programme. The subject of the Exhibition is a student-selected, real-world problem which warrants extended investigation. It is a celebration which unites students, teachers, and families in an activity which represents the essence of PYP. Our Exhibition Essential Agreements guide the process for teachers and students.

- ❑ *Portfolios*: Portfolios are a reflection of the learning process and achievements, contributed to by teachers and students, including reflections and feedback by both students and teachers. These collections are to demonstrate process, rather than just polished, finished products. The portfolio highlights a student's internalized learning process and helps students articulate their growth by sharing personal reflections. Once a year, as part of the student-led conference, students share their portfolio with their parents. At year's end, the portfolios go home. Our [Student Portfolio Essential Agreements](#) describe our approach.
- ❑ *Student Cumulative Binders*: The cumulative binder is a collection of a student's progress, in core subjects, throughout his/her years at the Primary School. This enables teachers to communicate and receive important information as students move through the grades. Each student gets a cumulative binder upon his/her arrival at the Primary School. The binder contains information about the language background of the student and the following student data:
 - ❑ Spelling Assessments in English and French or Spanish
 - ❑ Reading Assessments in English and French or Spanish
 - ❑ Writing Assessments in English and French or Spanish
 - ❑ Oral Assessment in French or Spanish (Kindergarten, Grades 1, 3 and 5)
 - ❑ Math End-of-Year Assessment

Throughout the year, teachers add assessment results to the cumulative binders. As learning proceeds along a continuum, and not every student will reach each benchmark at the same time, it is possible that a student will show progress, but be performing below grade level expectations. It is also possible that a student may be performing above grade level expectation for a specific subject, e.g. spelling or technical reading. Our Student Cumulative Binders Essential Agreements detail our process of collecting student data in these binders.

Internal and External Assessments at Primary School

Internal Assessments

A [comprehensive guide to assessments](#) at the Primary School provides an overview of formal internal and external assessments in reading, writing, oral language, and mathematics. Additionally, a [summary of yearly assessments](#) at Primary School is communicated to parents.

External Assessments

Although WIS does not need to fulfil any local, national or state requirements, the school conducts Education Record Bureau (ERB's) Comprehensive Test of Basic Skills 4 (CTP4) every year in grades 3, 4, and 5. It is standardized, norm-referenced and administered in English. The school uses the data to inform teaching. All reports are filed and kept for future analysis.

Reporting

Student progress is shared with parents in several ways throughout the year.

Parent /Teacher Conferences

The purpose of conferences is to give information to parents. Parents and/or teachers can request a conference, at any point in the year, to discuss progress, strategies for success or enhancement. Both language homeroom teachers, any members of the Student Support Team who work with the student, and parents meet to review a child's needs and progress. The first of the two formal conferences during a school year is a parent teacher conference in the fall. One goal is for the teacher to learn about the student from the parent to help guide instruction. Another goal is to share evidence of student learning growth, taking into account student and grade level expectations or standards. We discuss beginning of the year formal assessment data with parents at the conference. The [Parent Guide to Assessments](#), along with the assessment data, is shared in advance of the meeting. Based on this data and shared school and home observations, goals and concerns for the year are developed and addressed.

Student-Led Conferences

This is a formal conference between students and parents in the language of instruction, or their mother tongue. In addition to participating in a centers model for sharing learning experiences in reading, writing, word study, math, and the unit of inquiry with their parents, each student discusses learning goals and reflections in a three-way conference between the student, parent(s), and teacher. The student also shares a portfolio, with pieces selected with the support and guidance of the teacher. Goal setting with the student and parent ensures the student's continued success. This conference takes place each March, in Preschool through Grade 5.

Report Cards and Progress Reports

We publish written report cards in January and in June.

In Grades 1-5, each report card is written by both language teachers, who meet to discuss a student's progress, as well as by the single subject teachers. In Grades 1-5, we have a continuum of four categories for the formal written reports — emerging, developing, demonstrating, and extending. Student progress is reported in the areas of: personal and social development, units of inquiry, Information and Communications Literacy, Literacy in English, Literacy in French or Spanish, mathematics, and the single subjects. A bulleted list of strengths and next steps for growth is also provided. A progress report, which is an abbreviated version of the report card, is sent in November, following the Parent Teacher conferences.

