

Sheila Tarr Academy of International Studies

Assessment Policy updated 2022-2023



Belief Statements

We believe that assessment is an ongoing process that communicates and facilitates a student's acquisition of knowledge, understanding of concepts, and mastery of skills to the students, parents, and teachers of our school community. We believe that the use of a variety of assessment tools must meet the individual needs and learning styles of our students. We believe reflection is a vital component of assessment for students, promoting inquiry and inspiring opportunities for action.

Guiding Principles of Assessment

Assessments should:

- Be designed at the beginning of the unit or lesson planning stage and be modified when necessary to meet the individual needs of students
- Involve student participation in the design whenever possible
- Allow for student choice whenever possible
- Be differentiated for ability and learning styles
- Provide criteria to students that is known and understood in advance
- Include opportunities to share knowledge and skills through collaboration between students and teacher, students and their peers, parents and the broader community
- Promote self and peer evaluation and reflection
- Motivate students to take action

Types of Assessments

Pre-assessments

- Diagnostic assessments (MAPS, SBAC, QSI, DRA, CORE, EasyCBM, Heggerty, Kindergarten Essential Skills)
- * Assess prior understanding of skills, concepts, and knowledge for instruction of Tier 1 - 3
- Assess student interests to encourage and motivate inquiry
- Assist the teacher in evaluating individual needs of students, helping to guide instruction and assessments accordingly
- *Examples: KWL charts, class discussions, thinking routines/provocations, cooperative learning structures, surveys*

Formative Assessments

- Daily learning and instruction is woven throughout each unit of inquiry
- Allow teachers to make necessary adjustments to learning activities, methods, strategies, and skills
- Provide feedback for students
- *Examples: quizzes, observation, social skills, exit slips, student presentations, thinking routines, anecdotal notes, checklists, constructed response/journaling, graphic organizers, reflection*

Summative Assessments

- Provide students with an opportunity to demonstrate their overall understanding of a unit's concepts, skills, and knowledge
- Are developed before a unit is taught, and connects back to the Central Idea
- Address a variety of differentiated content, process and product
- Occur at the end of the teaching and learning process, giving teachers the opportunity to reevaluate the effectiveness of instruction
- *Examples: models/projects, multimedia presentations, thinking routines, real world applications, rubrics, action*

Reflections

- Allow students to observe their own growth, learn from their mistakes, see how their thinking has evolved, and project possibilities for future thinking and learning
- Provide insight to the student and teacher regarding both the process and product of learning
- Assist in determining next steps in a process or product
- Provide opportunities for teacher/student/peer/parent interaction and collaboration
- *Examples: journaling, personal goal setting/analysis, portfolios, student-led conferences, action, writing of student learning goals, and peer feedback*

Student Portfolios

- Portfolios are a purposeful collection of a student's work that is designed to demonstrate successes, growth, higher order thinking, creativity, and reflection
- We abide by these guiding principles from the IB Standards and Practices.
 - Evidence of learning in a portfolio should be from a range of experiences and curriculum areas.
 - The portfolio is used to show the development of knowledge, conceptual understanding, key concepts, approaches to learning, the attributes of the learner profile over a period of time.
 - The portfolio may also be used to document student action.
 - Portfolio entries should document both the process of learning and the product, including images and evidence of students' reflection and in the process of constructing meaning.
 - The portfolio can be used as a tool for assessment and reporting purposes for students, parents, teachers and administrators.
- Student portfolios are a compilation of student work from kindergarten through fifth grade.
- Portfolios may be used for goal setting, planning of future learning opportunities, and to structure Student-led conferences.

- Goal setting and Learner Profile Attribute reflection journal will be used for each unit of inquiry. This will be started at the beginning of each unit and used for student reflection at the end.
- Student portfolios will be digital and available at any time to any student, teacher, staff member, authorized visitor, or parents for viewing. We will use Google Sites for our 3rd-5th graders, and the Toddle IB PYP platform for all grades under the student journal.

Fifth Grade Exhibition

- The Fifth Grade Exhibition is the culminating summative assessment of the Primary Years Programme.
- Fifth graders are challenged to take responsibility for the design, organization, and successful completion of an in-depth investigative project.
- Students design an action plan to create awareness or problem solve ways to explore concepts they investigated.
- The completed projects are presented to Tarr Academy students, parents, and local community members.

IB Standards and Practices: Culture 5: The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)

Culture 5: The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)

Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)

Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)

Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)

Culture 5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)

Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)