

Fountain International Magnet School (FIMS)

IB Assessment Policy Grades (K to 3)

Purpose of Assessment: What and Why Do We Assess

According to the *Making the PYP Happen: A Curriculum Framework for International Primary Education*, "Assessment is integral to all teaching and learning. It is central to the Primary Years Program (PYP) goal of thoughtfully and effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decision to take action. The prime objective of assessment in the PYP is to provide feedback on the learning process" (p. 44).

The PYP approach to assessment recognizes the importance of assessing the process of inquiry as well as the product(s) of inquiry, and aims to integrate and support both. The teacher is expected to record the detail of inquiries initiated by students in order to look for an increase in the substance and depth of the inquiry.

The teacher needs to consider the following:

- if the nature of students' inquiry develops over time—if they are asking questions of more depth, that are likely to enhance their learning substantially
- if students are becoming aware that real problems require solutions based on the integration of knowledge that spans and connects many areas
- if students are demonstrating mastery of skills
- if students are accumulating a comprehensive knowledge base and can apply their understanding to further their inquiries successfully
- if students are demonstrating both independence and an ability to work collaboratively.

(International Baccalaureate, p. 44)

The assessment component in the school's curriculum can itself 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.

(International Baccalaureate, p. 45)

The PYP definition of curriculum, then, emerges as comprising three interrelated components. In keeping with the PYP commitment to inquiry, these three components are expressed in the form of the following three open-ended questions, each of which compels teachers to think deeply about their own practice with regard to student learning.

- **What do we want to learn? The written curriculum** -- the identification of a framework of what's worth knowing
- **How best will we learn? The taught curriculum** -- the theory and application of good classroom practice
- **How will we know what we have learned? The assessed curriculum** -- the theory and application of effective assessment

(International Baccalaureate, p. 8)

The third component in the PYP definition of curriculum, **the assessed curriculum**, is concerned with the assessment of the actual learning that takes place for each student, a component that can often be neglected or inappropriately practiced. The development of a range of authentic and targeted assessment strategies, focused on the learning, brings balance and integrity to the curriculum and reminds teachers of its purpose (International Baccalaureate, p. 8).

The action component of the PYP can involve service in the widest sense of the word: service to fellow students, and to the larger community, both in and outside the school. Through such service, students are able to grow both personally and socially, developing skills such as cooperation, problem solving, conflict resolution, and creative and critical thinking. Moreover, these actions are ways in which the students exhibit their commitment to the attributes of the learner profile and to the attitudes that we seek to engender within the PYP classroom. In fact, the actions that the students choose to take as a result of the learning may be considered the most significant summative assessment of the efficacy of the programme (International Baccalaureate, p. 26).

Principles of Assessment: What are the characteristics of effective assessments?

Fountain International Magnet School believes following regarding assessment:

- Students need clear performance targets with specific and timely feedback.
- Grading should reflect *the best representation* of student proficiency.
- Grading needs to be transparent and understandable to both parents and students.
- Grading and reporting through summative assessments should show an accurate picture of a student's ability and application of the standard(s) taught.

Agency of the Learner

Fountain International Magnet School will focus on the development of the agency of the learner. A student-centered learning approach, involving the entire learning community, will help personalize learning for students in determining their own goals according to their interests and needs.

The following approaches to assessment will be implemented:

Pre-Assessment: Teachers will conduct pre-assessments prior to new Units of Inquiry. During this time, teachers will determine student prior knowledge and experiences. This will help to guide the instruction during the unit.

Summative assessments aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned. It can assess several elements simultaneously: it informs and improves student learning and the teaching process; it measures understanding of the central idea, and prompts students towards action (International Baccalaureate, p. 45).

Formative assessments provides information that is used in order to plan the next stage in learning. It is interwoven with learning, and helps teachers and students to find out what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together. Formative assessment aims to promote learning by giving regular and frequent feedback. This helps learners to improve knowledge and understanding, to foster enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success. There is evidence that increased use of formative assessment particularly helps those students who are low achievers to make significant improvements in their understanding (International Baccalaureate, p. 45).

Assessment in the classroom will include the following:

Clear Targets: Well defined learning targets will guide assessments, so teachers are able to think clearly about what combination of instruction and experiences will prepare students both to know what they need to know and to demonstrate their learning, which is referred to intentional teaching – all instruction and classroom activities are aimed at specified learning targets. One way that Fountain International Magnet School teachers address setting clear targets is through the daily application of identifying learning objectives aligned to standards, contextual connections, and learning goals.