For Preschool, Pre-K, and Kindergarten report cards, teachers write narratives for the following sections: Units of Inquiry, math, social/emotional development, fine motor skills, PSPE, music, and language acquisition in French or Spanish.

Section 5: Assessment in Middle and Upper School (Grades 6-12)

Assessment Tools and Strategies

In Middle and Upper School, various types of assessments are used by teachers to inform teaching and learning. Assessments in the classroom include pre-assessment, formative assessment, summative assessment, student self-assessment and peer-assessment. Apart from ERB assessments taken in the Middle School, all assessments conducted at WIS are criterion-based as opposed to norm-based assessments. Additionally, some cumulative performances are shared with parents and the WIS community through various demonstrations of learning.

Assessments in the Classroom

Pre-Assessment: Teachers assess students' prior knowledge and experience before embarking on new learning according to principles of differentiation. Examples of pre-assessments include pre-tests, thinking routines or anecdotal records.

Formative Assessment: Formative assessment is woven into the daily learning process. It provides teachers and students with information about how learning is developing and helps the teacher to plan the next stage of learning. Examples of formative assessment are: quizzes, tests, observations, checklists, rubrics, oral presentations, exit slips, graphic organizers and concept maps, self-assessments and process journals.

Summative Assessment: Summative assessment occurs at the end of a teaching and learning cycle and is an opportunity for students to demonstrate what they have learned by applying their knowledge in new and authentic contexts. Summative assessments include rubrics with specific descriptive criteria. Examples of summative assessment include tests, exams, lab reports, oral presentations, commentaries, essays, projects and performances.

Self Assessment and Student Reflection: Self assessment and student reflection happen at various stages of the learning process. These help students set goals for their own learning and encourage self-management skills. Examples include reflection journals and templates, routines encouraging looking at growth such as "I used to think... Now I think..." or surveys.

Peer Assessment: Peer assessment is used at the formative stage as a way for students to share their knowledge, skills and/or understanding of a topic and exchange ideas and advice on a given assignment. It helps in the drafting process and takes the form of oral or written feedback. It is mediated by teachers and happens often in pairs or small groups.

Assessments Shared with Parents

Some assessments are shared with parents through a variety of “celebrations of learning” as outlined below.

Exhibition of Learning

In Grade 8, the student-led conference is presented in the form of an Exhibition of Learning, a capstone event to close out three years of learning, understanding, and preparation for success in the Upper School. In this exhibition, students show examples of demonstrations of learning to their peers, parents, and teachers, and explain how they are related to the Middle School Motto: “Explore, Connect, Empathize, and Create.” Middle School Demonstrations of Learning are transdisciplinary, disposition-based performances of understanding that students develop during their Middle School years. Examples are “Conduct a meaningful conversation in one’s target language” or “Attempt something outside one’s comfort zone and took an appropriate risk.” See a sample list in Appendix E.

Musical Performances

In Middle and Upper School, semester-long vocal and instrumental music have end-of-course concerts when students share their skills and their progress with the community.

Grade 10 Project

The Grade 10 Project is a multi-semester exploration into a topic of the student’s choosing and is an opportunity for students to explore a personal passion with the intention of creating a final product or achievement which ties their interests to a larger community of creators. A requirement of the Grade 10 Project is a presentation of student learning at a Project Fair in December, where presentations include explanatory material, artifacts and an oral presentation. Each student works with an adult sponsor who supervises the project, gives frequent feedback, and helps to keep the student on track.

IB Visual Arts Exhibition

The Grade 12 IB Visual Arts Exhibition is the culmination of the IB Visual Arts Diploma Program course, where students present a curated selection of their best work and explain their purpose, intention and process to an audience of parents, relatives, faculty, students, and administrators.

Internal and External Assessments in Middle and Upper School

Internal Assessments

Internal assessments are a combination of all types of assessments and happen in all subject areas according to WIS common understandings on assessment and feedback

Assessments specific to Middle and Upper School

One type of assessment specific to the Middle and the Upper School is end-of-year projects and examinations.

