

ICS Assessment Policy

Beliefs

Assessment at ICS is paramount to the teaching and learning process. It is central to the PYP goal of guiding the students through the five elements of the IBPYP. These elements include Knowledge, Concepts, Skills, Attitudes, and Action. Assessment of knowledge, concepts, and skills help teachers to understand what a child knows about a topic. While assessing a child's knowledge about a topic, the teacher can also assess the child's attitude towards a subject, and better understand the actions a child may take regarding a topic. It is the means by which we monitor the progress of our students and it is a tool to design curriculum, and planning to engage the students' learning.

Purpose

- To use assessment data to monitor students needs and growth
- To ensure early identification of students with specific learning needs
- To inform future academic planning and goal-setting
- To ensure continuity and progression in our work with each student
- To communicate accurate information about the student that is useful to all stakeholders
- To comply with state and federal mandates

Planning

When planning assessments we use Backwards Design. This is done at the initial planning of an IB unit of inquiry by the collaborative team of teachers plan the summative and formative tasks. In Backwards Design, assessment is built into planning, and it takes place during, and at the end of each unit. The Central Idea and the IB Transdisciplinary Theme are both discussed and used in planning the assessment. Reflection is an important component of the assessment process.

Assessments

- **Summative Assessment** at ICS enables the teachers to have a clear picture of the student's understanding.
 - It is the culmination of the teaching and learning process and gives the student the opportunity to demonstrate what he/she has learned.
 - It measures the student's understanding of the central idea and promotes inquiry.
 - At ICS, the summative assessment is often in the form of a *mini exhibition* or an *end-of-unit celebration*.
 - Rubrics are often used in the assessment process to allow teachers to assess multiple dimensions of Transdisciplinary projects.

- **Formative and On-going assessment strategies at ICS include –**
 - Observation – watching the students on task
 - Questioning/Discussions with students
 - Encouraging students to develop self-assessment strategies
 - Photographing/video or audio recording of work in progress
 - Examining children’s written work in all stages of the writing process
 - Keeping informal, anecdotal notes
 - Identifying learning experiences, outcomes, and assessment opportunities
 - Reading Assessments (Twice yearly for 2nd – 5th grade) (Three times yearly – 1st grade)
 - Math benchmark testing occurs three times yearly
 - Unit Assessments of grade level skills
 - Teacher-devised tests/quizzes for core subjects
 - World Language teachers administer ongoing reviews, quizzes, and tests
 - IB Portfolio assessments (ongoing by both teacher and student)
 - Web-based assessments and quizzes
 - Rubrics and Checklists

Data Collection and Reporting

At ICS, a progress report and report card are issued each semester

- Using a 10 point A-F scale
- One student-led conference with parents in the spring utilizing the student’s IB portfolio
- Parent /Teacher conferences as needed
- Parents are invited to end-of-unit mini-exhibitions and celebrations
- Students conference with their teachers on an on-going basis

State-Mandated Testing and Assessment

As a public charter school in Georgia, ICS is required to administer state and federally-mandated assessments.

These include:

COGAT-cognitive abilities test (in grades 1, 3, and 5)

ITBS- Iowa Test of Basic Skills (in grades 1, 3 and 5)

Renzulli System- identifies students eligible for ‘gifted and talented’ programming

G-KIDS- Georgia Kindergarten Inventory of Developing Skills

Georgia Milestones- End-of-year assessment in all academic areas in grades 3-5

WIDA- ACCESS for ELL students (World Class Instruction Design and Assessment for ESOL students English Language Proficiency (ELP) Standards).