THE INTERNATIONAL SCHOOL AT MARY MAE JONES

ASSESSMENT POLICY

MISSION STATEMENT

Through inquiry and strong relationships, The International School at Mary Mae Jones develops internationally minded learners who pursue excellence, embrace diversity, take meaningful action with integrity, and demonstrate compassion in a global society.

VISION STATEMENT

To ensure high levels of learning for each student.

Philosophy

At The International School at Mary Mae Jones, we believe that assessment is central to learning and teaching. Assessment serves as a process **for** learning (formative), **of** learning (summative) and **as** learning (reflective and agency). It guides instruction, measures growth, identifies gaps, and supports decision-making about next steps for both students and teachers. We view assessment as more than a measure of achievement; it is an essential tool for improving learning and for celebrating the growth and accomplishments of each child.

Teachers provide multiple opportunities for students to demonstrate their understanding in ways that highlight their strengths. Accommodations and modifications are provided in accordance with state and federal requirements, as outlined in Board Policies. While assessments provide valuable insights, we recognize that they cannot fully capture the complexity of the whole child.

Purpose

The purpose of assessment at The International School at Mary Mae Jones is to inform teaching and guide instructional planning. Assessments identify what students know, understand, and can do across different subject areas, while also highlighting the areas that require further development. They provide a record of student growth over time and ensure that they monitor progress and adjust strategies to reach desired goals.

Assessment also serves as a meaningful form of communication. Teachers and school leaders use assessment data to plan interventions, extend enrichment, and make informed decisions about placement or programming. In addition, assessments help meet accountability expectations at the district, state, and national levels.

Practices

Each assessment is aligned with curriculum standards and frameworks, while also providing opportunities for meaningful demonstrations of learning. Our approach balances formative, summative, and performance-based tasks and teachers collaborate within Professional Learning Communities to deliver common assessments. Assessments are varied, providing accommodations and modifications to identified students as required by law. Teachers collaboratively moderate student work to ensure consistency of expectations and alignment across grade levels.

Students experience a range of assessments. Curriculum-based literacy and math assessments are used to monitor foundational skill development. Progress monitoring tools are used in areas such as reading and math, for intervention and enrichment. Screeners and standardized assessments required by the district and state provide measures of proficiency and accountability. Classroom-based assessments, including exit tickets, writing samples, projects, observations, and rubrics form the foundation of daily instructional adjustments.

Teachers use assessments to form small instructional groups, provide targeted interventions, and scaffold learning experiences. For students who receive Tier 2 or 3 supports, specialized services, additional assessments provide insight into progress and appropriate intervention. Data informs decisions about Individualized Education Programs, 504 plans, and English language services, as well as gifted and talented placement.

Formal and informal assessment also play a role in teacher reflection, helping educators refine and adjust their practices in determining next steps for student instruction and remediation. Teams develop Individualized Reading Plans and Mathematical Interventional Plans using standardized assessment results, district assessments, and in class performance to provide intervention for identified students. Plans are reviewed monthly to reset goals and update plans. Finally, assessment results are used to celebrate growth and to empower students to take ownership of their learning journey.

Bentonville Schools requires academic honesty and integrity by its students. Students must work to be successful in the classroom based on his/her own merit. To this end, academic misconduct of any kind is unacceptable and may result in academic sanctions in addition to other disciplines. Please refer to our Academic Integrity policy for further details.

ROLES AND RESPONSIBILITIES

Assessment at The International School at Mary Mae Jones is a shared responsibility. Teachers are responsible for delivering meaningful assessments, analyzing results, providing feedback, and collaborating with colleagues to ensure consistency. Students use opportunities for reflection and review to help them achieve their academic goals and identify areas of strengths and weaknesses to better understand their learning. Families play a vital role in their review of academic growth and achievement as assessment results are provided over the course of their child' s progress. School leadership and district partners provide resources, professional development, and oversight to ensure that assessment practices align with state requirements.

Documenting Assessments

Student Portfolios

Purpose: The documentation of learning is the compilation of the evidence of learning over time. Documentation of learning will be collected and recorded in students' portfolios. Documentation of learning reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria. Teachers are encouraged to use the portfolio contents as a tool, to help guide planning by showing previous knowledge and understanding of concepts.

Teacher Expectations: Students and teachers will work together to select one artifact per unit that represents their learning. Care will be taken to ensure that a variety of disciplines are included in the artifact selection from both classroom and activity classes. As the year progresses, teachers will guide students to know what quality work is in order to give students more agency over what goes into the portfolio.

Student Expectations: Students will maintain a portfolio of work. Students and teachers will work together to select one artifact per unit that represents their learning. Students take increasing responsibility for selecting evidence of learning and reflecting on personal growth.

