Kids Community College Southeast IB World School Elementary Assessment Policy Spring-Fall 2019 School Year

Updated March 2019

Philosophy

As a PYP Authorized World school, Kids 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, Kids Community College SE believes assessment should be reflected upon and effectively guide students through the PYPs five essential elements of learning:

- The acquisition of knowledge
- The understanding of concept
- The mastering of skills
- The development of attitudes
- The decision to take action

Purpose—(What and why we assess?)

Kids Community College SE aims to guide and inform staff, parents and community of the school's assessment practices on an ongoing bases. Assessments provides meaningful data to students, parents and educators regarding what the student knows and understands about the world around them as well as allowing students to evaluate and highlight their areas of strengths and areas of opportunities. One way that is done is through weekly Reflection; This is an important part of assessment as it enhances student learning throughout the Programmed of Inquiry. Teachers administrate both formal and informal assessment everyday through interactive and high level questions. Assessment supports and encourages effective teaching and learning. Subjects are aligned to Florida Standards as well as the PYP standards, practices and objects.

Principles—(What are the characteristics of effective assessment?) A variety of resources and approaches are 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 Kids Community College Southeast:

- Unit related assessments have connections to the IB Learner Profile
- Unit related assessments have connections to the central idea
- Unit related assessments have connections to the pre-determined objectives, concepts and lines of inquiry within the Programmed of Inquiry
- Unit assessments have connections to the PYP Five Essential Elements
- Diverse and varied assessment methods are used to address different learning styles on unit related assessments whenever possible
- Assessments are differentiated to meet the individual student's learning needs including, but not limited to
  - Students with an Individualize Education Plan (IEP)
  - Response to Intervention
  - Students receiving English Language Learner (ELL services)
- Assessment determines the students learning and understanding, using both formative and summative assessment.
- Assessments are frequent and ongoing
- Assessments are supportive of concept development
- Assessment are concise and clear
- Assessments are consistent and grade appropriate
- Assessments are meaningful and relevant to the student
- Assessments include relevant and timely feedback
- Assessments are data-driven, as measured by the Florida Standards Assessments (FSA, grades 3 and higher); NWEA (benchmark assessment for grades K-5), and professor-created and approved assessments.
- Assessment reflects intercultural dimensions of the programme and students.

Practices—(How do we assess?)

Kids Community College SE effective assessment practices include:

- Use of formative assessment and summative assessment tools
- Transparency— all criteria for learning tasks are clear and known in advance by stakeholders/Administration (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, assessing and reflecting 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)
- 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
- 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 (multiple choice, true/false, matching, short answer, fill in the blank, etc)
  - open-ended tasks
  - both self reflections after weekly lesson/and teacher reflection of their teaching methods
  - self- and peer-assessment

Tools—Instruments used to collect data include but are not limited to:

- Rubrics and scales
  - criteria and range
- Checklists
- Anecdotal notes/records
- KWL
- Standardized tests – NWEA. FSA
- Benchmarks
- Formative & Summative assessments

- Online monthly assessments using easy cbm,
- Reporting feedback on student progress

Kids Community College SE believes that meaningful feedback should be consistently reported to students, parents and community members through interviews, conferences, reports, and other forms of communication. Reports are done by using the following guideline.

- Be timely
- 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

In the Primary Years Program-

As of December 2019 Kids Community College is working towards including the reporting of the IB learner profile through conferences through (parent/teacher and student led conferences & showcases).

Purpose (Reflection of student growth in 1 years time)

The Student Led Showcase is created to allow students to lead their familes through the learning they have accomplished as some point of the school year. The student discusses and reflects on their learning through guided and open ended conversations. This is meant for students identify their strengths and areas for improvement in less formal setting. Students will display their portfolios which are used in conjunction with student led conference to provide evidence of learning and cross curricular connections to subjects outside of the 6 transdisciplinary units.

Kids Community College will continue to create and revise Essential Agreements for the Student Led Showcase and Exhibition as it will be assessed per the following:

- Held at least once a year
- Must include the PYP Portfolio

- Allows for student, teacher and parent reflection
- Allow for families and community members to be part of the process

As of February 2019 Kids Community College has adopted to create Exhibition Essential Agreements among the classroom, and is created in relations to the self-created culminating project of their PYP career learning called the 5th grade exhibition. Students in the 5th grade are encouraged to work collaborative with the guidance of teacher mentors to utilize the transdisciplinary inquiry process. Students will investigate, and offer solutions to real-life issues or problems. All teachers throughout the school are expected to participate in some aspects of the PYP in preparation of the final year exhibition.

