



Teaching in the languages of our community: English, español, Portugués

## **International Charter School Assessment Policy IB-PYP Candidate School 2016-2017**

### **The International Charter School Mission**

The mission of the International Charter School is to integrate the diverse languages and cultures of the communities it serves by teaching all students in two languages - in Spanish and English or in Portuguese and English - and helping children develop an appreciation of other cultures. Children learn to work collaboratively from their multiple experiences and backgrounds, striving towards high standards of academic achievement. Everyone is part of a community of learners, engaging in inquiry about the world, themselves, and others.

### **The International Baccalaureate Mission**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

### **Assessment Philosophy**

The International Charter School (ICS) values assessment as an integrated practice within the planning, teaching and learning components of the curriculum. ICS's assessment practices align with the program requirements set by the International Baccalaureate (IB) Primary Years Programme (PYP). Assessment is purposefully planned, implemented and reviewed to support the teaching and learning goals of students, teachers and the ICS community. ICS believes peer and self reflection are as important as teacher judgment. All stakeholders are engaged in the meaningful review of teaching and learning. Educators at ICS value assessment as an ongoing process that provides feedback in order to drive future learning, inquiry, and engagements; to improve planning, practice and instruction; and to guide the work towards fulfilling the mission statements of ICS and the IB (Making the PYP Happen, 2009).

## **What does ICS assess?**

At ICS we assess the students' understanding of each unit of inquiry's central idea through a summative assessment. The PYP Concepts, Student Learner Profile Attributes, Attitudes, and Transdisciplinary Skills are also assessed (see below). In addition, we assess performance and progress in each of the following subject areas: Language (English, Spanish or Portuguese depending on language strand), Mathematics, Science, Social Studies, Arts (Visual Art and Music), Physical Education and Social and Emotional Learning (SEL). The assessment component of ICS's curriculum can be subdivided into three closely related areas:

- **Assessing** – how we discover what the students know and have learned
- **Recording** – how we choose to collect and analyze data
- **Reporting** – how we choose to communicate information

(Making the PYP Happen 2009, pp. 44-45)

## **Types of assessment**

Pre-assessment occurs before beginning new learning in order to uncover prior knowledge and experiences, as well as to direct further learning. Some examples of this may include KWL (What do you know? What do you want to know? What have you learned?) charts, class discussions, mathematics and language arts skills tests, questionnaires and written responses. Each Unit of Inquiry includes these pre-assessments to determine current levels of knowledge, skills, and performance, to diagnose possible needs, and to guide future learning.

Formative assessment is incorporated into the daily learning process. It provides teachers and students with information about how the learning is developing. It is used to help the teacher plan the next stage of learning. Examples of formative assessment strategies include teacher observation, individual teacher-student interviews, self-assessment and peer assessment. Anecdotal notes and checklists are often used as assessment tools as well.

Summative assessment occurs at the end of a teaching and learning cycle. It gives students a single opportunity to demonstrate what has been learned by applying their knowledge in new and authentic ways. These assessments inform and improve student learning as well as the teaching process. The summative assessment task for each unit of inquiry is collaboratively designed at the beginning of each unit by the appropriate teachers and directly measures understanding of the central idea. Examples of summative assessment tasks include reports, explanations, plays, presentations and exhibitions. Commonly used assessment tools for these tasks include checklists, rubrics and anecdotal notes.

Standardized Assessment for state and national testing occurs yearly at the upper elementary level (grade 3-5). ICS administers the PARCC (Partnership for Assessment of Readiness for College and Careers) assessment. The PARCC assessment system includes annual year-end

tests in English language arts/literacy and mathematics tests. Students in Grade 4 take part in the Science NECAP (New England Common Assessment Program) assessment.

**The Exhibition** (in progress): In grade 5, the final year of the PYP at ICS, students will participate in the PYP Exhibition. The Exhibition will be a culminating, transdisciplinary, self-directed experience that requires each student to demonstrate their understanding of the five essential elements of the programme: Knowledge, Concepts, Skills, Attitudes and Action. The Exhibition will provide an authentic summative assessment that reflects the student's entire PYP experience.

### **Recording Assessment Strategies and Tools**

Assessment strategies and tools form the basis of a comprehensive approach to assessment and represent the answer to the question "How will we know what we have learned?"

The strategies are the methods or approaches that teachers use when gathering information about a student's learning. Teachers record this information using a variety of tools, which are the instruments used to collect data.

