



## **Grove Park Elementary Assessment Policy**

“IB World Schools share a common philosophy -- a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programmes of international education that share a powerful vision.” \*\* Part of this mission is the “gathering and analysis of information about student performance. It identifies what students know, understand, can do, and feel at various stages in the learning process. It is the means by which we analyze student learning and the effectiveness of our teaching, and acts as a foundation on which to base our future planning and practice.” \*\*\*\*

### **Purpose of Assessment**

The purpose of assessment is to give all stakeholders clear insight into a student’s understanding of a subject and to improve student learning with diverse and effective inquiry-based instruction. Formative and summative assessments support and encourage effective teaching and learning by providing invaluable feedback that is necessary to enhance the development of important skill sets, and by providing accountability for each child. Teachers can adjust instruction as needed based on data derived from routine assessments. The information, or data, provided by assessment opportunities, is also communicated to students and parents. Areas of strength and areas where growth is needed, are identified so that students can take ownership of, and be proactive, in their education. Opportunities for self-assessment and reflection are provided in the classroom daily, as part of practicing self-awareness, self-management, being principled, and being a thinker.

## **Principles of Assessment**

The principles of assessment are key to planning, teaching, learning, and curriculum revision. Students are assessed prior to introducing new content, as a method of discovering what they already know. This provides teachers with the most efficient and effective methods to meet the students where they are and to facilitate growth. Opportunities for peer and self-assessment allow students to reflect on their own learning. Teachers provide parents and students with meaningful feedback that can be used for at-home monitoring. Students are also assessed after receiving instruction in order to determine mastery of content. Assessment is managed through an active partnership among students, teachers, and parents/guardians. Clarity of expectations and good communication are shared responsibilities.

## **Assessment Practices**

Teachers use a variety of assessment tools and strategies, which are recorded and reported in a timely manner through report cards, progress reports, parent-teacher conferences, and anecdotal records. Pre-assessment, formative assessments, a summative assessment, portfolios, and standardized tests identify student growth in content and conventions.

Formative assessments are activities undertaken by teachers and students that provide information to be used as feedback to enhance learning and achievement. Examples of formative assessment include, but are not limited to, daily homework, journaling, labs, class discussion, quizzes, small projects, and group and pair activities. Formative assessment allows teachers to monitor student progress towards meeting IB standards.

Common summative assessments are developed by each grade level in their PYP Planner to assess student learning and understanding of the central idea in their current unit of inquiry. Summative assessments occur at the end of a unit and summarize what the students learned. Students in 5th grade will participate in Exhibition near the end of each school year. Exhibition is the culminating experience of the PYP, in which students are expected to demonstrate all aspects of the Learner Profile, participate in an in-depth collaborative inquiry, and take action based on what they have learned through the process.

\*\* Mission statement from the IB

\*\*\*\* Paraphrased from Primary Years Programme Assessment Handbook, January 2000, Copyright IBO