

Annunciation Catholic Elementary IB World School Assessment Policy

Philosophy

At Annunciation Catholic Elementary IB World School, we recognize that teaching, learning and assessment are interdependent. Assessment is a tool to drive individualized, as well as group, instruction. Assessment is used to support student learning, to monitor student progress, and to determine the effectiveness of best teaching practices. Teachers assess to provide feedback to the learning community on student progress and to encourage further development.

Assessment and evaluation occurs when teachers:

- gather information about what students know and can do.
- monitor student progress.
- evaluate the achievement of the learner outcomes.
- actively engage students in their assessments.
- promote student agency in their assessment.

Types of Assessment

Assessment for Learning: Students are provided opportunities to share their prior knowledge on concepts. This data provides teachers the opportunity to gather and analyze the information the students already have and adjust the projected learning environments. Students are given the chance to make suggestions and state their interests to guide the development of further inquiry.

Assessment as Learning: Throughout the learning process, students are reflective on their journey. Opportunities to take responsibility by setting goals, reflecting, and acting are provided for further learning. This type of assessments guides our teaching. Also, formative assessment allows students to assess themselves and reflect on their progress, set goals for the future, and be agents of change.

Assessment of Learning: Summative assessments take place at the end of teaching and learning engagements and gives the children opportunities to demonstrate what has been learned. Assessment tasks are included within each of the six units of inquiry. These tasks assess the student's understanding of the central idea, lines of inquiry, and leads them to take action. Summative assessment informs and indicates skills and knowledge students have mastered or acquired.

Principles of Assessment

Effective assessments are characterized by:

- a balance of assessment for, of, and as learning.
- a variety of assessment tools within IB units of inquiry and stand alone planners.
- transparency/clarity in reporting to all stakeholders and allows for dialogue.
- meaningful feedback that affirms achievement and outlines practical strategies for growth.
- differentiation that is clearly identified and which addresses all student's needs.
- reporting that incorporates the essential elements of the PYP.
- providing the students with voice and choice on criteria given to students.

Assessment Practice

Questions that guide our practice:

- What relevant prior knowledge might my students already have?
- How will we know that we have sufficiently supported student learning?
- How am I documenting feedback and reflection on new concepts?
- What action needs to be taken to develop the learning further?

Assessment Strategies and Tools:

- Performance assessment tasks
- Process-focused assessments
- Selected responses
- Open-ended tasks
- Observations
- Project-based learning
- Rubrics
- Exemplars
- Checklists
- Anecdotal records
- Self and Peer Assessment/reflections
- Continuums
- Conferencing

Portfolio Guidelines

Portfolios are used to guide student learning through the PYP, as well as show the development of the whole child across all disciplines. Portfolios are used by students to communicate their knowledge, learning and growth with parents/caregivers at student-led conferences, and with teachers and peers throughout the year.

What is in the Portfolio?

Portfolio content at each grade level includes evidence of the essential elements of the programme and learning engagements that have been reflected upon, showing a student's progress across all disciplines.

Portfolio Management

Portfolios are student-managed. The balance of "teacher-selected" versus "student-selected" content in portfolios depends on the age and maturity of students. Teachers guide students to thoughtfully choose which items to include/keep in their portfolios. Ownership of the portfolio is given to the student.

Portfolios are easily accessible to students. They are meant to be working documents that students can add to throughout each reporting period. Portfolio content may not be limited to written work. A variety of media can be represented to reflect different learning styles and experiences.

Reporting to Parents: Philosophy

Reporting is a means of giving feedback from assessment. It describes the progress of children's learning, identifies areas of growth, and contributes to the consolidation of the entire school community.

Assessment without feedback merely serves as judgement; feedback is the component of assessment that lets us make a sense of judgement and improve our work. Our school culture encourages both assessment and feedback.

Reporting to Parents/Caregivers: Guidelines

At the conclusion of each term, the students and their parents/caregivers will participate in a student-led conference. The students will showcase their portfolio and the growth achieved during the reporting period. Parents will have access to the ongoing reporting of their child's progress on PowerSchool. A printed report will be available twice a year.

At the conclusion of the PYP, students participate in the PYP Exhibition which is a consolidation of their learning.

The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)

The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)

The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)

The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400

The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500

The school considers the Learner Profile in all its IB-mandated policies. (0301-06-0500

The school considers international-mindedness in all its IB-mandated policies. (0301-06-0600