- using representative examples of students' work or performance to provide information about student learning
- collecting evidence of students' understanding and thinking
- documenting learning processes of groups and individuals
- engaging students in reflecting on their learning
- students assessing work produced by themselves and by others
- developing clear rubrics
- identifying exemplar student work
- keeping records of test/task results.

Types of learning targets: (Chappuis, S., R. Stiggins, J. Arter, & J. Chappuis, p. 61)

- **Conceptual:** Conceptual knowledge targets the "why" in the learning. It is the highest level of understanding. Students who have conceptual knowledge of concepts do not usually forget the learning.

- **Knowledge:** Knowledge targets represent factual understanding in each discipline. Knowledge based tasks use words such as knows, lists, names, identifies, and recalls. Not all knowledge targets must be internalized, so consequently, teachers will determine which knowledge learning targets students will be required to know outright and which they will be required to know via reference.
- **Reasoning:** Reasoning targets represent mental processes such as predicts, infers, classifies, hypothesizes, compares, concludes, summarizes, analyzes, evaluates, and generalizes. We strive for our students' developing skillful use, or application, of that knowledge—thinking proficiencies, using knowledge to solve a problem, make a decision, etc. Inductive, deductive, analytical, and comparative reasoning will all be used.
- **Skills:** Skill targets focus on behavioral demonstrations, where the doing is what is important. Students will use knowledge and reasoning to perform skillfully within the Approaches to Learning: Thinking Skills, Social Skills, Communication Skills, Self-Management Skills, and Research Skills.
- **Products or Performance Based:** Product targets occur where the characteristic of the final product are important; using knowledge, reasoning, and skills to produce a final product. Product base tasks use words such as design, produce, create, develop, make, write, draw, represent, display, model, and construct.

Assessment strategies and tools					
Assessment tools \ Assessment strategies	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
Observations	✓		✓	✓	✓
Performance assessments	✓	✓		✓	✓
Process-focused assessments	✓		✓	✓	✓
Selected responses		✓	✓		✓
Open-ended tasks	✓	✓		✓	✓

Figure 15

(International Baccalaureate, p. 48).

Effective Assessments Allow the Following Elements

For Students	For Teachers	For Parents
<ul style="list-style-type: none"> • share their learning and understanding with others • demonstrate a range of knowledge, conceptual understanding and skills • use a variety of learning styles, multiple intelligences and abilities to express their understanding • know and understand in advance the criteria for producing a quality product or performance • participate in reflection, self- and peer-assessment • base their learning on real-life experiences that can lead to further inquiries • express different points of view and interpretations • analyze their learning and understand what needs to be improved 	<ul style="list-style-type: none"> • inform every stage of the teaching and learning process • plan in response to student and teacher inquiries • develop criteria for producing a quality product or performance • gather evidence from which sound conclusions can be drawn • provide evidence that can be effectively reported and understood by the whole school community • collaboratively review and reflect on student performance and progress • take into account a variety of learning styles, multiple intelligences and abilities including different cultural contexts • use scoring that is both analytical (separate scores for different aspects of the work) and holistic (single scores) 	<ul style="list-style-type: none"> • see evidence of student learning and development • develop an understanding of the student's progress • provide opportunities to support and celebrate student learning

(International Baccalaureate, p. 46)

Assessment Position Papers Aligned to Fountain International Magnet School Belief Statements

Reteach/Reassess

RESPONSIBILITIES

Teachers: Teachers will re-teach key concepts for each standard/unit of study, as needed, based on students' demonstration of unsatisfactory achievement. For each current unit of study, the teacher will provide no more than 2 opportunities for students to retake the summative assessment to demonstrate proficiency. The teachers will gather enough evidence through formative assessments to determine the student's level of understanding in the content standards. Teachers will establish the key components of assessment for learning as follows:

1. "Sharing the learning targets with students from the beginning of the learning.
2. Making adjustments in teaching as a result of formative assessment.
3. Providing descriptive and timely feedback to students from assessment."

O'Connor, Ken, A Repair Kit for Grading, 2nd Edition, 2011, p. 118

School: Fountain International Magnet School will provide the terms for student re-assessment in the student handbook and on the school website. The school will consistently and clearly communicate student achievement to all stakeholders.

