

**Lake Forest Hills Elementary**  
**International Baccalaureate Primary Years Programme**  
**Assessment Policy**

**Lake Forest Hills Mission Statement:**

The mission of Lake Forest Hills Elementary is to develop life-long learners who are knowledgeable, compassionate, active and globally responsible in an ever-changing world through partnerships with home, school and community.

**Assessment Principles:**

We at Lake Forest Hills Elementary believe that assessment is essential to teaching and learning. It begins in the planning stage and is designed to guide instruction. It is therefore on-going and constant. Effective assessment is authentic and assesses not only the product but the process of inquiry-based learning. Student and teacher self-assessment is imperative. Assessment provides feedback and evidence of progress for all involved including the teacher, student and parents. Authentic assessment provides an opportunity to celebrate student learning.

**Purpose of Assessment:**

The purpose of assessment is to inform parents, teachers, and students of student progress and mastery of skills, attributes, and attitudes. Assessment allows the school community to analyze the effectiveness of our teaching and our inquiry and contributes to continuous improvement of instruction. Diagnostic and formative assessments are used to inform practice while summative assessments are designed to evaluate the learning process. Student and teacher self-assessment, reflection, and evaluation contribute to on-going improvement and to the increase of substance and depth of inquiry. Evidence of learning and development should be communicated to the entire learning community.

**Types of Assessment used at Lake Forest Hills:**

Diagnostic/pre-assessments are used to assess students' prior knowledge and experiences.

Formative assessments are used to give regular and frequent feedback and to direct instruction. It is woven into the learning taking place.

Summative Assessments are culminating activities that allow students to demonstrate mastery of a particular skill, concept, or central idea.

The 5<sup>th</sup> Grade Exhibition is the culminating activity in a student's PYP journey to be completed during their last year at the school. It provides each student with the opportunity to showcase the attributes of the learner profile while also demonstrating their internalization of the five essential elements of the PYP Programme: knowledge, concepts, skills, attitudes, and action.

**Assessment Strategies:**

A variety of assessment strategies are utilized with the goal of providing a range of approaches that present a balanced view of each student. These may include, but are not limited to, the following strategies.

Observations: Students are observed regularly with teachers focusing on individuals, groups and the whole class noting growth and progress displayed.

Performance assessments: Students are presented with an authentic task to complete which requires them to apply what they have learned in place of recalling information. There is often more than one approach to the task and numerous acceptable solutions.

Process-focused assessments: Teachers monitor students while focusing on a particular skill and recording their observations using checklists, narrative notes, or inventories.

Open-ended tasks: Students are presented with a task and are asked to provide an original response, usually in the form of a drawing, written response, diagram or a solution.

Selected Response: These assessments usually take the form of tests or quizzes and provide a snapshot of students' subject-specific knowledge.

Student reflections: Student reflections are seen as important to the learning process. They allow students to reflect on what they have learned and the growth they have demonstrated.

### **School-wide Assessment Tools:**

Rubrics: A rubric is an established set of criteria for rating student work. The descriptors tell the student and the evaluator what characteristics to look for and how to rate the work on a given scale. Rubrics can be developed by teachers or students.

Exemplars: Student work samples designed to assist students with increasing their understanding of particular skills, content or knowledge and articulate established criteria and standards.

Checklists: Lists of information, data, attributes or elements that should be present in students' work or in their performance.

Anecdotal records: Anecdotal records are brief, written notes based on observations of students.

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

Accelerated Reader: Computerized reading comprehension tests for trade books by Renaissance Learning.

### **Mandatory Assessment Tools:**

These assessment tools are mandatory and are required at the district, state, or federal level.

I-Ready: A single K-5 adaptive diagnostic for reading and mathematics that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end of year targets.

Cognitive Abilities Test: Standardized test to assess students' reasoning and problem-solving abilities using verbal, quantitative, and nonverbal symbols. This assessment is administered to second grade students.

Georgia Kindergarten Inventory of Developing Skills (GKIDS): Year-long criterion assessment of kindergarten skills.

Georgia Milestones: A comprehensive summative assessment program spanning grades 3 through 5. Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in language arts, mathematics, science and social studies.

Grade 3 Students: Assessed in ELA and mathematics

Grade 4 Students: Assessed in ELA, mathematics

Grade 5 Students: Assessed in ELA, mathematics, science

\*Content areas for testing may vary from year to year as determined by the Georgia Department of Education.