The portfolio will also include at least one (1) reflection per unit of inquiry. Students will have the opportunity to evaluate their progress on Approaches to Learning skills, conceptual understanding, transdisciplinary learning and monitor their growth in the Learner Profile Attributes.

Parent/Community Expectations: Parents will discuss the samples in the portfolio with the teacher and child at appropriate times during the year. This will give the parents an opportunity to see the growth and development of their child.

Exhibition

Purpose: Exhibition is a **summative, student-led transdisciplinary assessment** of the PYP. Exhibition gives each student a chance to reflect on their journey of inquiry into the Learner Profile and IB programme. Exhibition provides an opportunity to demonstrate the ability to learn both independently and collaboratively.

Teacher Expectations: Teachers will help facilitate the inquiry and serve as a guide in research, planning, and execution of the action and final product for exhibition.

Student Expectations: Students will demonstrate NEW learning as part of their unit. Students will exercise agency and action, choosing their presentations style from a variety of mediums such as technology presentations, speeches, research, Lines of Inquiry, posters and flyers, etc. Students will demonstrate their growth as an IB student by reflecting in their IB Exhibition folder in a number of areas.

Parent/Community Expectations: Supporting student learning through volunteering to share expertise or time in order to mentor students during the exhibition process. The community will attend and discuss exhibition topics in order to allow students an opportunity to show growth.

COMMUNICATION

Families are regularly informed of student progress through a variety of channels. Report cards are issued quarterly, and parent-teacher conferences are held at least twice a year, with additional meetings arranged as needed. Weekly folders, newsletters, and digital platforms offer ongoing updates. All communication with families is provided in clear, family-friendly language, and whenever possible, information is shared in both English and Spanish to ensure accessibility.

The sharing of assessment information extends beyond our school community. Results are communicated to district partners and future teachers to support smooth transitions. End-of-year folders include summaries of student progress and identified goals. District data systems, such as TeacherEase and Ed Plan, are used to document progress monitoring and interventions. Professional Learning Communities and placement meetings provide structured opportunities to share assessment information so that each student's learning journey continues.

Timing	**Reporting**
Weekly	Homework folders are provided weekly to encourage parents to support their child in the current learning. Homework is defined as purposeful academic assignments, completed outside of class time, that allow students to practice, prepare, enrich, or extend what they are learning in class. The purpose of homework is to give parents the opportunity to partner with educators in their child's learning while reinforcing skills introduced and practiced in the classroom.
Each 9-week Grading Period	Grades can be monitored online at any time through TeacherEase. Printed report cards will be provided at least four times throughout the year. Kindergarten – 6th-grade report cards reflect the learning goals of the Arkansas Standards and the Arkansas Curriculum Frameworks as required by the state of Arkansas. Students should master these goals by the end of each grade level. Students K-4 are assessed on a standards based 3 point scale. Scores are broken down into four 9-week periods and then listed by skill. If a student has not met mastery of a skill it will be re-assessed during the following 9-week period.
October And March Ongoing	Parent/Teacher Conferences are scheduled at least once a semester; however, conferences may be requested at any time a need arises. Conferences are viewed as a vital opportunity for both parents and teachers to share information, discuss academic progress and challenges, and work together to create a cohesive plan for the student

Plan for Implementation and Review

The Vision and Policy Development Coalition as well as the Assessment Policy Committee and the Leadership Team for The International School at Mary Mae Jones oversee the policy's implementation. Key actions include:

- Communicating the policy to parents in multiple languages through the IB Coordinator and school website.
- Regular evaluation by the Principal and Assistant Principal through classroom observations and presentations.
- Policy reviews every three years or earlier as necessary to ensure alignment with best practices and community needs.

This policy reflects the values and commitments of The International School at Mary Mae Jones, ensuring equitable opportunities for all students.

Resources:

Bentonville Schools 2025-2026 Student Handbook: Elementary and Middle School

Bentonville Schools Board Policy Main Page
Code 4.45.5 Academic Integrity
Code 4.29 Student Electronic Device and Internet Use Agreement
Code 5.1 Curriculum Development and Review
Code 5.11 Student Performance
Code 5.13 Promotion and Retention
Code 5.15 Grading
Code 5.26.2 Special Education
Code 5.26.3 Gifted and Talented
Code 5.27 English Learners

International Baccalaureate (IB) Resources.
(2023). Academic Integrity in the PYP. IB
(2023). Assessment principles and practices-Quality assessments in a digital age. IB.
(2024). Learning and teaching. IB.
(2024). Programme standards and practices.
(2024). The learning community. IB.
(2024). The learner. IB.