Students: Students will reflect on feedback in order to understand their current level of achievement. The timely opportunity to reassess will be agreed upon by the students and their teachers and be specific to different grade levels. Students will always be allowed to keep their highest score in the reassessment process. An incomplete (I) grade will be recorded when there is insufficient evidence to determine the student's level of performance. An incomplete grade will convert to a failing grade for reporting purposes until the electronic grade book can be modified to record an "I" Incomplete.

Risley International School of Innovation, Website

Late Work

RESPONSIBILITIES

Teachers: Teachers will set clear and reasonable timelines for work to be completed. Late work will not affect the student's academic grade, and students will be allowed to make up late work during the lesson/unit in which the standard will be assessed. However, consequences for late work could include: loss of free time to complete work (a time for time consequence), parent contact, notation in the grade book, mark on a non-academic indicator on the report card (career prep/approaches to learning), etc...

School: Late work turned in during the lesson or unit will be evaluated and scored without penalty, and will be recorded as a non-academic indicator.

Students: Students/or parents will communicate with the teacher in advance of a due date if there will be some hardship or obstacle that impedes timely completion. Students will be allowed to ask for extensions, but they must understand that extensions will be based on individual circumstances at the teacher's discretion.

** Walla Walla Public Schools, Walla Walla Washington Position Paper*

Homework

RESPONSIBILITIES

Teachers: Teachers will exclude homework from the course grade. Homework may be recorded as a non-academic indicator in the area of effort. Teachers should always provide specific, timely, and constructive feedback, orally or written, on homework to advance student learning. Homework should be standards based and closely tied to learning objectives. Homework can be intended for practice, preparation, and integration.

School: Fountain International Magnet School will clearly communicate the homework philosophy in the student handbook and on the school website.

Students: Students will recognize that the practice of completing homework will contribute to their learning and will allow them to provide enough evidence of practice with understanding prior to completing an assessment or when requesting a re-assessment.

Risley International School of Innovation, Website

Group Grades

RESPONSIBILITIES

Teachers: Teachers can assign group projects provided that each student works on an individual component and earns their own grade within the group.

School: Fountain International Magnet School has procedures in place that allow for students to participate in group projects that require each student to earn their own grade by completing an individual task.

Students: Students will have opportunities to earn individual grades when participating in group projects.

Zeros

RESPONSIBILITIES

Teachers/School: Teachers at Fountain International Magnet School will not use zeros except when students do not provide any evidence of demonstrated proficiency on the standards addressed. Zeros can only be given after students have been given two opportunities to be reassessed on the standards.

Students: Students will take responsibility for showing what they know in order for teachers to determine what the student knows and is able to do based on the standards. Parent teacher conferences and student led conferences may help students and parents recognize responsibilities by helping them identify both their strengths and areas needing improvement.

Risley International School of Innovation website

Academic Honesty

RESPONSIBILITIES

Teachers: We believe that teachers at the elementary level have the responsibility to educate students in the differences of academic honesty and academic dishonesty. Teachers set clear expectations, and model what academic honesty looks like in the classroom.

School: Fountain International Magnet school has procedures in place to address issues relating to academic dishonesty. Consequences include, redoing assignments or exams, administrative intervention, parent contact, and/or loss of privileges. Consequences will not involve the lowering or losing of credit or grade. Consequences vary depending on the intentionality and severity of the incident. Revised from: *Buffalo Trails School District, Wainwright, Alberta: Canada, website*

Students: Students will demonstrate academic integrity when completing assignments.

Types of Assessments

Assessment	Grade(s)	When	What is Assessed
Academic Checklist	K	Quarterly	<ul style="list-style-type: none"> - Letter - Letter sounds - Number recognition - Colors - Shapes -Sight Words - Counting by 1, 2, 5, 10s.
Report Card Assessments	K	Quarterly	<ul style="list-style-type: none"> • Reading • Math • Science • Social Studies • Technology
PHELPS	K	Beginning of Kindergarten if not assessed in Pre-K	Kindergarten readiness
Reading Foundations	K	Beginning of the Year End of the Year	Letter Naming Letter Sound /Diagraph High Frequency Words Short and Long Vowel Correspondence Read Words Nonsense Words Multisyllabic Words Producing Rhyme Identifying Rhyme Blending Segmentation Grammar/Usage/Mechanics
Standards Mastery Checklist	K	Quarterly	Math
Teaching Strategies Gold Checklist	K	Beginning of the Year	The tool has a total of 38 objectives, including 2 objectives related specifically to English language acquisition. Thirty-six objectives are organized into nine areas of development and content-area learning: • Social–Emotional • Physical • Language • Cognitive • Literacy • Mathematics • Science and Technology • The Arts

