

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 5th 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 and science

Grade 5 Students: Assessed in ELA, mathematics, science and social studies

*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 on an attachment.

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

A fall and spring conference are available to every parent through district calendar scheduling to discuss social, behavioral and academic growth. Parents, teachers, and/or students may participate. Conferences are also scheduled as needed at various times throughout the year as requested by teacher or parent. Phone conferences are provided to parents unable to attend a conference at the school.

Portfolios

The Purpose of Student Portfolios

Portfolios are collections of student work that document a student's progress and achievement during their time at Lake Forest Hills Elementary. It is evidence of their involvement in learning and their growth, success, creativity, higher-order thinking and reflection as they develop as an individual.

Portfolios may be used to document and communicate student learning to others including parents, peers, relevant staff, and district personnel. They are accessible in each student's current classroom.

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. If a work sample is electronic, it may be stored in our One Drive or on a flash drive. A notation will be made in the portfolio including a description of the item, its location and file name.

Organization of Student Portfolios

Portfolios will be kept in three ring binders and organized by grade level to better demonstrate student growth. Grade level dividers will consist of purchased dividers or colored paper with the grade level and school year inside a sheet protector. There will be seven sections in each grade level, one for each transdisciplinary theme and one for content from single-subject classes (PE, music, art, Spanish and gifted). Dividers for each section will consist of colored paper with the transdisciplinary theme, title of the unit of inquiry, and central idea. Portfolios will be stored in each student's current classroom. Since Pre-K classes include students not zoned for this school, their portfolios will be kept in folders and transferred to binders during Kindergarten if they remain at LFH.

Assessment Review:

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

References

- (2009). *PYP - Making it happen: A curriculum framework for international primary education*. www.ibo.org
- (2010). *Georgia Department of Education Website: Curriculum, Instruction and Assessment*.
http://gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_GAA

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

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