

Kid's Community College Southeast
IB Candidate School
Assessment Policy Addendum for IB-Primary Years Programme
2014

Philosophy

As a PYP candidate school, Kid's Community College SE believes that assessment is an important piece of the curriculum framework and serves several purposes. First, assessment provides meaningful data to students, parents and educators about what the student knows and understands about the world. Assessment data is to be used to inform and differentiate teaching and learning throughout the school year. Likewise, Kid's Community College SE believes assessment should be reflected upon and effectively guide students through the PYP five essential elements of learning:

- the acquisition of knowledge
- the understanding of concepts
- the mastering of skills
- the development of attitudes
- the decision to take action

All stakeholders should have a clear understanding of the content being assessed, why the content is being assessed, the methods that will be used to assess and the criteria of success.

Purpose—(What and why we assess?)

Kid's Community College SE aims to guide and inform staff, parents and community of the school's assessment practices. Reflection is an important part of assessment as it

enhances student learning throughout the Programme of Inquiry.

Principles—(What are the characteristics of effective assessment?)

A variety of resources and approaches will be used to meet the needs of all learners. Products and performances show a conceptual understanding of the learning objectives being taught. The following are some of the principles included in effective assessment at Kid’s Community College Southeast:

- unit related assessments should have connections to the IB Learner Profile traits and Attitudes
- unit related assessments should have a connection to the central idea
- unit related assessments should have connections to the pre-determined objectives, concepts and lines of inquiry within the Programme of Inquiry
- unit assessments should have connections to the PYP Five Essential Elements
- diverse and varied assessment methods will be used to address different learning styles on unit related assessments whenever possible
- assessments will be differentiated to meet the individual student’s learning needs, including, but not limited to, students with an Individualized Education Plan (IEP), Response to Intervention (RtI) Plan, and students receiving English Language Learner (ELL) services
- unit assessments will be created and administered without cultural, ethnic, racial or gender bias
- assessment will be frequent and ongoing
- assessment will be supportive of concept development

- assessment will be concise and clear
- assessment will be consistent and grade-appropriate
- assessment will be meaningful and relevant to the student
- assessment will include relevant and timely feedback
- assessment will be data-driven, as measured by the Florida Comprehensive Assessment Test (FCAT, grades 3 and higher); Stanford 10 (grades 1 and 2); benchmark assessments in Aimsweb and Discovery Education; professor-created and approved assessments

Practices—(How do we assess?)

Kid's Community College SE effective assessment practices include:

- assessment of students' prior knowledge
- use of formative assessment and summative assessment tasks
- transparency— all criteria for learning tasks are clear and known in advance by stakeholders (rubrics/scales, etc.)
- utilization of wide range of assessment tools
- expression of different points of view and interpretations
- monitoring and assessing student progress in the five essential elements—skills, attitudes, concepts, knowledge, and student-initiated action
- monitoring and assessing student progress in relation to the Learner Profiles (including student self- and peer-assessment)
- creation of tasks that cater to a variety of learning styles, multiple intelligences and differing abilities (differentiated products and performances) whenever possible
- ensuring student progress and performance are assessed

in both the subject domains and the units of inquiry to meet state and IB requirements

- documentation of student success, growth, ability and creativity through methods such as use of student portfolios
- working with students in the preparation and evaluation of student-led conferences (minimum of one per year starting in 2014-2015 in 3rd and 4th grade)
- providing all students with opportunities to celebrate their learning
- utilizing collaborative planning time to build tools, reflect on implemented strategies, and share and analyze data

Strategies and methods used to gather information about students' learning will include, but are not limited to:

- observations
- performance task assessments
- process-focused assessments
- selected responses (These might include multiple choice, true/false, matching, short answer, fill-in items.)
- open-ended tasks
- reflections
- self- and peer-assessment

Tools—instruments used to collect data

- rubrics and scales— includes criteria and range
- checklists—criteria
- anecdotal records

- KWL(R)+
- standardized tests
- benchmarks
- continuums

Reporting—feedback on student progress

Kid’s Community College SE believes that meaningful feedback should be consistently reported to students, parents and community members through interviews, conferences, reports, and

Reports will:

- be timely
- be provided at a minimum of every 9 weeks
- deal with academic and non-academic learning
- be in plain language to be readily understood by parents and guardians
- be followed by opportunity for discussion between the child, parents/guardians and professor
- include IB Learner Profile student self-assessment and reflection with comments by professor and parent

Plan for Implementation and Review

The PYP Committee and Pedagogical Leadership Team accept the responsibility for ensuring the assessment policy is put into practice. Professors and administrators will communicate assessment policy to parents and other stakeholders. The Pedagogical Leadership Team will regularly evaluate implementation of assessment policy as evidenced by classroom observations and school presentations.

The Kid's Community College SE will go into effect August 19, 2014 and will be reviewed every three years or earlier as needed by the PYP Committee and the Pedagogical Leadership Team.

Resources

. Making the PYP Happen, A curriculum framework for international education, IBO