Journeys and Math Expressions Assessments	1 st , 2 nd , 3 rd	Reading assessments occur weekly or bi-weekly for Math Expression Quick Quizzes End of Unit Assessments occur approximately every six weeks	Math English Language Arts
STAR Assessment	1, 2, 3	Beginning of the year Middle of the Year End of the Year	Star Reading is an online assessment program developed by Renaissance Learning for students typically in grades K-12. The program uses a combination of the cloze method and traditional reading comprehension passages to assess forty-six reading skills across eleven domains.
Dynamic Indicators of Early Literacy (DIBELS)	K, 1, 2, 3	August, December, May (Weekly progress monitoring for certain students)	Letter Naming Fluency - (K) First Sound Fluency - (K) Phoneme Segmentation Fluency - (K, 1) Nonsense Word Fluency - (K, 1, 2) Oral Reading Fluency - (K, 1, 2, 3) Retell (1, 2, 3) Daze Comprehension (3)
Writing Benchmark	K, 1, 2, 3	Quarterly (K) Grades 1, 2, 3 Beginning of the Year Middle of the Year End of the Year	Conventions and Spelling Elaboration & Development Word Choice & Ideas Structure, Organization & Presentation Text Analysis
Benchmark Assessments	1, 2, 3	Beginning of the Year (1, 2, 3) Middle of the Year (2, 3) End of the Year (1, 2, 3)	Mathematics Standards Aligned to Common Core Reading Standards Aligned to Common Core
Multiplication Benchmark	3 rd	Beginning of the Year Middle of the Year End of the Year	Fluency Skills in basic multiplication This is a 10 minute timed test for students to complete 90 multiplication problems. (1-9)
Learner Profile Assessment	K-3	During each unit and reporting quarterly to parents	Throughout the learning process, opportunities are provided for teachers, students, and parents to report and reflect on progress in relation to the attributes listed in the IB Learner Profile
Unit of Inquiry Assessments	K-3	6 times throughout year during PYP Units	Assessment of the Essential Elements of the PYP: There are five essential elements of the PYP. These are all assessed through the units of inquiry and recorded on the planner for each unit. • Knowledge —Assessment of the knowledge learned in each unit is done through the summative assessment that reflects an understanding of the central idea.

			<ul style="list-style-type: none"> • Skills, concepts, and attitudes— Each unit provides opportunities for development of different skills, concepts, and attitudes. Reflection on growth in these areas is recorded on the planners and self-assessment done by students. • Action—Any action taken by students, which is an offshoot of knowledge, gained in the unit of inquiry is noted on the planner.
WIDA World-Class Instructional Design and Assessment	Students with a home language other than English	January	Listening, Reading, Writing, and Speaking Skills are assessed The Alt ACCESS is Alternate ACCESS for ELLs is an assessment of English language proficiency (ELP) for students in grades 1 -12 who are classified as English language learners (ELLs) and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs assessment
District End Unit Assessment (School City)	K-3	Three times a year	English Language Arts and Math Computerized Assessment
Sitton Spelling	2 nd , 3 rd	Weekly	Spelling mastery of high frequency writing words with the help of formative assessment . A focus on students' proofreading accountability.
Math Mad Minutes	2 nd , 3 rd	Weekly	Fluency in Foundational Math Skills (Addition, Subtraction, Multiplication)
Colorado Measures of Academic Support	3	April	The Colorado Measures of Academic Success (CMAS) are the state's common measurement of students' progress at the end of the school year in English language arts and math

Recording and Reporting of Assessment Information

Grading/Marking – Students receive quarterly grades as a check four times per year. The semester grades are the marks which will appear on the transcript two times per year.

Kindergarten, First Grade, Second Grade, and Specialist' Proficiency Levels	Third Grade Grading Scale
ADV = Advanced (Exceeds Standard) P = Proficient (Meets Standard) PP = Partially Proficient (Making Progress) U = Unsatisfactory (Inadequate Progress) NA = Not assessed at this time	A = 90% - 100% B = 80% - 89% C = 70% - 79% D = 60% - 69% F = 59% and below

Teachers have the responsibility to ensure grading accuracy in order to provide as accurate a picture of learning as possible. Teachers will follow three grading principals:

- the purpose of grades is to communicate,
- grades reflect information about what a student should know, understand, and be able to do,
- and grades reflect current level of achievement.