Rubric Example - Grade 5 Exhibition Group Assessment – Sharing the Planet *This is designed as a formative and summative rubric (Students and Teacher can choose to create their own rubric)*

How is this a real life issue: **Central idea: Connection**

	2 **Beginning to Develop**	3 **Developing Appropriately**	4 **Developing Strongly**
Knowledge- Leaner Profile	▪ The students looked at a global or local issue. ▪ The lines of inquiry are unclear and do not support the central idea. ▪ Students demonstrate limited understanding of the central idea. ▪ Students have completed limited research on each of their lines of inquiry	▪ Students looked at a global or local issue. ▪ The lines of inquiry are clear and support the central idea. ▪ Students demonstrate an understanding of central idea ▪ Students have completed research on each of their lines of inquiry	▪ Students looked at a global or local issue that is important to them. ▪ The lines of inquiry support the central idea. ▪ Students demonstrated clear and detailed understanding of the central idea.
Concepts	▪ Students demonstrated an understanding of a key concept through their research ▪ Students developed one or less key questions in their inquiry with a concept. ▪ Some key concepts were connected with the lines of inquiry.	▪ Students demonstrated an understanding of the key concepts through their research ▪ Students can justify 2-3 key concepts they have chosen ▪ The key concepts were connected with the lines of inquiry and were used to guide the progress	▪ Students demonstrated an understanding of the key concepts through their research ▪ Students can justify 4 or more key concepts they have chosen. ▪ Students could independently create key questions that were connected to the lines of inquiry and that helped guide the progress
Approaches to Learning Skills	▪ With support students were able to apply and recognize their use of some of the Approaches to Learning skills as indicated in their written, visual products, actions and through	▪ Students were able to apply and recognize their use the Approaches to Learning skills as indicated in their written / visual products, actions and	▪ Students were able to plan for apply and recognize their use of all the Approaches to Learning skills as indicated in their written, visual products, actions

	their reflections/checklists	through their reflections/checklists	and through their reflections/checklists
Attitudes & Learner Profiles	▪ Students use some of the language of the learner profiles and attitudes in their written and visual products. ▪ Students demonstrated a few of the profiles and attitudes in their actions as observed by the Mentors, teachers and peers throughout the process.	▪ Students usually use the language of the learner profile and attitudes in their written and visual products. ▪ Students demonstrated the profiles and attitudes in their actions as observed by Mentors, teachers and peers throughout the process.	▪ Students used the language of the learner profile and attitudes in their written and visual products. ▪ Students planned for and exemplified the profiles and attitudes in their actions as observed by Mentors, teachers and peers throughout the process.
Action	▪ Students are unable to identify an action from their inquiry ▪ Students attempt at action only partially addresses their inquiry. ▪ Students action was not fully developed.	▪ Students can identify an action from their inquiry ▪ Students developed a plan for action that addressed a need as defined by their inquiry. ▪ Evidence of this action is displayed or practiced during then Exhibition. ▪ Students can identify the purpose of the chosen action	▪ Students can identify an action from their inquiry ▪ The students had a plan for action that clearly addressed a need as defined by their inquiry. ▪ This action was developed and implemented within the group and was successful in making a difference in the community. Evidence of this action is displayed or practiced during Exhibition.

Template Reference and edited 2019- Example

Sourced - http://pypex.weebly.com/downloads.html

The exhibition must as per guidelines will include the following elements:

(work cited-ibo.org)- http://pypex.weebly.com/uploads/4/7/0/1/47018951/pyp_exhibition_guidelines__2008_.pdf

• Provide an opportunity for students to exhibit the attributes of the IB learner profile that have been developing throughout their engagement with the PYP

• Incorporate all the key concepts; an understanding of the key concepts should be demonstrated by the application of key questions throughout the inquiry process as well the Exhibition guidelines • synthesize aspects of all six transdisciplinary themes

• Provide opportunities for students to engage in action; students should demonstrate an ability to reflect on and apply their learning to choose appropriate courses of action and carry them out; this action may take the form of personal involvement with the planning and implementation of the exhibition and/or service-orientated action; action may not always be clearly or immediately visible

or measurable but evidence should be recorded whenever a particular behavior results from the learning involved

• Represent a process where students are engaged in a collaborative and student-led, in-depth inquiry facilitated by teachers; records should be kept that reflect the process of planning and student engagement with the exhibition

 • Include ongoing and rigorous assessment of the exhibition process; this assessment should take two forms: firstly, ongoing assessment of each individual student's contribution to and understanding of the exhibition; secondly, a summative assessment and reflection on the event itself.

Students and Teachers are assessed as follows: Per IB Guidelines through the reflection process-

- Teachers understood the requirements of the exhibition and how to assess it. Teachers guided students through each phase of the process.
- Students were provided with formative feedback throughout the process. Parents were informed about the nature of the exhibition, its role in the program and the work expected from the students.
- The exhibition was thoroughly planned well in advance and records were kept of the process. All students were actively and productively involved in the exhibition from planning stages to the final presentation.
- The exhibition reflected all major features of the programme including evidence of the five essential elements. The exhibition incorporated a range of media and forms of expression (for example, written work, oral presentations, performances).
- The exhibition was shared with members of the wider school community (for example, governing body, parents, secondary school colleagues and students). There was adequate assessment of and reflection on the exhibition, with opportunity provided for input from students, parents and teachers.
- There was appropriate monitoring of the exhibition and adequate records were kept of teacher collaboration and reflection. The exhibition allowed students to demonstrate and reflect on the attributes and attitudes of the IB learner profile

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, data feedback, and parent feedback.

The Kids Community College SE assessment policy will be reviewed on yearly and ongoing bases by the Pedagogical Leadership Team. Professors are also included to collaborate on the best practices as well.