- In Grades 6-10, some courses finish with end-of-year projects that run through the month of May and that are assessed using a variety of tools. Semester courses finish with end-of-semester projects in January and May.
- Additionally, in Grades 9-10, some courses include culminating examinations that are intended to have students demonstrate their ability at synthesizing and connecting information learned throughout the year or the semester. Examinations in 9-10 are administered in June and, for semester-long courses, either in January or June.
- In Grade 11, most courses include culminating examinations that are held in June.

Grades

Grades are used in the Middle and Upper School both for formative and summative assessment according to a 7-point grading scale as follows: 7 = Excellent, 6 = Very Good, 5 = Good, 4 = Satisfactory, 3 and below = Failing. On the progress reports sent to parents twice a year, there is a predicted grade, which is an estimate of the student's final grade compounding all assignments that have been marked so far. Additionally, in the Middle School, Approaches to Learning skills and subject-specific skills are evaluated using two descriptors: "Meets" or "Needs Improvement." On the report card, there is a semester grade and an effort grade. The effort grade consists of a letter: O for Outstanding, S for Satisfactory and U for Unsatisfactory. All grades are recorded in the learning management system OnCampus.

Processes for Standardization of Assessment of Students' Work

Within a department, collaboration on assessment is frequent, according to the Core Beliefs of Learning and Framework of Excellence in Teaching. Teachers regularly meet at department meetings to discuss students' work, types of feedback/strategies, as well as to cross-grade. They use various systems to do so, such as the LAST protocol (Looking at Student Work) from Project Zero.

Calendars

In both divisions, assessment calendars provide an overview of formal internal and external assessments in all subject areas. They are regularly maintained, distributed through newsletters to parents and teachers and consulted so teachers can better plan for formative and summative assessments.

External Assessments

WIS does not need to fulfill any local, national or state requirements.

Educational Records Bureau Assessments (ERBs)

The school conducts ERBs every year in Grade 6 to 8. These are designed to assess student achievement in vocabulary, reading comprehension, writing mechanics, writing concepts and mathematics. They are standardized, norm-referenced and administered in English. Parents receive an individual and school report after the test, and the school uses the data to inform teaching. All reports are filed and kept for future analysis.

Advanced Placement Exams (APs)

Grade 10 and 11 students may take APs each year in French, Mandarin and Spanish, as well as tutored languages; these tests are administered at school. Enrollment is voluntary. Results are sent to families and a copy is kept in school.

International Baccalaureate Diploma Program (IBDP)

General Guidelines

Almost all WIS students are full diploma candidates beginning in Grade 11 and take the IB DP examinations. Formal DP assessments include a variety of internal and external assessments performed over the course of the junior and senior years. All Grade 11 and 12 WIS assessments reflect the IBO assessment philosophy according to these guiding principles:

- We only use criterion-related (as opposed to norm-referenced) assessment.
- The school makes a clear distinction between formal IB DP assessments and the supporting formative processes the school has developed.
- Assessments examine student understanding at the end of the course based on the whole course and not just aspects of it.
- Students must be able to recall, adapt and apply knowledge and skills to new questions and contexts.

(“Guidelines for developing a school assessment policy in the Diploma Programme” 3)

Grades at the DP level

IB Grading Scale

WIS follows the IB Grading Scale:

7: Excellent 6: Very Good 5: Good 4: Satisfactory 3: Mediocre 2: Poor 1: Very Poor

The TOK course and the Extended Essay are graded according to the following scale:

A: Excellent B: Good C: Satisfactory D: Mediocre E: Elementary (failing grade) N: No grade.

In order to achieve a final score for the IB Diploma, the numeric grades from the six subjects are added together. EE and TOK grades are converted into 1, 2 or 3 points and added to the subject score to achieve a final result out of 45. 24 points (and the meeting of a number of conditions) are required in order to earn the IB Diploma.