When choosing appropriate strategies, it is important to take into consideration which tools are most applicable and relevant to that strategy. This helps to ensure that an effective assessment of the learning experience takes place. A variety of strategies and tools should be used. (Making the PYP Happen 2009, p.47)

### **Assessment Strategies (How do students demonstrate learning at ICS?)**

- **Performance Assessments:** Students create, produce, perform or present work; used to assess skill or proficiency
- **Process Assessments:** Focus on processes which students underwent in order to arrive at products and outputs (collaborative protocols, research process, etc.)
- **Selected Responses:** Common examples are tests and quizzes.
- **Open-Ended Tasks:** Students are presented with a challenge and asked to provide an original response. The response could be a brief written answer, a drawing, a diagram or a solution.
- **Observation:** (Confusing word choice) documents students' process of learning in both collaborative and independent settings, including their approaches to learning, attitudes towards learning, use of inquiry, and responses to learning through action
- **Conferring and Invitational Groups:** Teacher will check in with individual students or small groups during composing time, allowing him/her to provide feedback on students' work and provide them immediate differentiated support
- **Student Self-Assessment and Reflection:** Students' own assessment of personal progress in knowledge, skills, processes, and attitudes, leading to a greater understanding of themselves as learners

## Assessment Tools (How do teachers at ICS record student progress?)

- **Rubrics:** An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers
- **Checklists:** Lists of information, data, attributes, or elements that should be present
- **Inquiry Journals:** A student's personal notebook including but not limited to written reflective responses, notes on key learning, ideas to share with collaborative group, and questions to extend their thinking
- **Anecdotal Records:** Brief, written notes based on observations of students
- **Writing Samples:** May be used to assess the student's understanding of a particular genre of writing and/or the student's understanding of a particular concept or ability to analyze and synthesize information
- **Graphic Organizers:** Visual representations of knowledge, skills used as tools for probing and analyzing thinking and learning
- **Exemplars:** Samples of students' work that serve as concrete standards against which other samples are judged
- **Test/Exams:** Intended to measure a student's knowledge, skills, aptitude, or classification in a variety of topics. A test may be administered orally, on paper, or on computer (Making the PYP Happen 2009, p.49)

## Documentation

The documentation of the evidence of student learning is an assessment strategy relevant to all students throughout the PYP. Teachers use a range of methods to document student learning as a means of assessing student understanding. This may include, but is not limited to:

- videos, audio, photographic and graphic representations.
- written records of student conversations, comments, explanations and hypotheses
- annotated pieces of student work that may form part of a student's portfolio.

## Portfolios (in progress)

A portfolio is one method of collecting and storing information that can be used to document student progress and achievement. It is a record of students' involvement in learning and is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection. (Making the PYP Happen, 2009, p. 50)

## Communication of Student Progress

Teachers at ICS complete progress reports at the end of each trimester. Progress reports include grades for all core academic areas, habits of learning and social emotional skills. Parent-teacher conferences are scheduled at the end of each trimester. Additional conferences may be scheduled at any time at the request of the parent or teacher. Grade level teams act as a Response to Intervention Team (RtI) throughout the year. In addition, grade level teams assess and review screening and benchmark data at least four times per year (refer to

appendices for the school-wide assessment matrix for assessments and assessment schedule). Families are informed about RtI interventions and the status of those plans at each parent-teacher conference, or more often as necessary.

### **Communication of Assessment Policy to the ICS Community**

The assessment policy will be introduced to the ICS community through a variety of pathways including staff meetings, PTO meetings, home visits, academic nights and board of trustees meetings. The assessment policy will also be available on the ICS website. New staff will be familiarized with the document during staff orientation.

### **Review Process**

The assessment policy will be reviewed regularly as part of the board's cycle of policy reviews, curriculum review cycle, and as part of the whole school improvement plan and will be updated as needed.

The Pedagogical Leadership Team will review the implementation of the assessment policy in classrooms and throughout the school on a regular basis as part of the appraisal process.