Included in the Georgia Milestones are:

- open-ended (constructed-response) items in language arts and mathematics
- a writing component (in response to passages read by students)
- norm-referenced items in all content areas, to complement the criterion-referenced information and to provide a national comparison

Georgia Alternative Assessment (GAA): Assessment for special needs students that includes a portfolio of student work that allows the demonstration of achievement and progress relative to selected skills that are aligned to the Georgia curriculum.

Assessing Comprehension and Communication in English State-to-State (ACCESS): English language proficiency test given to students who qualify as English Learners (EL).

## **Reporting to Stakeholders:**

### **Written Reports**

Progress Reports: Teachers complete district mandated progress reports at the half-way mark each nine weeks. It includes grades for all curricular areas to that point in the grading period.

Report Cards: Teachers complete district mandated report cards at the end of each nine-week grading period. It includes grades for all curricular areas. Since PYP units are not included on the district report card, learner profile attributes are communicated through Class Dojo points, Dolphin Dollars and our Student of the Month program.

Georgia Milestones: Results are sent to parents in the third through fifth grade.

Georgia Kindergarten Inventory of Developing Skills (GKIDS): An end of the year report is included in each student's permanent record.

### **Conferences**

Two conferences are available each year through the district calendar to support ongoing communication about each student's social, behavioral, and academic development. In the fall, families participate in a **teacher-led conference** focused on sharing insights and setting goals. In the spring, students take the lead in a **student-led conference**, reflecting on their growth and learning while practicing voice, choice, and collaboration. Additional conferences may be scheduled throughout the year at the request of the teacher or parent. **Phone or virtual options** are available for families unable to attend in person. These conferences are designed to align with our mission of **empowering growth through voice, choice, collaboration, and reflection**.

### **Portfolios**

#### The Purpose of Student Portfolios

**Digital portfolios**, created and maintained through the **Seesaw platform**, are dynamic collections of student work that document progress, achievement, and personal growth throughout a student's time at Lake Forest Hills Elementary. These portfolios showcase each student's **creativity, critical thinking, and reflection**, serving as authentic evidence of their learning journey.

Students actively contribute to and curate their portfolios, taking ownership of their learning and development. Portfolios are accessible to parents, peers, staff, and district personnel, allowing for meaningful communication and collaboration around student learning. Families can view their child's portfolio anytime and support ongoing engagement and celebration of student progress.

### Contents of Student Portfolios

Students and teachers will work together to choose items for inclusion in the portfolio. Portfolio content should include the following:

- At least one item from each unit of inquiry per grade level (often the summative assessment).
- A teacher rubric or student self-assessment for each student product.
- A student reflection on each Unit of Inquiry.
- Work from single-subject classes (“specials” – PE, music, art, Spanish and gifted) when appropriate.
- Student report for each school year addressing each Transdisciplinary Theme and the IB Learner Profile attributes.

Portfolio content may take many forms including but not limited to written work, drawings, photos and multimedia.

### Organization of Student Portfolios

Student portfolios will be maintained **digitally through the Seesaw platform**, allowing for greater accessibility, personalization, and engagement in the learning process. Organized by grade level, each student’s digital portfolio is designed to showcase their **growth over time** through a collection of work that reflects the **transdisciplinary themes of the IB framework** as well as content from **single-subject areas** such as PE, music, art, Spanish, and gifted.

Each portfolio will include **sections** per grade level. Within each section, students will upload work samples and reflections that connect to the **unit of inquiry’s title and central idea**. Using Seesaw, students are empowered to **select, reflect on, and explain** their learning, fostering **voice, choice, collaboration, and meaningful reflection**.

Portfolios will be actively maintained within each student’s current classroom and can be easily accessed by teachers, students, and families through Seesaw. For Pre-K students not zoned for Lake Forest Hills, digital artifacts may be collected in folders and transitioned into their Seesaw portfolio if they remain at LFH for Kindergarten.

### **Assessment Review:**

This assessment policy will be reviewed and updated annually by the staff to reflect the needs of the school.

### **References**

(2018). *PYP Learning and Teaching* - [www.ibo.org](http://www.ibo.org)

(2025). *Georgia Department of Education Website: Assessment and Accountability*

<https://gadoe.org/assessment-accountability/>

The following school assessment policies were reviewed and information gathered:

The International School at Dundee in Riverside, Connecticut

Massey Ranch Elementary School in Pearland, Texas

Matoska International in White Bear Lake, Minnesota

Bandung International School in Bandung, Indonesia

Revised June 2025