Predicted Grades

In Grade 12, teachers determine predicted DP grades for each student; this is done twice each year. The first time is either in the fall or during winter for college application purposes, if such grades are required. The second time is in the spring to fulfil IB requirements. Differences between predicted and actual grades are discussed at department meetings to inform teaching.

Internal Moderation of Examinations

For IB DP internal assessments in a given subject area, teachers within the same department internally moderate sample examinations together as a way to unify assessment standards among themselves and make sure students are assessed fairly.

Mock Exams

In February of Grade 12, Mock Exams are held in all subjects areas. Students get a chance to sit for all their exams and take previous year's IB examination papers. Their grades are part of their semester report card and constitute their final "formative assessment" of their WIS education. Students use the feedback in order to organize their review for the May exams and teachers use the data from the exams to plan the last weeks of review.

Data Analysis of External Examinations

Each year, the DP coordinator publishes internally the overall Diploma Programme results (including pass rate, average points, best score, comparisons to worldwide statistics, etc.) that the IBO provides. WIS keeps a record of the data. The data is then analysed over a period of ten years and each department makes use of it in a different way according to current needs. In some instances, the school requests marked papers to better inform teaching practices of some DP assessments.

Reporting:

In Middle and Upper School, there are several ways teachers report student progress to parents.

Parent-teacher Conferences

Parents, students, and teachers are all valued partners in the reporting process and in sharing the responsibility both for learning and for accounting student progress. Pathways for communication are open and reciprocal. WIS builds one parent-teacher conference into the calendar each fall, both for Middle and Upper School. In addition, we provide many opportunities throughout the school year for meetings between parents and teachers.

Middle School Student-Led Conferences and Demonstrations of Learning

Student-Led Conferences, in addition to being a way for students to celebrate and reflect on their learning, are used as a way to report progress to parents and take place in lieu of a second parent-teacher conference. They are held in the spring for students in Grades 6-8 and are facilitated by the student's advisor. Students work carefully throughout the year to choose examples of learning both in advisory and their classes to include in a digital portfolio that is shared with parents. In class, there is ongoing reflection for Grades 6-8 using the Demonstrations of Learning framework.

Report Cards

Report cards are sent home twice a year, at the mid-year point and at the end of the year. They are composed of numbered overall performance grades and lettered effort grades in all subject areas except for Health, Life Skills and Seminar classes, which are Pass or Fail.

Progress Reports

At Tregaron, written progress reports are sent home in the middle of each semester, with special attention paid to each student's approaches to learning. Each teacher in a given area writes a narrative celebrating the student's successes, highlighting areas of growth and giving advice on next steps. Progress reports include a predicted grade for the semester. This grade is subject to change depending on the student's future progress and performances.

College Transcripts

College transcripts, with an explanation of the WIS grading scale, are sent to colleges as part of the college application process. When needed, IB predicted grades are sent too.

Section 6. Appendices

Appendix A: Glossary

Appendix B: Assessment Strategies

Appendix C: Assessment Tools

Appendix D: Comprehensive Guide to Assessment in Primary School

Appendix E: Middle School Demonstrations of Learning

Appendix A: Glossary

Anecdotal Records – Anecdotal records are based on observation of a student. These records are systematically compiled, organized and analyzed.

CAL: Center for Applied Linguistics.

CITO: Centraal Instituut voor Toets Ontwikkeling

DRP: Degree of Reading Power. This is a test for reading comprehension and is administered twice a year by the English teachers in grades 3, 4 and 5.

ERB/CTP4 Test: Comprehensive Testing Program, latest version, prepared by the ERB. This is a norm-referenced test measuring each student's ability and achievement in mathematics, reading comprehension, vocabulary and usage of grammar. Students' results are compared to

other student groups, and school-wide results are used to determine the effectiveness of our teaching and student learning. The CTP4 is taken by students in grades 3-8.

Exhibition: A PYP unit, encouraging in-depth, collaborative inquiry. A public presentation of students' extended, in-depth, collaborative project reflecting their inquiry into real life issues or problems.

Observation: The viewing of a student by the teacher, often accompanied with written notes on how the student is performing independently, in a small group, or in the class. They may include details on how a group is working and the role of the student within the group.