Along with report cards, teachers are required to administer all district and state mandated assessments. Each grade level team will provide the PYP Coordinator copies of each Unit of Inquiry, assessments, state standards and

benchmarks, and rubrics. All documents should be sent via email. Grade level binders will be organized and kept by the PYP Coordinator.

Student Portfolios will be utilized to document student learning throughout each grade level's Program of Inquiry. The purpose of saving student work is to provide evidence of 'what is happening' in units of inquiry and support quality of work within units. The portfolio provides a collection of student work that demonstrates individual progress throughout the years at Fountain International Magnet School. This celebration of student learning reflects the student's IB journey through the units of inquiry. The portfolio also provides an avenue of communication between students, staff, and families.

Contents

1 **student** selected piece and reflection per unit of inquiry (Save work in a folder or bin.)

1 **teacher** selected piece and reflection per unit of inquiry

** Student end of the unit reflection is a wonderful way to showcase units as well as student growth and successes! Student work demonstrates IB Attitudes and Learner Profiles.

Management Guidelines

A student reflection will accompany each artifact. End of the unit reflections will be added to the portfolio. First through third grade teachers will send home parent/student end of unit reflections that are filled out at home. It includes both parent and student feedback. Parent end of unit reflections will be grade level specific.

Students should understand the purpose of the portfolio and able to explain why specific artifacts are a part of the portfolio.

Portfolios are stored in 3-ring binders supplied by the school and will be passed on from year to year. Portfolios will be **student-managed with teacher guidance** and should be stored in an area that has easy access for students. Tab dividers will separate transdisciplinary themes and will contain student artifacts from one grade to another. Each table of contents grade level divider will **contain a student picture** for that particular school year. The table of contents will list the six transdisciplinary themes along with the corresponding unit title. Student names should be represented on the side of each binder, and **the cover should be student created**. Sheet protectors are an optional part of the student portfolio.

Portfolio artifacts may include a variety of media and may reflect different learning styles including, but not limited to art, photos, recordings, videos, and multimedia. It may also reflect experiences in the areas of world language, music, media, art, and physical education.

Accessibility: Student portfolios will be accessible to students, teachers, staff members, authorized school visitors or parents. Formative assessments will be kept separately from the student portfolios and will only be accessible to the student, teacher, and/or staff member who works with that student, parent, and school administration.

Conferences

The purpose of conferences is to share information between teachers, students and parents. The following structures are used at Fountain International Magnet School.

Teacher–student conferences take place formally at the beginning of the school year during the Assessment and Data Conference Day. Teachers meet with students individually to review assessment data and to set goals for the school year. Teachers and students continue to meet throughout the school year to monitor progress on goals.

Teacher–parent(s) conference occur in October and periodically throughout the school year as needed. Additional conferences can be set up at any time by parents, teachers, school administration, or student. Communication between all stakeholders is crucial to building an open relationship that will enhance student achievement.

Student-led conferences occur in March. The students are responsible for leading the conference, and also take responsibility for their learning by sharing the process with their parents. It may involve students demonstrating their understanding through a variety of different learning situations. There may be several conferences taking place simultaneously. The conference will involve the students discussing and reflecting upon samples of work that they

Updated January 2, 2018

have previously chosen to share with their parents. These samples have been previously selected with guidance and support from the teacher, and could be from the student's portfolio. The student identifies strengths and areas for improvement. It enables parents to gain a clear insight into the kind of work their child is doing and offers an opportunity for them to discuss it with their child. The conferences must be carefully prepared, and time must be set aside for the students to practice their presentations. The format of this conference will depend on the age of the student and all of the participants must understand the format and their roles prior to the conference (International Baccalaureate, p. 52).

Providing Professional Development for New Teachers

In order to help support new staff in implementing the philosophical approaches to assessment, teacher led focused assessment workshops on specific topics will be provided.

Communication and Review of Assessment Policy

Parents, students, and staff can access Fountain International's IB policies on our school's website. As a staff, we will review our assessment agreements and policy annually prior to the start of each new school year.

Works Cited

- Chappuis, S., R. Stiggins, J. Arter, & J. Chappuis. "Classroom Assessment for Student Learning: Doing it Right – Using It Well." Upper Saddle River: Pearson Education, Inc., 2006.
- International Baccalaureate. "Making the PYP Happen: A Curriculum Framework for International Primary Education." Cardiff: Peterson House, December 2009.
- O'Connor, Ken. "A Repair Kit for Grading: Fifteen Fixes for Broken Grades, 2nd Edition." Pearson Education, Inc., 2011.