ICS Assessment Policy Addendum 1: Local Assessment Matrix

Grade	Reading		Writing		Math		Oral Language
	Screening and Benchmark	Diagnostic and Progress Monitoring	Screening and Benchmark	Diagnostic and Progress Monitoring	Screening and Benchmark	Diagnostic and Progress Monitoring	Screening, Diagnostic and Progress Monitoring
<b>K</b>	<b>Trimesters 1-3</b> -BAS/SEL Letter Identification (4 times/year) -BAS/SEL Early Literacy Behaviors <b>Trimesters 2 and 3</b> -BAS, SEL, or PORT -BAS/SEL High Frequency Words	-BAS/SEL Optional Assessments -Running Records	-Lucy Calkins: Performance Assessments and Learning Progressions <b>Trimesters 2 and 3</b> -Bear, et al: Words Their Way Primary Spelling Inventory Words 1-10	-Name writing -BAS/SEL Word Writing subtest -DRA <sup>2</sup> WA Task 10	AIMSweb: -Oral Counting Measure -Number Identification Measure -Quantity Discrimination Measure -Missing Number Measure -Investigations Assessments	-AIMSweb Probes	WIDA MODEL
<b>1</b>	<b>Trimesters 1-3</b> -BAS, SEL, or PORT -BAS/SEL High Frequency Words <b>Trimesters 3</b> -AIMSweb: R-CBM	-BAS/SEL Optional Assessments -Running Records -AIMSweb Probes -ELB ≤ BAS/SEL level D	-Lucy Calkins: Performance Assessments and Learning Progressions -Bear, et al: Words Their Way Primary Spelling Inventory Words 1-10	-BAS/SEL Word Writing subtest -DRA <sup>2</sup> WA Task 10, 16, or 27	AIMSweb: -Oral Counting Measure -Number Identification Measure -Quantity Discrimination Measure -Missing Number Measure -M-COMP -Investigations Assessments	-AIMSweb Probes -Investigations Differentiation Guide Quizzes	WIDA MODEL
<b>2-5</b>	<b>Trimesters 1-3</b> -BAS/SEL/PORT -AIMSweb: R-CBM -AIMSweb: R-Span (MIDE)	-BAS/SEL Optional Assessments -Running Records -AIMSweb Probes	-Lucy Calkins: Performance Assessments and Learning Progressions -Bear, et al: Words Their Way Primary Spelling Inventory	-Grade 2 DRA <sup>2</sup> WA Task 12, 16, or 27 -Grade 3 DRA <sup>2</sup> WA Task 27, 36, or 40 -Grades 4 & 5 DRA <sup>2</sup> WA Task 36 or 40	AIMSweb: -M-COMP -M-CAP (English and Spanish) -Investigations Assessments	-AIMSweb Probes -Investigations Differentiation Guide Quizzes	WIDA MODEL

BAS: Fountas and Pinnell Benchmark Assessment System  
 SEL: Fountas and Pinnell Sistema de Evaluación de la Lectura  
 DRA<sup>2</sup> WA: Developmental Reading Assessment Word Analysis

ICS Assessment Policy Addendum 2: ICS Reading Expectations

Fountas and Pinnell Independent* Reading Levels		Criteria for Targeted Intervention	Criteria for Intensive Intervention
Grade Levels and Benchmarks	Meets Grade Level Expectations: Continue Program and Progress Monitor Once Per Trimester	Below Grade Level: Initiate PLP and Progress Monitor Twice a Month	Well Below Grade Level: Determine Intervention and Progress Monitor Once a Week
<b>Kindergarten:</b> Trimester 1	ELB 5 LID 20	ELB 4 LID 12	ELB 2 LID 11
<b>Kindergarten:</b> Trimester 2	Level B ELB 8 HFW 15 LID 30	Level A ELB 6 HFW 10 LID 18	N/A ELB 5 HFW 9 LID 17
<b>Kindergarten:</b> Trimester 3	Level C ELB 10 HFW 20 LID 52	Level B ELB 9 HFW 15 LID 26	Level A ELB 8 HFW 14 LID 25
<b>First Grade:</b> Trimester 1	D-E HFW 50	C HFW 25	≤ B HFW 24
<b>First Grade:</b> Trimester 2	F-G HFW 75	D-E HFW 50	≤ C HFW 49
<b>First Grade:</b> Trimester 3	H-I HFW 100	F-G HFW 75	≤ E HFW 74
<b>Second Grade:</b> Trimester 1	I-J	G-H	≤ F
<b>Second Grade:</b> Trimester 2	K	I-J	≤ H
<b>Second Grade:</b> Trimester 3	L	K	≤ J
<b>Third Grade:</b> Trimester 1	M	L	≤ K
<b>Third Grade:</b> Trimester 2	N	M	≤ L
<b>Third Grade:</b> Trimester 3	O	N	≤ M
<b>Fourth Grade:</b> Trimester 1	P EDL Instructional 38	O EDL 34	≤ N EDL 30
<b>Fourth Grade:</b> Trimester 2	Q EDL Independent 38	P EDL Instructional 38	≤ O EDL 34
<b>Fourth Grade:</b> Trimester 3	R EDL Instructional 40	Q EDL Independent 38	≤ P EDL Instructional 38
<b>Fifth Grade:</b> Trimester 1	S EDL Independent 40	R EDL Instructional 40	≤ Q EDL Independent 38
<b>Fifth Grade:</b> Trimester 2	T EDL 50	S EDL Independent 40	≤ R EDL Instructional 40
<b>Fifth Grade:</b> Trimester 3	U EDL 60	T EDL 50	≤ S EDL Independent 40

ELB=Early Literacy Behaviors, HFW=High Frequency Words, LID=Letter Identification, EDL=Evaluación del desarrollo de la lectura

\*Report **Independent** reading level: Refer to chart in the ASSESSMENT GUIDE for determining level (pp. 40 and 43)