Oral Assessment: Students in Kindergarten and Grades 1 and 3 take oral assessments in French and Spanish each year in the spring. The homeroom French and Spanish teachers administer the test and the test is scored by the French or Spanish language coordinator. We use SOPA assessments developed by the Center for Applied Linguistics (CAL). These assessments are used to follow students' progress as well as to strengthen and guide our language programs.

PALS (Phonological Awareness Literacy Screening) 1-2-3: The English teachers in Grades 1 and 2 administer the PALS 1-2-3 twice a year, in the fall and in the spring. They use the online Wizard to score the results. The Wizard provides literacy screening, diagnosis, and monitor the progress of the students.

PALS (Phonological Awareness Literacy Screening) Español: The Spanish students in Kindergarten and Grades 1,2 and 3 take the test in the fall and the spring. WIS is participating in a research project conducted by the University of Virginia to adapt the PALS for Spanish-speaking students. PALS Español has the same format as the PALS 1-2-3 and uses the same online Wizard for the scoring as the English teachers. Eventually the Spanish teachers will have the same resources for literacy screening, diagnosis etc. as their English colleagues.

Portfolio: A systematic and organized collection of a student's work that exhibits to others the direct evidence of a student's efforts, achievements, and progress over a period of time. The student should be involved in the selection of its contents, and the collection should include information about the performance criteria, the rubric or criteria for judging merit, and evidence of student self-reflection or evaluation. It should include representative work, providing documentation of the learner's performance and a basis for evaluation of the student's progress. Portfolios may include a variety of demonstrations of learning including, but not limited to, physical material, video, audio, reflective journals, etc.

Running Record: Running records are part of the PALS as well as an integral part of the guided reading programs (Fountas & Pinnell, GB+). Teachers in Grades 1-5 take running records

several times a year to monitor students' progress in technical reading skills and reading comprehension to determine their reading level.

Self Assessment: A process in which a student engages in a systematic review of a performance, usually for the purpose of improving future performances. May involve comparison with a standard, established criteria, critiquing one's own work, or a simple description of the performance. Reflection, self-evaluation and metacognition are related terms.

SOPA: Student Oral Proficiency Assessment (develop by CAL)

Spelling Assessment: These are administered twice a year in Grades 1 through 5 in all languages. These assessments are used to measure the progress of spelling skills of students at the beginning and at the end of the school year. A spelling test is also part of the entry level tests of the PALS 1-2-3 and PALS Español.

Standardized Test: An objective test that is given and scored in a uniform manner. Scores are often norm referenced.

Writing Assessment: Performed twice a year in Kindergarten through Grade 5. These assessments are used to follow the level of written production/achievement of a student child over a period of time. The 6 Traits +1 rubric is used to assess writing proficiency in English, French and Spanish.

Appendix B: Assessment Strategies

- **Observations:** All students are observed regularly, with the teacher taking notes on the individual, group, and the whole class. Observations include how groups work and how well students assume various roles within the group.
- **Process Focus:** Students' skills and developing understanding are regularly observed in context and are documented through checklists, narrative notes, or inventories. The emphasis is on the process and skill application rather than the product.
- **Selected Responses:** Single snapshot samples of what students know or are able to do. These might be in the form of tests and quizzes.
- **Open-Ended Tasks:** Students are given a stimulus and asked to communicate an original response. No two students will have the same response. In this way a student's application of new knowledge can be individually assessed.
- **Performance Tasks:** These represent the kind of challenges that adults face in the world beyond the classroom; require using a repertoire of knowledge and skill to accomplish a goal or

solve a problem; require thoughtful application of knowledge, rather than recall of facts; are open-ended, developing a tangible product or performance; have an identified purpose and audience; involve a realistic scenario; and have set criteria to be met.

- **Portfolio:** A collection of work, usually drawn from a student's classroom work. A portfolio becomes a portfolio assessment when: (1) the assessment purpose is defined, (2) criteria or methods are made clear for determining what is put into the portfolio, by whom, and when, and (3) criteria for assessing either the collection or individual pieces of work are identified and used to make judgments about performance. Portfolios can be designed to assess student progress, effort, and/or achievement, and encourage students to reflect on their learning.

Appendix C. Assessment Tools

- **Performance Lists:** Performance lists offer a practical means of judging student performance based upon identified criteria. A performance list consists of a set of criterion elements, but not performance levels. These are used for students to know the criteria before embarking on their work, and to assess that they met the criteria, but they do not measure how well the students perform.

- **Holistic Rubrics:** A holistic rubric provides an overall impression of a student's work; it yields a single score or rating for a product or performance and provides a quick snapshot or impact of overall performance. Holistic rubrics are used for complex performances in which the criteria amalgamation results in the impact (i.e., dramatic performance), or to get a general impression of a piece of work.

- **Analytic Rubrics:** An analytic rubric divides a product or performance into distinct traits or dimensions and judges each separately. Since an analytic rubric rates each of the identified traits independently, a separate score is provided for each. These are used for larger projects and summative assessments as well as for analyzing writing.

- **Benchmarks/Exemplars:** These are samples of student work that serve as concrete standards against which other samples are judged. These can be used in conjunction with rubrics or continua.

- **Anecdotal Notes:** Anecdotal notes are written notes based on observations of a student. These notes should be systematically compiled, organized, and analyzed.

- **Continua:** These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.

Appendix D: Formal Assessments in Primary School

YEARLY ASSESSMENTS at WIS PRIMARY SCHOOL

Assessment Type	ERB	Oral Language	WIS Writing Assessment	Spelling Assessment	PALS	PALS Español	Reading Assessment	Additional Languages (EAL, FAL, SAL)	Math Assessment
WHO	Grades 3-5 English	Kinder, Grade 1, Grade 3, Grade 5 French, Spanish	All Grades All Languages	Grades 1-5 All Languages	Grades 1-2 English	Kinder, Grades 1-3 Spanish	Grades 1-5 All Languages	Grades 1-5 students who are not yet proficient in English, French or Spanish	All Grades All Languages
WHEN	Spring	Fall: Grade 5 Spring: Kinder, Grade 1, Grade 3	Fall & Spring	Fall & Spring	Fall & Spring	Fall & Spring	Fall & Spring	As needed for new students Winter: Grades 1-5 (possible exit) Spring: Grades 1-5 (future placement)	Spring
SOURCE	external	external CAL (ELLOPA/SOPA)	internal	internal (based on <i>Words Their Way</i>)	external	external	external (DRP for English; reading assessments for French and Spanish)	external and internal	internal
FORMAT	multiple choice questions	oral interview	writing prompt, essay	dictation of word lists	spelling test, reading word lists, several reading tasks	spelling test, reading word lists, several reading tasks	reading a text	listening, speaking, reading and writing tests in a various formats	short answers, explanation of thinking
CRITERION- or NORM- REFERENCED	norm	criterion (rubric)	criterion (Six Traits rubric)		norm	norm	norm	norm and criterion	criterion (rubric)
WHAT DOES IT MEASURE?	reading and writing proficiency math concept mastery	oral language proficiency	writing proficiency	spelling proficiency	technical reading skills combines reading level with spelling skills	technical reading skills combines reading level with spelling skills	technical reading skills reading comprehension	oral, reading and writing proficiency in English, French or Spanish	mastery of skills and concepts
PURPOSE	to benchmark student achievement compared to other schools	to provide feedback of oral proficiency stages to teachers, students and parents	to provide feedback of writing stages to teachers, students, parents	to provide feedback of spelling stages to teachers, students, parents	to provide feedback of technical reading skills to teachers, students, parents	to provide feedback of technical reading skills to teachers, students, parents	to provide feedback to teachers, students, parents regarding progress on reading comprehension	to determine if a student is ready to enter the immersion class	to provide feedback of progress to teachers, students and parents

KEY: *DRP*=Degrees of Reading Power; *PALS*=Phonological Awareness Literacy Screening; *ELLOPA*=Early Language Listening and Oral Proficiency Assessment; *SOPA*=Student Oral Proficiency Assessment; *CAL*=Center for Applied Linguistics; *ERB*=CTP4 Test (Comprehensive Testing Program, latest version)

Appendix E: Middle School Demonstrations of Learning

WIS Middle School DEMONSTRATIONS OF LEARNING

CREATE	CONNECT	EXPLORE	EMPATHIZE
Produced or performed a creative piece of work.	Connected learning to the larger world.	Analyzed a topic from local, national, and global perspectives.	Built empathy, respect, understanding and connection by engaging with the issues of diversity, equity, and inclusion.
Made a breakthrough with a team or collaborative group.	Conducted a meaningful conversation in one's target language.	Showed resourcefulness and resilience in the face of a problem, challenge, or change.	Engaged with and/or analyzed an issue that has local or global significance.
Demonstrated leadership which resulted in a positive change within the school community or amongst peers.	Understood the connection between evidence and argument, and evaluated how multiple sides use evidence to support an argument.	Made a claim, identified support for that claim, and presented findings and/or questions related to the claim.	Took action to make a positive difference in the lives of others within our school community.
Observed and explored a complexity or problem to find potential for building, tinkering, re/designing, or hacking objects and systems.	Explored the history and lived experiences of others and exchanged ideas and beliefs in an open-minded way.	Attempted something outside one's comfort zone and took an appropriate risk.	Engaged in understanding another person's feelings and perspectives and grew from that experience.
Worked through and/or solved a difficult problem.	Gained self-awareness of individual identities and made connections to the similarities and differences of others.	Independently expressed curiosity to pursue a topic using inquiry and research skills.	Expressed pride, confidence and healthy self-esteem regarding one's identity without denying the value and dignity of other people.
<p>You may use a DOL for a different part of the Middle School Motto (ex. A DOL in Create might also fit into Connect). This list is intended to be flexible.</p>			

7. Bibliography

“An Introduction to Design Thinking Process Guide.” *The Stanford D.school*,
dschool.stanford.edu

“Assessment in the PYP: Annotated samples.” *Internationalbaccalaureate.force.com*,
International Baccalaureate Organization,
ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=p_0_pypxx_pas_1305_2_e&part=1&chapter=
1

“Assessment Policy in the IB Diploma Programme”. Denmark, Viborg Katedralskole,
viborgkatedralskole.dk/fileadmin/Arkiv/Dokumenter/IB/Assessment_Policy_IB_01.pdf

“Assessment Principles and Practices—Quality Assessments in a Digital
Age.” *Internationalbaccalaureate.force.com*, International Baccalaureate Organization, 2013,
resources.ibo.org/data/edu_AssessPaP-en.pdf?c=ba24c04c

“Guidelines for developing a school assessment policy in the Diploma Programme.”
Internationalbaccalaureate.force.com, International Baccalaureate Organization, 2010,
resources.ibo.org/dp/topic/General-resources/resource/11162-occ-file-d_0_dpyyy_ass_1101_1_e/?c=6f82baa6&lang=en&pdf=d_0_dpyyy_ass_1101_1_e.pdf

Ritchhart, Ron. “Cultures of Thinking Resources, the LAST Protocol (Looking at Student
Thinking).” Cultures of Thinking Resources,
www.ronritchhart.com/ronritchhart.com/COT_Resources.html.

“The International School of Yangon Assessment Guide”. Myanmar, International School
Yangon, Feb.
2017, www.isyedu.org/uploaded/About_ISY/School_Performance/ISY_Assessment_Guide_Update_Feb_2017.pdf.

“The Primary Years Programme A basis for practice.” *Internationalbaccalaureate.force.com*,
International Baccalaureate Organization,
resources.ibo.org/pyp/resource/11162-occ-file-p_0_pypxx_mon_0901_1_e/data/p_0_pypxx_mon_0901_1_e.pdf

Tomlinson, Carol Ann, and Tonya R. Moon. *Assessment and Student Success in a
Differentiated Classroom*. Hawker Brownlow Education, 2014.

Last Updated: May 2018

Next Review and Update: May 2019

Contributors: The Teaching and Learning Committee, the Media and Research Specialist, Faculty members